

# St Peter and St Paul, Carbrooke, Church of England Primary Academy

## Post Ofsted Action Plan 2018-2019

	Target	Persons with responsibility	What action	Measurable Impact	Timings
1.	To ensure that pupils' attendance continues to improve and is at least average.	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Attendance lead</li> <li>• Governor</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with Headteacher and Attendance lead once per fortnight to review absences.</li> <li>• Report half termly to governors.</li> <li>• Tackle individual children/families where attendance has not improved.</li> <li>• Seek medical evidence when children are absent for illness</li> <li>• No holidays authorised; fining in place for Year 1 onwards.</li> <li>• Analysis of Year Group attendances weekly</li> <li>• Weekly year group reward stars for attendance</li> <li>• Attendance training for lead</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance shows upward trend</li> <li>• Children are aware of their attendance</li> <li>• Links made to missed learning</li> <li>• Parents aware of possible outcomes</li> <li>• Short improvement plans for individuals</li> <li>• Ask for support where pupils are part time (i.e. 60% school, 40% home school)</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly year group monitoring</li> <li>• Fortnightly review of individuals</li> <li>• Letters home when needed</li> <li>• Fines when needed</li> <li>• Half termly newsletter information</li> <li>• Postcards home for those individuals improving their attendance</li> </ul>

Milestones	Monitoring (by who)	Evaluation (by who)
<ul style="list-style-type: none"> <li>• End goal is in line with national at 96%</li> <li>• School set 0.5 above national at 96.5%</li> <li>• Improvements seen each fortnight</li> <li>• Individual children show an improving attendance picture</li> <li>• Overall percentage to increase, (94.66% in Spring '18, 97.22% for first 12 days of Summer '18)</li> <li>• Reducing number of lates (0.59%)</li> </ul>	Headteacher Governors	Senior Leaders AGEP DNEAT

	Target	Persons with responsibility	What action	Measurable Impact	Timings
2.	For pupils make good or better progress in phonics.	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• EYFS teacher</li> <li>• Year 1 Class Teachers</li> <li>• Year 2 Class Teacher</li> <li>• TA's teaching phonics</li> <li>• Deputy Head</li> <li>• AGEP</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to receive phonics training</li> <li>• Identify children who need additional phonics intervention</li> <li>• Year 2 resits to receive intensive support</li> <li>• Weekly assessments submitted with practice scores on</li> <li>• Phonics tracker updated</li> <li>• Phonics work shared with parents</li> <li>• Clarify phonics teaching</li> <li>• Evaluate the groups weekly</li> <li>• Monitor the use of the LCP planning document</li> <li>• 3 x observations each fortnight</li> <li>• AGEP observation each visit</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing number of children pass the phonics screening</li> <li>• Higher pass rate for Year 2 resits</li> <li>• EYFS children have at least 'expected' attainment in reading</li> <li>• Phonics teaching is accurate, pacy, appropriate and in line with pupils needs</li> <li>• Improving outcomes for all learners</li> <li>• Gaps in knowledge are plugged</li> </ul>	<ul style="list-style-type: none"> <li>• 3 observations per fortnight</li> <li>• Team phonics planning weekly</li> <li>• Effective interventions at least 3 times per week</li> <li>• Tracker updated weekly</li> <li>• Weekly assessments (shared with HT)</li> </ul>

Milestones	Monitoring (by who)	Evaluation (by who)
<ul style="list-style-type: none"> <li>• Weekly monitoring of each of the 5 groups shows accelerated progress of learners</li> <li>• Weekly monitoring of each of the 5 groups shows overall 'good' teaching</li> <li>• Different learning styles incorporated into sessions</li> <li>• Staff discussions show alteration of groups where required</li> </ul>	Literacy Subject Lead Headteacher AGEP External moderation (Marion Dawe)	Governors DNEAT

