**Post Ofsted Action Plan Nov 2022 Information to Parents.**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Improve the quality of leadership and management, including in the Early Years, by ensuring that:*** | ***Actions to date:*** | ***Impact*** | ***Next steps*** |
| **Pupils develop a clear understanding of British values** | **Learning planned directly identifying British values as part of every class topic.**  **British Values class display in every class.**  **British Values linked to Gospel values in School rewards and CAFOD charity work with whole school and Pupil Council.**  **Learning and use of British values embedded within the school culture and curriculum**  **Implemented weekly British Value in weekly school assembly, led by all staff.** | **Children more aware of values also living out of the values amongst the children clearer.**  **Pupils able to give examples of public figures who have shown British values in their lives.**  **Pupils are developing vocabulary to show understanding of British Values.** | **Sustain curriculum links with British Values and assemblies that link to 5 British Values.** |
| **Communication between home and school is improved so that parents have increased confidence in the leadership of the school** | **School website up to date and easily accessed with relevant resources for parents. This is maintained by IT support.**  **Termly curriculum overviews shared with all parents outline pupils learning- shared on the school website. Parents are informed of children’s learning.**  **Parent workshops in KS1 to model and support teaching of phonics and reading.**  **Improved school systems and promotional material for new parents.**  **School communication is rapid using a new email and texting system.**  **Additional staff within the office appointed.**  **All payment and booking systems for trips and parent’s evenings are accessed remotely.**  **Clear expectations that staff respond to parental communication promptly by telephone or email.**    **Fortnightly newsletters ensure information is relayed to parents in a timely manner.**  **Consistent use of whole school homework with IXL and Google classroom to support remote home learning and consistent school approach to homework.**  **Local Governing Body has been in place since January 2021. There is a clerk to the Governors employed to support the governing body.** | **The website continues to evolve. It is reflecting the curriculum and ethos of the school more accurately.**  **Parents are informed of children’s learning.**  **Parents better able to support phonics and early reading**  **The increased strength within the school admin team has supported improved communication to parents in addition to the technical systems implemented to improve school systems.**  **Parents able to access information with greater speed.**  **All staff have responsibility to communicate professionally and clearly with parents.**  **Improvements in the newsletter have provided a clear overview of the school curriculum and the Catholic mission of the school. This is shared with the Governors and church community.**  **The quality of educational provision during Lockdown was reviewed twice by OFSTED as effective. (Nov 2020/ Feb 2021.) Regular reviews from Plymouth Trust School Improvement Officer have supported the judgement that educational provision continues to be effective as a result standards have risen so that pupils attain broadly in line with national in Key Stage 1 and are broadly in line or better by the end of KS 2.**  **Confidence in the leadership of the school has developed and there is now a Local Governing Body in place with 2 parent Governors appointed in addition to others.** | **All staff to maintain the school website both in areas of classes and subject leadership roles.** |
| **Middle leaders have the knowledge and skills needed to affect improvements in their areas of responsibility** | **All staff have subject leadership responsibilities and have met the Trust improvement officer to monitor, review and assess their curriculum area, development, and impact.**  **Whole school pupil voice event annually informs subject action plans and provides feedback to the governing body. This is completed by pupils supported by staff.**  **Implementation of new curriculum topics that are cross curricular and link with Literacy.**  **Curriculum topics will be planned and altered on a 2 year basis to ensure the curriculum is always evolving and being enriched.**  **Subject themed learning experiences delivered which include parental and community involvement.**  **New knowledge progressions sequenced and developed linking explicit and prior knowledge with key knowledge to be taught and key learning questions in History, Geography and Science.