

Post
OFSTED
Action Plan



OULTON
PRIMARY SCHOOL

What OFSTED said:

What does the school need to do to improve further?

1. Improve the quality of teaching in key stages 1 and 2 so that it is at least consistently good and leads to good outcomes for all groups of pupils by ensuring that:
 - teachers use assessment information skilfully to plan suitably challenging work for all groups of pupils, especially disadvantaged pupils and the most able pupils – teachers and support assistants overcome pupils' misconceptions and errors quickly, especially in writing and mathematics
 - staff use skilful questioning to deepen pupils' understanding of what is being learned and to increase the pace of learning, especially in reading
 - greater opportunities for pupils to apply their mathematical skills in a wide range of subjects are provided
 - staff have high expectations of what pupils produce to make sure handwriting and presentation are of a good standard.
2. Improve the provision in early years by:
 - setting challenging work for all groups of children
 - ensuring that children make good progress so that a larger proportion attain expected and exceeding standards.
3. Improve the impact of leaders, including governors, by ensuring that:
 - senior and middle leaders increase their expectations of staff and pupils to make sure the quality of teaching and pupils' progress are at least good across the school
 - the additional government funding for disadvantaged pupils leads to these pupils catching up with other pupils nationally
 - there is consistently good teaching of phonics and early reading skills so that at least average proportions of pupils attain expected standards by the end of Year 1
 - literacy and mathematical skills are developed effectively across the school
 - plans for improvement are crystal clear about how actions will develop and improve the quality of teaching and pupils' outcomes

I. Implement a robust pupil progress system to ensure that appropriate challenge, support and intervention is in place for all children, particularly for those who are disadvantaged or not making enough progress from their starting points

Specific Actions:

- Develop meeting and paperwork format, ensuring coverage of all vulnerable groups
- Schedule progress meetings in advance to correspond with data drops
- Prioritise Progress meetings in school cover arrangements to ensure that they happen as planned
- Priority actions are identified after each meeting and clearly communicated to staff (verbally, meeting record sheet and on cohort tracking sheet)
- Feedback about general priority areas communicated to all staff after each round of progress meetings
- Intervention provision mapping reviewed and informed by pupil progress meetings discussions
- Pupil premium strategy reviewed and amended as necessary following each round of progress meetings

II. Senior Leaders to lead all pupil progress meetings to ensure that they have a detailed overview of standards, attainment and progress across the school

Specific Actions:

- First round of progress meetings to be held by DHT and HT.
- Subsequent meetings to be jointly facilitated by either the HT/DHT and relevant Phase Leader
- Each team to feedback key themes and actions to the other members of the Leadership Team
- Phase Leaders to monitor action areas identified during pupil progress meetings through weekly team meeting, phase moderation sessions & observations of teaching and learning – QFT and Wave 2/ 3 interventions
- SENCo/ Designated Teacher for CLA to monitor action areas identified relating to SEND/ CLA children through book scrutiny, observations of teaching and learning, SEND Case Studies & PEP reviews

III. Senior Leaders to use pupil progress meetings to address inconsistency in the provision for pupils and to support and challenge teachers to improve practice

Specific Actions:

- Clear actions and discussion points to be recorded and used effectively to inform teacher's practice and Leadership's monitoring
- Meeting with English/Phonics Leaders to discuss themes of progress meetings and plan relevant actions
- Meeting with Maths Leaders to discuss themes of progress meetings and plan relevant actions
- Relevant INSET planned to address needs and areas for development
- HT to report findings from Progress meetings to Maths/English Link governor and TLPS Committee to inform priorities for their own visits

IV. Senior leaders to evaluate of the effectiveness of Pupil Progress meetings to ensure that the process and systems involve enable practice to be improved

Specific Actions:

- Following first round of progress monitoring meeting, feedback to be obtained from staff
- HT/DHT to reflect on effectiveness off the process
- Review of systems used and if they enabled enough detail to be captured
- Review and amend process/ paperwork as needed
- Repeat evaluation process after each round of meetings

V. Raise the expectations of the required rate and level of progress and ensure that this is clearly communicated with staff across the school

Specific Actions:

- Review set level of FFT Targets at ascertain if FFT₅₀ or FFT₂₀ are aspirational enough for each specific cohort
- Book and attend FFT training course regarding target setting and analysing FFT for school development priorities
- Termly review of FFT predictions and updates added to ongoing tracking sheets as necessary
- 'On track for GD' indicator to be added to all year groups' tracking sheets to ensure that aspirations remain high and individual flightpaths are carefully tracked
- Explore use of published level descriptors/ exemplification guidance for end of Y₁, Y₃, Y₄, Y₅ to give more clarity around end of year expectations for children on track for EXS/ GDS
- Percentage of children 'on track' to achieve their own target to be added onto the data sheets and values compared after each data drop for individual classes, subjects, phases and whole school to inform leaders' planning and focus during progress meetings

VI. Raise the expectations of the work that children produce and the presentation of their work

Specific Actions:

- Sharing books cross phase to be implemented at the start of each staff meeting to build staff knowledge of progress and expectations across the school
- HT and/or DHT to introduce each staff meeting to ensure focus remains on high expectations and standard of pupils' work – key link to Action Plan shared
- Leadership team to begin monitoring of core subjects across work produced in Foundation Subjects and produce further actions/time scale resulting from monitoring

VII. Ensure and maintain high expectations of quality first teaching to ensure that learning is purposeful, well-paced and effective

Specific Actions:

