



POST OFSTED ACTION PLAN (Summary For Parents)

Inspiring Pupils to Learn!

**Full text Action Plan
available on request
from the School Office**

What does the school need to do to improve further:

1. Accelerate pupils' progress in writing and mathematics in Years 1 – 4 by:

- Setting challenging termly progress targets for all pupils that reflect their capabilities
- Enabling teachers to use assessment information competently to plan next steps of learning for the range of ability within their class
- Making sure all teachers are clear about the difference between the activities pupils do and the learning expected of them
- Providing all pupils with clear guidance about how they can make their work better

2. Sharpen up monitoring and evaluation procedures by:

- Ensuring that the senior leadership team check pupils' progress on a termly basis, taking action if there is evidence of underachievement
- Ensuring staff are held accountable for their pupils' progress through performance management and termly pupil progress meetings
- Ensuring that governors have an accurate knowledge of the school, and rigorously hold the headteacher and senior leaders to account for any weaknesses

3. Implement a strategy for community cohesion by:

- Immediately auditing the school's religious, ethnic and socio-economic context
- Devising a strategy based on the outcomes of this audit to develop opportunities for pupils to work with different communities, especially within the United Kingdom
- Providing evidence of the impact of the school's work on pupils' development

4. Improve communications with parents by:

- Reviewing existing consultation arrangements and identifying aspects that need to be improved, for example updating the school website
- Immediately setting up systems for seeking parents' views about children's progress, taking action where necessary
- Ensuring the school's behaviour policy is shared and explained to parents and pupils
- Ensuring that governors take a lead on exploring ways to involve parents more in decision-making about whole school issues

<p>Focus 1: Accelerate pupils' progress in writing and mathematics in Years 1 to 4 by:</p> <ul style="list-style-type: none"> ▪ Setting challenging termly progress targets for all pupils that reflect their capabilities ▪ Enabling teachers to use assessment information competently to plan next steps of learning for the range of ability within their class ▪ Making sure all teachers are clear about the difference between the activities pupils do and the learning expected of them ▪ Providing all pupils with clear guidance about how they can make their work better 	<p>Objective:</p> <ul style="list-style-type: none"> ▪ Reduce the number of children making 1 sub level progress so that 90% of pupils to have made at least 2 sub level progress by July 2010 and thereafter 3 sub level progress ▪ 80% of teaching to be good or better by July 2010
<p>Timescale: October 2009 – July 2010</p>	
<p>Responsibility: Leadership Team Identified Governors: Alison Staines and Marcus Davies Friend</p>	
<p>Review:</p> <ul style="list-style-type: none"> ⇒ Termly SIP (School Improvement Partner) reports identify progress towards the action plan ⇒ Identified Governors (Alison Staines and Marcus Davies Friend) report the actions taken and their effectiveness to half termly Governing Body meetings. 	
<p>Evaluation:</p> <ul style="list-style-type: none"> ⇒ Link Inspector (Education Improvement Partner) evaluates the effectiveness of the action plan and reports the effectiveness to the Core Group ⇒ Core Group Governors (Dave Piggott and Alison Staines) report impact of the action plan to the school's Strategy Group (Chairs of the Governing Body Committees and Leadership Team) 	

<p>Focus 2: More rigour in monitoring and evaluation by:</p> <ul style="list-style-type: none"> ▪ Ensuring that the senior leadership team check pupils' progress on a termly basis, taking action if there is evidence of underachievement ▪ Ensuring staff are held accountable for their pupils' progress through performance management and termly pupil progress meetings ▪ Ensuring that governors have an accurate knowledge of the school, and rigorously hold the headteacher and senior leaders to account for any weaknesses 	<p>Objective:</p> <p>As a result of more rigorous monitoring and evaluation</p> <ul style="list-style-type: none"> ▪ 80% of teaching to be good or better by July 2010 ▪ Reduce the number of children making 1 sub level progress so that 90% of pupils to have made at least 2 sub level progress by July 2010 and thereafter 3 sub level progress
<p>Timescale: October 2009 – July 2010</p>	
<p>Responsibility: Helen McKay Identified Governors: Liz Wilson and Rita Athersmith</p>	
<p>Review:</p> <ul style="list-style-type: none"> ⇒ Termly SIP (School Improvement Partner) reports identify progress towards the action plan ⇒ Identified Governors (Liz Wilson and Rita Athersmith) report the actions taken and their effectiveness to half termly Governing Body meetings. 	
<p>Evaluation:</p> <ul style="list-style-type: none"> ⇒ Link Inspector (Education Improvement Partner) evaluates the effectiveness of the action plan and reports the effectiveness to the Core Group ⇒ Core Group Governors (Dave Piggott and Alison Staines) report impact of the action plan to the school's Strategy Group (Chairs of the Governing Body Committees and Leadership Team) 	