**  **Planned enrichment through trips, experiences and residentials across the school ensure that pupils have a wide and varied school experience and link to learning and development of cultural capital.**  **Consistent programme of staff training and staff release time to provided opportunities to develop their middle leadership skills.**    **Embedding of Maths Mastery and Powermaths scheme to improve standards in maths across the school.**  **All staff confident in understanding and implementation of Maths mastery teaching in mixed age classes.**  **School working with the Jurassic Maths Hub.**    **Purchase and implementation of new schemes of work in ICT, Design technology, PE and games now embedded across the school.**    **Implementation of The Write Stuff to develop and improve writing and the use of language across the school.**  **Implementation of new MFL language choice- Spanish and support from relevant scheme driven by new MFL lead.** | **Staff have a secure understanding of their need to improve and drive the curriculum experience for pupils.**  **Governors have clear pupil feedback on every aspect of the school curriculum and subject leaders next steps.**  **The curriculum has new and inspiring aspects with improved resources and learning experiences for pupils.**  **Curriculum has been sequenced to ensure mixed age classes benefit from the full national curriculum.**  **Increased parental and community engagement with the school, pupils are developing good personal, social skills.**  **Curriculum has been sequenced and explicit knowledge to be taught is clear.**  **Pupils benefit from a rich diet of experiences that build confidence, resilience and knowledge.**  **Staff workload is actively considered. All subject leaders have worked with HT to develop subject report and subject narrative.**  **New Maths lead training to become Maths Mastery specialists- improving school capacity to improve. Maths attainment in KS 1 in line with 21/22 national (68%) and in KS broadly in line (School 69% Nat 72% 22)**  **Improving attainment in maths teaching and learning. Increased number of pupils attaining Greater Depth in maths.**  **Staff understanding of curriculum development and specialist curriculum areas has improved.**  **From September a clear, progressive curriculum with writing across the curriculum will be consistently implemented across the school.**  **All Staff completed 5 days of training. Standards in writing in both Ks 1 and Ks 2 are in line with 2022 National standards.**  **Teacher knowledge and understanding has been strengthened.** | **Subject leader reports and action plans to be added to the school website.**  **Pupil voice presentation to be added to the school website.**    **Curriculum progressions to be shared to school website.**  **Consistent subject leader monitoring of planning and pupil outcomes in books and pupil voice to ensure the planned curriculum is delivered**  **Ensure that planned events are consistent and planned alongside learning to ensure pupils and school community benefit and learning is enriched.**  **Implement reduced knowledge organisers- vocabulary to be more of a focus.**  **Embed residentials and trips but review costings to ensure that impact is considered for parents.**    **Staff secure understanding of subject and are able to continue to secure improvements across the curriculum.**  **School to school support from the Trust to support mixed age teaching in Powermaths**  **Parent workshops to support parental understanding of maths teaching. Spring Term 23**  **Develop curriculum area- further in ICT with fully funded DFE grant to support ICT access.**  **Ensure writing standards are maintained and improve through Oracy project work and planned writing conferences.**  **MFL lessons are consistent and pupil voice in this area is included in next review.** |
| **Leaders monitor additional funding rigorously and check closely that planned actions are having a positive impact on pupils’ outcomes** | **PP plan in place with a focus upon Forest schools, improving attendance for PP pupils, reading and writing progress for PP pupils.**  **Review of previous plan completed.**  **PP review completed by PP governor and PP book look with PP governor to review progress and plan implementation completed termly.**  **All vulnerable/disadvantaged pupils benefit from targeted support to ensure that they make progress in all curriculum areas.**  **Use of specialist teachers to build school capacity to support vulnerable pupils.**  **Sport Funding plan in place and focused upon long term development of the curriculum and teacher’s skills- Real PE legacy.**  **Review completed with Sports Premium Governor x2 annually.**  **Swimming sessions increased to target 2 year groups**    **Enrichment of sports widened to include cycling and Bikeability qualifications for pupils and experiences identified from pupil voice such as rock climbing, archery and street dance.