

Houghton Regis Primary School: 'Getting to Good' Post Ofsted Action Plan.

Jargon Key	
CPD	Continual Professional Development- training for staff in meetings after school or on training days.
GB	Governing Body- elected members who are responsible for strategic decisions within the school alongside the Head Teacher; including setting the vision, holding school leaders to account for standards and ensuring school finances are spent effectively.
Learning walks L/W	A brief visit to classes to look at the specific aspects of learning within classes by leaders or advisers within school.
	Staff member with a Teaching & Learning Responsibility pay allowance e.g. Maths Leader, Phase Leader: staff member responsible for group of year groups
PPM	Pupil Progress Meetings- held with all staff to discuss progress of pupils for whom they are responsible for.
PPG	Pupil Premium children- children who have been eligible for Free school meals or have been 'looked after' in public care. (PPG is also referred to as disadvantaged in external reports).
RASP	Raising Attainment & Standards of Pupils- GB committee to scrutinise children and staff performance.
Reported data	This is school data that is published by OFSTED, the Department for Education or the Local Authority on children's performance I school within assessments at the end of Reception class, Year 2 & 6 SATs & the Year 1 phonics screening test. Parents are informed of their child's individual performance. Schools have to record this on their websites
SEND	Special Educational Needs & Disabilities
SLT	Member of Strategic Leadership Team: Head, Deputy & Assistant Head Teacher.
SEF	School Self Evaluation- monitoring undertaken by a school to judge how well it is performing against national/ OFSTED standards e.g. book, planning and marking scrutinies; learning walks and lesson observations; analysis of data.
SLE	Senior Leader of Education (LA Advisor)
EWO	Education Welfare Officer

Action	Impact
1. Take rapid action to further improve the effectiveness of leadership and management by focusing upon the progress of all groups of pupils within monitoring activities leading to accelerated progress of all groups.	1. Leaders at all levels can make accurate judgments of progress of all groups of children within School Self Evaluation (SEF) activities by July 2017.
2. Take rapid action to further improve the quality of teaching, learning and assessment so that all groups make accelerated progress.	2. Effective planning and teaching ensures that all children are interested, involved in their learning and make good progress by July 2017.
3. Work more closely with families to improve attendance	3. Implement robust procedures to improve attendance, lateness and the incidence of holidays in term time so that the target of 96% attendance is achieved by July 2017.
4. EYFS Provision - Improve the quality of teaching, learning and assessment so that it is consistently good or better across the reception unit.	4. Priority: 70% of pupils to be attaining a 'Good Level of Development' by Summer 2017
5. To work in partnership with parents to support their child's learning.	5. Engaging the parents in their child's learning.

1. Take rapid action to further improve the effectiveness of leadership and management by focusing upon the progress of all groups of pupils within monitoring activities leading to accelerated progress of all groups.

Action	Impact/Progress %	Timescales/Completion Date	Monitoring/Person Responsible
<p>To ensure senior and middle leaders' monitoring activities focus on the progress of different groups of pupils and that teachers make sure that all children make good progress.</p>	<p>Feedback of teaching observed is more focused on the progress of different groups so that teachers make sure good progress is made by all learners. New proforma created to record the progress of different groups. Training provided for new middle and senior leaders. Feedback given to staff which identifies the progress of different groups. Middle leaders become confident in identifying progress of different groups through monitoring. Teachers make sure that all pupils make rapid progress.</p>	<p>2.3.17 - middle leaders 1:1 training 16 x ½ day sessions. 18.4.17 - new proformas presented to staff. Learning walks with new deputy Summer Term 1 Lesson obs. June 2017.</p>	<p>Leaders undertake: Learning walks / monitoring Lesson observations. Governors provided with overview of teaching profile External reviews undertaken with: • School advisers • Local authority adviser</p>
<p>Closer and more accurate monitoring by leaders of all levels on the progress made by all groups of pupils.</p> <p>- Joint monitoring activities undertaken with SLT & middle leaders and external advisers.</p> <p>- Monitoring and evaluation of the SEND & PPG interventions, with teachers and teaching assistants to maximise progress and to close the gaps in children's learning.</p>	<p>Senior and middle leaders coached on accurately identifying progress so that accurate judgements of the progress of all groups are made within monitoring activities. Additional support for pupils who are making less progress is targeted to make a bigger difference to how well they achieve. Resources and interventions are clearly measured and evaluated leading to redistribution of intervention if necessary</p>	<p>Half termly cycles of monitoring internally. Half termly assessments, data collection and analysis. Reviews undertaken with external agencies i.e. school advisers/ local authority on half termly basis</p>	<p>At termly RASP with SIP (BH) meetings, Governors challenge and support the school to achieve this objective. SEN & PPG pupils are making good progress as seen within interventions, class work, book scrutinies and within data.</p>
<p>Set up support plans, for teachers where teaching is less than good, with time-</p>	<p>Support teaching and learning development through the creation of a</p>	<p>Observations with SLE Joint SLT observations</p>	

scaled targets focusing on the quality of teaching and learning and progress for all groups of pupils.	<p>clear CPD programme, including:</p> <ul style="list-style-type: none"> • observing good practice already in school, observing good practice in the Partner school, and other schools where appropriate • Learning and Teaching Adviser and Partner School support for planning and teaching 		
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2. Take rapid action to improve the quality of teaching, learning and assessment so that all groups make accelerated progress.