	Target	Persons with responsibility	What action	Measurable Impact	Timings
3.	For pupils make good or better progress in their reading skills at key stage 1.	<ul style="list-style-type: none"> <li>• Key Stage 1 teachers</li> <li>• Deputy Head/Subject lead</li> <li>• Headteacher</li> <li>• AGEP</li> </ul>	<ul style="list-style-type: none"> <li>• Regular opportunities for reading</li> <li>• Appropriate resources for age of child</li> <li>• Reading assessments routinely take place</li> <li>• Comprehension skills – in school and at home</li> <li>• Linked to Phonics improvement (see item 2)</li> <li>• Extreme Reading competition across the school</li> <li>• Volunteers to hear children read</li> <li>• Regular consistent and appropriate interventions</li> <li>• Norfolk Reading Pathways intervention</li> <li>• Reading BIF</li> <li>• National Story Telling Day</li> </ul>	<ul style="list-style-type: none"> <li>• Children respond positively with their attitudes towards reading</li> <li>• Understanding is improved</li> <li>• Reading ages improve rapidly</li> <li>• Progress is better than 'expected'</li> <li>• Children are confident readers, who can read fluently</li> </ul>	<ul style="list-style-type: none"> <li>• Story Telling day 21<sup>st</sup> March</li> <li>• Regular adults hearing children read on Monday/Wednesday afternoons every week</li> <li>• Additional session for HLTA with Year 2's for reading, weekly</li> <li>• Interventions monitored</li> <li>• Networking for the classteacher within DNEAT &amp; Cluster</li> <li>• Assessments for those who may have SpLD</li> </ul>

Milestones	Monitoring (by who)	Evaluation (by who)
<ul style="list-style-type: none"> <li>• Dressing up for Story Telling Day – Headteacher to lead the day</li> <li>• Reader volunteers are high calibre – retired teacher, retired nurse</li> <li>• Assessment points each half term through DNEAT and termly reading age</li> <li>• BIF – weekly activities</li> </ul>	Key Stage 1 teacher Deputy Head/Subject lead	Headteacher AGEP Governors DNEAT

	Target	Persons with responsibility	What action	Measurable Impact	Timings
4.	<p>For children make consistently strong progress in the development of their skills, knowledge and understanding in Reception.</p> <ul style="list-style-type: none"> <li>To improve EYS provision with a clear focus on language development</li> <li>To improve the teaching and assessment of phonics.</li> <li>To increase the number of children achieving GLD.</li> <li>To achieve a positive learning environment where children respond appropriately to high behavioural expectations.</li> </ul>	<ul style="list-style-type: none"> <li>EYFS Class Teacher</li> <li>EYFS support staff</li> <li>Headteacher</li> <li>NQT Mentor</li> </ul>	<ul style="list-style-type: none"> <li>Marion Dawe to support curriculum to be language rich, linking to phonics, by using indoor and outdoor provision.</li> <li>Visit a number of EYFS settings and broaden own knowledge and understanding of Good EYFS provision.</li> <li>Phonics team meetings.</li> <li>Thorough assessments.</li> <li>Review provision with external provider.</li> <li>Professional development linked to teaching of phonics.</li> <li>Use data and assessment to plug learning gaps.</li> <li>Assess the limiting factors</li> <li>Visits to additional settings.</li> <li>Action Plan.</li> <li>Working closely with TA and other staff.</li> <li>Training/CPD – DNEAT for NQT, professionals for EYFS environment and teaching</li> </ul>	<ul style="list-style-type: none"> <li>Impact of teaching is seen in outcomes for children.</li> <li>There is a systematic and uniformity across the year groups.</li> <li>The outcomes are in line with national, and the sessions show improved provision with robust, pacy sessions.</li> <li>Learning behaviours are appropriate to the age of the child.</li> <li>Regular, individual assessments set clear next steps.</li> <li>Children have a firm foundation to begin Year 1.</li> </ul>	<ul style="list-style-type: none"> <li>Training and CPD ongoing</li> <li>School visits taken place during Spring 2</li> <li>Visit from Senior Leader/EYFS specialist in Early Summer 1</li> <li>Support from External Advisor – Early Summer 1</li> <li>May half term data</li> <li>End of year GLD data June</li> </ul>

Milestones	Monitoring (by who)	Evaluation (by who)
<ul style="list-style-type: none"> <li>Rapid improvement for learning environment</li> <li>Rapid behaviour management improvements</li> <li>External visitors/visits ASAP</li> </ul>	Headteacher AGEP External Support	Governors Headteacher DNEAT

	Target	Persons with responsibility	What action	Measurable Impact	Timings
5.	For pupils make at least good progress in subjects across the wider curriculum	<ul style="list-style-type: none"> <li>• Deputy head</li> <li>• Headteacher</li> <li>• Subject leads</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure thorough curriculum coverage for pupils at EYFS, KS1 and KS2</li> <li>• Enhance learning with on and off site visits/visitors</li> <li>• Access SIFF project for Year 4</li> <li>• Questionnaire and perception survey</li> <li>• Curriculum Map review for 2018/19</li> <li>• Topic review for each class</li> <li>• Regular topic book moderation</li> <li>• Link with feeder high school for STEM days</li> <li>• Linguamarque application</li> <li>• Pupil-led café for sharing learning with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Children make good progress across the wider curriculum</li> <li>• Sport premium is well spent and making a positive impact</li> <li>• Topic books show positive progress across subjects</li> <li>• Pupils are able to talk knowledgeably about topics of learning, linking across subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Reviews termly</li> <li>• Report to governors twice per year</li> <li>• SIFF project continues until Dec '18 with Year 4/5</li> <li>• End of year topic review</li> <li>• STEM day in July</li> </ul>