** | **Attendance improved from below 90% to 96.7 %,**  **Progress for PP pupils in reading is good, with PP attainment in line with peers in some year groups.**  **Impact of Accelerated Reader upon PP reading progress is good.**  **Forest school’s provision successful and having an impact on pupil wellbeing and attitude to school.**  **Additional adults full time in each class with clear intervention timetables for catch up across the school.**  **SENCO has clear assessment tools to focus on pupils with potential SEND needs.**  **Targeted pupils attending after school clubs.**  **Outstanding school performance in multiple sporting events**  **Marathon Kids events successful with school community.** | **Review all plans including external reviews with Plymouth CAST SIO.**    **Strengthen school SEND capacity with Local Authority support.**  **School staff training to assess SPLD need and create learning support plans.**  **Sustain pupil enjoyment and achievement in sports.** |
| **Leaders achieve their plans for the curriculum and promote pupils’ good achievement in all subjects** | **Staff INSET to develop a knowledge engaged curriculum with a clear intent, progression and impact.**  **New knowledge progressions sequenced and developed linking explicit and prior knowledge with key knowledge to be taught and key learning questions in History, Geography and Science.**  **Knowledge Organisers completed for every new topic for completed by subject leaders.**  **Develop Forest School Provision so that there are clear links with the curriculum and Gospel Values.** | **Improved topics and pupil experiences across all subjects.**  **Attainment has improved across the school because of leaders plans. Attainment in EYFS is in line with national. Attainment at the end of KS 1 is broadly in line with 21/22 outcomes nationally and attainment at the end of KS2 is also broadly in line or better than national outcomes.** | **All skills progressions and knowledge organisers to be added to the school website.** |
| **The quality of teaching, learning and assessment is consistently strong across all areas of the school** | **Staff understand the pedagogy that underpins classroom practise.**  **Teaching and learning policy developed with all staff to ensure consistently high expectations in all aspects of the curriculum.**  **SLT weekly drop ins to all classes and weekly book looks to monitor learning and standards.**  **Implementation of consistent approach to the teaching of writing.**  **Whole staff training in assessment data.**  **Implementation of No More Marking comparative marking in writing for whole school.**  **Embed Powermaths and maths mastery across school, ensure Powermaths assessments used and inform future teaching across the school.**  **Embed Accelerated Reader to improve reading standards and reading comprehension.**  **Establish an agreed reading cannon for all pupils.**  **Staff training to embed Read Write Inc phonics in KS 1.**  **There is full adherence to the fidelity of the Read Write Inc scheme- pupils in KS 1 , EYFS and Yr 1 benefit from 1 hr daily.**  **Streamed daily phonic sessions in KS 1 4 Ability groupings.** | **Improvements evident in pupil work reviewed by SLT book looks and whole school moderation of books in staff meetings.**  **Improved presentation in pupil books, classroom and corridor displays in the school.**    **Standards in writing have improved through the consistent approach and the consistent use of 2 weekly independent write sessions for all pupils. Writing standards are in line with national standards in KS 1 and KS 2.**  **Assessment has improved and additional training has improved accuracy and staff confidence and understanding across all yeargroups.**  **Teacher accuracy in writing assessments is good- as evidenced by good outcomes in Yr 2 external SATS moderation in Summer 2022.**  **Maths teaching is improving standards and pupil engagement with maths is good with pupil voice telling us that pupils like Powermaths and maths as a subject.**  **Reading culture across the school is clear. Reading standards have improved with KS 1 attainment in reading broadly in line with national and in KS2 being above national expectations ( KS 2 Sch 81%/Nat 74%)**  **Agreed reading canon identified from Pie Corbett and links to Read Write Inc. Books used as class daily read of guided reading text.**  **All KS1 staff completed Read, write Inc training. All pupils in KS1 benefiting from phonic teaching at the appropriate level daily. Pupils predicted to attain in line with 2022 Phonics national (77%)** | **Targeted Staff INSET to embed adaptive practise and use of sentence stems to support language development and writing across the curriculum.**  **Continued focus on SLT monitoring and book looks to maintain standards and expectations.**  **Maintain writing standards and improve Spelling, punctuation and grammar outcomes at then of KS2. (SPAG)**  **Maintain accurate assessment and use of assessment to inform future teaching.**  **Introduce use of NMM Writing hub to improve SPAG outcomes in KS 2.**  **Continued improvements to reading stock for all pupils. Establish an agreed reading canon for all pupils.**  **Ensure Year 2 access to AR is from the Autumn term- earlier than previous to continue to improve reading outcomes.**  **Develop reading passport for each year to ensure pupils access agreed texts.**  **Embed staff coaching using RT as Reader Leader.** |