- Development of weekly monitoring plan for Senior Leaders and Leadership Team
- Feedback from learning walks/monitoring with areas of strength and general areas for improvement
- Specific areas of improvement to be shared with individual staff following monitoring
- Sharing books cross phase to be implemented at the start of each staff meeting to share best practice and coach/support peers
- HT and/or DHT to introduce each staff meeting to ensure focus remains on quality first teaching
- Review of current lesson observation paperwork ensuring that it has sharp enough focus on developing QFT and learning
- Amend observation paperwork as needed and share with staff
- Review of how staff adapt lessons during inputs to respond to needs of learners
- CPD – Assessment for Learning CPD to be investigated and booked if available
- Review of differentiation across maths
 - Does MNP meet the needs of all groups of children?
 - Does the MNP workbook ensure appropriate progress within each lesson, for all children?
 - Should the independent part of the lesson have greater differentiation/be differentiated by task?
- Review of structure of lessons and the timetable to ensure that it is suited to the needs of pupils
- Review of how support staff are used during lessons and recommendations planned for
- Review of Phonics teaching and learning across EYFS and KS1; CPD/ Adaptations to teaching approach as necessary

VIII. Continue to build and maintain positive relationships with parents that enable children to successfully capitalise on their learning at home

Specific Actions:

- Strengthening of Parents evening systems to ensure that most if not all parents attend:
 - Parents without appointments to be contacted to make an appointment
 - Letters sent to all parents who do not attend or book an appointment after parents evening to offer another opportunity
 - E-booking system for parents' meetings to be purchased
- Reading incentives to be reviewed across all phases and improved as needed.
- Consistency to be achieved between KS1 and LKS2 to ensure a smooth transition and that good habits continue
- Review of spelling incentives and how this is used across the school to encourage home learning/ support

IX. Ensure that there is a clear expectation regarding the standards of handwriting across the school and that it is taught in a structured way

Specific Actions:

- Regular monitoring of books, work during lessons and work across the curriculum- Linked to point VI
- Review of handwriting scheme lower down school- are pupils developmentally ready to access scheme?
- Join a day resources to be located
- If cannot be located, a new scheme for teaching handwriting needs to be reviewed and purchased
- CPD for staff regarding teaching of handwriting- Staff to receive targeted CPD on handwriting scheme 'a join a day' or replacement
- Monitoring of handwriting teaching/sessions by Leadership Team
- Monitoring of standards in books- Linked to point VI
- Number formation- agreed formations and way of teaching
- Monitoring of number formation in books and marking/ feedback linked to incorrect formation- Linked to point VI

X. Ensure that marking and feedback are used effectively to ensure that pupils make a least expected progress or better across the curriculum

Specific Actions:

- Following Pupil Progress meetings, review of marking and feedback policy to address any gaps seen in books/progress
- Review of marking policies from other schools to ascertain other examples of good practice
- Review of marking policies from other schools to review effectiveness of peer marking and to ensure that mathematical misconceptions are picked up
- SIA to provide input and feedback about successful policies used elsewhere
- SIA to support the implementation and monitoring of any new marking policy
- Creation and display of clear non-negotiables from YN-Y6
- CPD staff meetings on COGS/ARMS
- Peer observation focus on use of COGS/ARMS
- Monitor use of COGS/ARMS in books
- Clear focus on non-negotiables. Monitoring of these being addressed and corrected in work
- Teaching staff meeting held to discuss expectations for marking, feedback and presentation
- Checking of Foundation subject work to identify further areas for development

XI. Continue to train and give guidance to support staff to ensure that their input and knowledge of the curriculum can further support pupil outcomes

Specific Actions:

- Support staff CPD to be planned to ensure consistency across the following areas-
 - Giving effective feedback and addressing misconceptions
 - Expectations of presentation and handwriting
 - Maximising support to enhance learning throughout lessons
 - ARMS and COGS
 - Question stems and effective questioning
 - EYFS/ KS1 Phonics

XII. Further development of school systems to support pupil progress across the whole school to ensure consistency in practice

Specific Actions:

- Review of school paperwork to ensure consistency across school for next academic year e.g.- records of interventions, reading records (next steps), etc.
- Question stems and question prompts developed and shared to ensure depth of questioning across the curriculum
- Insertion of English/Maths link box onto Knowledge organisers/medium term planning to ensure cross-curricular coverage
- Clarify expectations of home reading and ensure consistency in our response across each key stage when pupils are not reading at home
- Review of the current homework policy and investigate the introduction of project-based learning tasks to better promote learning at home
- Review usage of Study Ladder – engagement and effectiveness
- Foundation Subjects - creation of Topic books by children to showcase subject and raise expectations

XIII. EYFS: To ensure that all children make better than expected progress so that a larger proportion attain expected and exceeding standards

Specific Actions:

- Increase amount of targeted intervention to ensure more rapid progress for current Reception cohort
- Audit of physical provision and resources to be completed
- Action plan for resourcing/environment to be created following completion and analysis of audit
- Introduction of letter families and formalisation of handwriting teaching across the phase
- Raise expectations of what children should be able to do at each key point of EYFS by the introduction of non-negotiables and setting challenging targets for end of EYFS
- Staff to actively encourage children to meet non-negotiables and staff monitoring to ensure that this is part of everyday practice
- Staff skill audit completed to ascertain training and development needs of EYFS staff
- Programme of differentiated group activities in English and Maths to support challenge and progress
- Review of Phonics teaching in Nursery and Reception – How effective are Phase 1 learning opportunities embedded in Nursery provision/ adult-led learning; How can phonic skills be developed more rapidly in Reception?