<p>Focus 3: Implement a strategy for community cohesion by:</p> <ul style="list-style-type: none"> ▪ Immediately auditing the school's religious, ethnic and socio-economic context ▪ Devising a strategy based on the outcomes of this audit to develop opportunities for pupils to work with different communities, especially within the United Kingdom ▪ Providing evidence of the impact of the school's work on pupils' development 	<p>Objective:</p> <p>To provide consistent and coherent opportunities through the curriculum to provide opportunities for pupils to work with different communities, especially within the United Kingdom</p>
<p>Timescale: October 2009 – July 2010</p>	
<p>Responsibility: Foundation Governors: David Beedon, Rita Athersmith, Peter Whitehead, Marcus Davies Friend</p>	
<p>Review:</p> <ul style="list-style-type: none"> ⇒ Termly SIP (School Improvement Partner) reports identify progress towards the action plan ⇒ Identified Governors (David Beedon, Rita Athersmith, Pete Whitehead and Marcus Davies Friend) report the actions taken and their effectiveness to half termly Governing Body meetings. 	
<p>Evaluation:</p> <ul style="list-style-type: none"> ⇒ Link Inspector (Education Improvement Partner) evaluates the effectiveness of the action plan and reports the effectiveness to the Core Group ⇒ Core Group Governors (Dave Piggott and Alison Staines) report impact of the action plan to the school's Strategy Group (Chairs of the Governing Body Committees and Leadership Team) 	

<p>Focus 4: Improve communication with parents by:</p> <ul style="list-style-type: none"> ▪ Reviewing existing consultation arrangements and identifying aspects that need to be improved, for example updating the school website ▪ Immediately setting up systems for seeking parents' views about children's progress, taking action where necessary ▪ Ensuring the school's behaviour policy is shared and explained to parents and pupils ▪ Ensuring that governors take a lead on exploring ways to involve parents more in decision-making about whole school issues 	<p>Objective:</p> <p>To increase rates of parental satisfaction so that when surveyed using the OFSTED criteria at least 90% of parents are satisfied with:</p> <ul style="list-style-type: none"> ⇒ Safety ⇒ Rates of pupil progress ⇒ Provision within the school ⇒ Communication
<p>Timescale: October 2009 – July 2010</p>	
<p>Responsibility: Deputy Head Parent Governors: Rachel Poulton, Jenny Bryant, Janine Pearce, Nik Ellis, Kath Van Block</p>	
<p>Review:</p> <ul style="list-style-type: none"> ⇒ Termly SIP (School Improvement Partner) reports identify progress towards the action plan ⇒ Identified Governors (Rachel Poulton, Jenny Bryant, Janine Pearce, Nik Ellis, Kath Van Block) report the actions taken and their effectiveness to half termly Governing Body meetings. 	
<p>Evaluation:</p> <ul style="list-style-type: none"> ⇒ Link Inspector (Education Improvement Partner) evaluates the effectiveness of the action plan and reports the effectiveness to the Core Group ⇒ Core Group Governors (Dave Piggott and Alison Staines) report impact of the action plan to the school's Strategy Group (Chairs of the Governing Body Committees and Leadership Team) 	

Annexe A: Safety

<p>Focus: Safety</p>	<p>Objective: To ensure that issues identified during the verbal feedback by the Inspection team have been addressed</p>
<p>Timescale: October – December 2009</p>	
<p>Responsibility: Helen McKay Rachel Poulton (Health and Safety Governor)</p>	
<p>Review:</p> <ul style="list-style-type: none"> ⇒ Health and Safety Advisor to review and provide a short report for the school ⇒ Health and Safety Governor (Rachel Poulton) to report the actions taken and their effectiveness to half termly Governing Body meetings. 	
<p>Evaluation:</p> <ul style="list-style-type: none"> ⇒ Link Inspector (Education Improvement Partner) evaluates the effectiveness of the action plan and reports the effectiveness to the Core Group ⇒ Core Group Governors (Dave Piggott and Alison Staines) report impact of the action plan to the school's Strategy Group (Chairs of the Governing Body Committees and Leadership Team) 	