| **Outside provision in the early years is well resourced to support children’s development in relation to each of the early learning goals** | **Staff completed redevelopment of outdoor provision with themed EYFS areas to support learning.**  **Outdoor learning planned and implemented daily for pupils.**  **Creation of Foundation Unit for EYFS and Yr1 to support lost learning for pupils.** | **Pupil engagement with outdoor learning is very good. Pupil voice tells us that the children in the Foundation Unit enjoy the learning areas and resources.**  **The creation of the Foundation unit has supported the wellbeing of the returning Yr1 pupils and supported a positive beginning for the EYFS pupils.** | **Review and maintain outdoor provision and resources to ensure that equipment enriches all new topics.**  **The Foundation Unit has been successful and will be maintained.** |
| **Trust officers continue to hold senior leaders to account** | **Permanent Headteacher appointed March 2020.**    **Governor visits for all curriculum areas planned and completed with reports submitted to LGB..**  **Consistent visits by SIO and reports completed by the SIO identify action points.**  **External support and subject interviews completed with all subject leaders.**  **Adoption of a Local Governing body with parent, staff and foundation governors.**  **Cycle of subject leaders presentation to governors.**  **Whole school pupil voice event annually informs subject action plans and provides feedback to the governing body. This is completed by pupils supported by staff.**  **Plymouth Oracy project is launched to all stakeholders.** | **Robust support from the Trust’s School Improvement officer has supported school’s progress.**  **LBG meetings hold SLT to account.**  **Standards have improved in all areas.**  **The Trust have a good awareness of school strengths and areas of improvements.**  **2 successful remote OFSTED inspections.**  **Adoption of Local Governing Body indicates good progress with key leadership issues for the school.**  **Governors are aware of curriculum areas and developments and pupils views in these areas.**  **Governors understand Oracy and the Plymouth Oracy project and its impact on teaching and learning.** | **External support to continue to improve the role and understanding of subject leaders.**    **Governors to complete SWOT analysis and provide feedback to school community.**  **Consider additional pupil voice sessions across the year.**  **Oracy launch afternoon with Governors and parents. Spring Term 23.** |
| ***Improve outcomes for all groups of pupils, including in the early years, by ensuring*** | ***Actions to date*** | ***Impact*** | ***Next steps.*** |
| **Children in the early years attain as well as other children nationally** | **Full review of the EYFS curriculum, all new topics have been implemented and planned. There has been revision of the Literacy and Mathematics curriculum to improve attainment.**  **Learning Support staff have targeted interventions delivered daily to target pupils.**  **Staff training to embed Read Write Inc phonics in KS 1.**  **There is full adherence to the fidelity of the Read Write Inc scheme- pupils in KS 1 , EYFS and Yr 1 benefit from 1 hr daily.**  **Streamed daily phonic sessions in KS 1 4 Ability groupings.**  **Streamed daily phonic sessions in KS 1.**  **Pupils fine motor and writing skills improve so that they can access KS 1 curriculum rapidly.**  **Oracy activities are well planned and delivered in core subjects to improve attainment for all pupils.** | **Planning improved as have outcomes. There are consistent opportunities for pupils to write for extended periods. The use of Powermaths has improved understanding of number.**  **Target pupils receive daily intervention in English and maths following detailed analysis of reception National Baseline data**  **All KS1 staff completed Read, write Inc training. All pupils in KS1 benefiting from phonic teaching at the appropriate level daily and ongoing coaching from RT**  **Improving standards so that pupils are in line with their peers nationally. (Sch 71%Nat 2019 71%)**  **Gross and fine motor skills activities planned daily, use of storycise and purchase of resources to improve physical skills for writing.**  **Pupils language and vocabulary skills improve which support reasoning and writing skills across the curriulum.** | **Continue to improve EYFS curriculum and planning. Implement new curriculum teaching sequences across all subjects.**    **Interventions focus on phonics and number. Share feedback on areas of concern with local pre schools.**  **Parent workshops in phonics, reading and supporting writing.**    **Improving standards so that pupils are in line with their peers nationally.**  **Embed Oracy as a key skill in all learning.** |