Milestones	Monitoring (by who)	Evaluation (by who)
<ul style="list-style-type: none"> <li>• Topic books progress from low expectations</li> <li>• Monitoring shows cross curricular links and skill-sharing</li> <li>• All pupils find a strength outside of Core Subjects</li> <li>• Perception survey in July '18</li> <li>• Termly visits/visitors for each class</li> </ul>	Headteacher AGEF	Governors Headteacher DNEAT

	Target	Persons with responsibility	What action	Measurable Impact	Timings
6.	To improve strategies to reduce the number of incidents that lead to fixed-term exclusions	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Deputy Head</li> </ul>	<ul style="list-style-type: none"> <li>• Updated Behaviour Log</li> <li>• Written records of conversations with pupils/parents</li> <li>• 'Contract' of behaviour signed upon re-integration</li> <li>• Alternative provision</li> <li>• Assessment by appropriate agency</li> <li>• Direct parents to support networks</li> <li>• Upskill staff in school</li> <li>• Continue to run Nurture setting for vulnerable pupils</li> <li>• Use internal exclusions where possible</li> <li>• Ensure PATHS is followed</li> <li>• All staff to have Step on training</li> <li>• Senior/selected staff to have Step Up training</li> </ul>	<ul style="list-style-type: none"> <li>• Exclusion data shows downward trend, term on term</li> <li>• Children are aware of their attendance</li> <li>• Links made to missed learning</li> <li>• Parents aware of possible outcomes</li> <li>• Short improvement plans for individuals</li> <li>• Clear risk management plans in place</li> <li>• Greater support from external agencies, in particular, Health</li> </ul>	<ul style="list-style-type: none"> <li>• Fortnightly monitoring of individuals</li> <li>• Regular meetings with parents – positive and negative</li> <li>• Weekly discussions with pupils about their behaviours</li> <li>• Contract of behaviour signed upon re-integration</li> <li>• Reduction of exclusions to become obvious half termly</li> </ul>

Milestones	Monitoring (by who)	Evaluation (by who)
<ul style="list-style-type: none"> <li>• Improvements seen each fortnight</li> <li>• Individual children show an improving attendance/behaviour picture</li> <li>• Overall percentage to decrease, (0.17% in Autumn '17, 0.47% in Spring '18, 0.22% for first 12 days of Summer '18) Year to date is 0.29% (01/05/18)</li> <li>• Short-term goals set with pupils, gradually increasing in time</li> </ul>	Headteacher Governors	Senior Leaders AGEP DNEAT

	Target	Persons with responsibility	What action	Measurable Impact	Timings
7.	To review and, where necessary, amend record-keeping systems relating to behaviour and safeguarding.	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Deputy Head</li> <li>• Teachers</li> <li>• Office Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Written records of conversations with pupils/parents</li> <li>• Date and time all documents</li> <li>• Signature on relevant documents</li> <li>• Records of agreements made</li> <li>• Records of concerns</li> <li>• Appropriate filing system for behaviour forms</li> <li>• More comprehensive reintegration forms for f-ex'd pupils</li> <li>• Case study on an individual's journey over a term</li> </ul>	<ul style="list-style-type: none"> <li>• Exclusion data shows a drop</li> <li>• More children are reaching 'gold' behaviours regularly (at least 50% of school)</li> <li>• Part-time timetable gradually increases to include more time in own class</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate format and information changes made to recording forms</li> <li>• Select a batch of forms for monitoring</li> <li>• Track a pupil's 'behaviour journey' as a case study at the end of each term</li> </ul>

Milestones	Monitoring (by who)	Evaluation (by who)
<ul style="list-style-type: none"> <li>• Audit demonstrates improvements</li> <li>• External validation from Safeguarding team</li> <li>• External validation from Behaviour advisors</li> <li>• Regular review of systems</li> <li>• Insistence on paperwork being completed within 24 hours</li> <li>• Improved filing by May half term 2018</li> </ul>	Headteacher AGEF	Governors Headteacher DNEAT