| **Pupils’ progress and attainment are in line with the national figures for reading, writing and mathematics.** | **Improvements in reading material, 1:1 reading and guided reading.**  **Pupils achieving Good level of development in line nationally in EYFS**  **Pupils achieve in line or better than pupils nationally at the end of KS1 and KS 2.** | **Standards have improved at all stages across the school with attainment in line or better in reading, writing and maths and in EYFS.** | **Improving standards so that pupils are in line with their peers nationally.** |
| ***Improve pupils’ personal development, behaviour and well-being by:*** | ***Actions to date*** | ***Impact*** | ***Next steps*** |
| **Ensuring that teachers capture pupils’ interests by providing them work that motivates them to learn** | **Whole staff INSET and staff meetings to develop teaching sequences for every subject, knowledge progressions and vocabulary progressions.**    **Knowledge Organisers completed for every subject with subject leader oversight.** | **New topics and experiences implemented for pupils.**  **Vocabulary progressions developed and used in Humanities topics.**  **Pupil awareness and use of knowledge organisers in every class.** | **Further embed new curriculum and progressions.**  **Display on school website.**  **Ensure through SLT reviews consistent use of knowledge organisers and the Book ok knowledge.** |
| **Fostering pupils’ good behaviours and attitudes to learning.** | **New Relationship and behaviour policy in place for whole school.**  **Weekly school-based rewards linked to books and reading.**  **Growth Mindset ethos, vocabulary and lessons for all pupils.** | **Pupil behaviour in school and lessons is good.**  **Pupil responses to book rewards is positive.**  **Growth Mindset embedded across school.** | **Embed relationship and behaviour policy and expectations and rewards.**  **Share with whole school community.**  **Continue to develop and promote Growth Mindset.** |
| ***Improve the quality of teaching, learning and assessment, including in the early years, by ensuring that:*** | ***Actions to date*** | ***Impact*** | ***Next steps*** |
| **Teachers use assessment information to plan activities that build systematically upon what pupils already know, can do and understand** | **Full review of the curriculum from EYFS to Yr 6, all new topics have been implemented and planned. There has been revision of the Literacy and Mathematics curriculum to improve attainment.**  **New knowledge progressions in all subjects identify prior, explicit, and future knowledge so that activities build systematically upon pupil knowledge**  **All Learning Support staff have targeted interventions delivered daily to target pupils across the school.**  **Staff completing and implementing No More Marking assessments and pupil tasks.** | **Planning improved as have outcomes. There are consistent opportunities for pupils to write for extended periods. The use of Powermaths has improved understanding of number.**  **Pupil knowledge is more secure and activities are planned that support the embedding of prior learning/**  **Target pupils receive daily intervention in English and maths.**  **There are consistent opportunities for all pupils to write in different genres and for extended periods which are then assessed and conferenced with pupils across the school.** | **Access additional support to support mixed age teaching and assessment.**    **Embed use of low stakes quizzing and active marking to support assessment of pupils.**  **Support staff to receive training in use of specialist SEND assessments.**  **Embed extended writing and conferencing sessions.** |
| **All staff have high expectations of what pupils can achieve, including in the presentation of their work** | **Staff INSET and training on Handwriting.**  **Whole staff development of teaching and learning policy to ensure consistent expectations for learning and presentation across the school.** | **Improvements across school in presentation and pride in pupils books.** | **Continue to monitor standards of learning and presentation through SLT book looks and staff moderation.** |