Action	Impact/Progress %	Timescales/Completion Date	Monitoring/Person Responsible
<p>Teachers plan and differentiate work that matches the new NC objectives for all groups of learners, including disadvantaged pupils and those who have special educational needs.</p> <p>Effective SEN provision making good or outstanding within lessons progress. Personalised learning for children of all abilities.</p> <p>Improve outcomes for SEND children.</p> <p>Improve outcomes for EAL children</p>	<p>Work scrutinies, moderation and lesson observations show that work is clearly differentiated and is set at the right level to enable accelerated progress within lessons.</p> <p>Progress of children at all levels, but especially SEN and PPG is evident in school data</p> <p>External adviser (Jamie Carmicheal) to review SEN provision with action plan.</p> <p>Whole school Provision Map for SEND.</p> <p>EAL register and EAL Individual / group plans to be implemented</p>	<p>Half termly monitoring internally - assessments, data collection and analysis.</p> <p>Reviews undertaken with external agencies i.e. school advisers/ local authority/ Houghton Regis cluster on half termly basis.</p> <p>School governor (LL) to moderate with teachers and SLT for years 6, 4 and 2, half termly</p> <p>JC March 2nd (First visit) then 16 x 0.5 days</p> <p>Additional staff meeting for Provision Maps – 13th March 2017</p> <p>EAL Register & Plans April 2017</p>	<p>Leaders undertake:</p> <p>Planning and book scrutinies.</p> <p>Learning walks.</p> <p>Lesson observations.</p> <p>External reviews undertaken with:</p> <ul style="list-style-type: none"> - School advisers - Local authority adviser - Houghton Regis Moderation Cluster group - Governor (LL) for moderation <p>SENDCo to implement recommendations</p> <p>Review May, July, September</p>
<p>Develop effective questioning skills to deepen pupils thinking and ensure staff use and apply their skills from training to incorporate mastery level in their</p>	<p>Planning scrutinies demonstrate a range of higher order questions are consistently planned and modelled by all adults in the classroom.</p>	<p>Training in Spring Term on questioning skills.</p> <p>Monitoring on half termly</p>	<p>Leaders undertake:</p> <p>Planning and book scrutinies.</p> <p>Learning walks.</p> <p>Lesson observations.</p>

<p>planning. Training day focuses on Questioning skills. All staff are using a range of higher order questions within planning and then within lessons and planning. Question prompts are on display to inspire staff and children. Peer work to share good & outstanding practice across the school.</p>	<p>Learning environments are 'question rich' and staff and children make use of them. Lessons observed feature questioning being used effectively to promote further progress and engagement of all pupils.</p>	<p>reflects improved use of questioning skills. Classrooms/ learning areas have prompts on display by 8.5.17.</p>	
<p>All teachers give pupils clear feedback in marking about how children can improve their work by providing next steps for learning. Introduce self and peer-assessment to allow children to improve their learning. Marking and feedback (M&F) reviewed and good to outstanding M&F practice is cascaded by staff.</p>	<p>Feedback within lessons and in marking is clear about what children need to do to improve. Children are involved in identifying next steps to move their learning on. Marking across the school is consistently providing clear feedback and next steps, using scaffolding where necessary to target specific learners.</p>	<p>Marking & Feedback policy review during INSET In school moderation M&F review w/c 27.3.17.</p>	<p>Leaders undertake: Marking & Feedback book scrutinies. Lesson observations. External reviews undertaken with: Houghton Regis Cluster Moderation groups and external Moderators.</p>
<p>All teachers to ensure effective TA deployment, using guidance and strategies suggested from 'Maximising the Impact of Teaching Assistants' (MITAs)</p>	<p>Provide TA training to secure their understanding of ARE in line with the new NC so they can confidently deliver interventions – pre-learning and over-learning</p>	<p>Regular monitoring during Summer Term</p>	<p>Monitoring of TAs during learning walks and observations. Monitor the impact of interventions and the progress of these children.</p>
<p>Use assessment more systematically as the basis for planning to meet pupils' needs by delivery of training on: The use of Classroom Monitor to inform planning that meets age-related expectations and expected rates of progress. Strategies for day-to-day assessment. Provision of support for teachers with lesson planning, ensuring that activities</p>	<p>Monitoring by headteacher and SLT includes: Weekly planning scrutiny, Lesson observations and learning walks, book moderation Half-termly review and evaluation of planning Half-termly pupil progress meetings to include review of on-going assessment Monitor and evaluate progress of</p>	<p>Half termly assessment collection and analysis 26.4.17 Classroom Monitor training 12.6.17 Pupil Questionnaires and analysis - Half-termly pupil progress meetings are held and demonstrate increased progress</p>	<p>By July 2017, teachers' planning is based on half termly assessments. Lesson observations and pupil questionnaires show that at least 80% of pupils find their learning has challenge. By December 2017 Lesson obs, data analysis, work scrutiny and discussion with pupils show that: - Teachers make consistent use of</p>

<p>are well-matched to the learning needs of all pupils.</p> <p>Support for the use of assessment as part of a programme of tailored support to develop teaching in KS2.</p> <p>Training in the use of assessment for planning in English and maths</p> <p>High expectations and challenge for all pupils including SEND and PPG.</p>	<p>all groups but especially SEND & PPG.</p> <p>SIP and GB will monitor progress with the headteacher and Deputy Head through monitoring visits</p>		<p>assessment information for planning and tracking</p> <ul style="list-style-type: none"> - Teachers can and do adjust teaching and tasks during the lesson when appropriate - The pupils recognise and value the challenge in their learning.
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3. Work more closely with families to improve attendance.

Action	Impact/Progress %	Timescales/Completion Date	Monitoring/Person Responsible
<p>Implement robust procedures to improve attendance, lateness and the incidence of holidays in term time.</p> <p>Appoint an attendance officer and parent support worker who engage directly with families.</p>	<p>The attendance team will give high priority to supporting the improvement of attendance and reduction of persistent absence e.g. by regularly reviewing data and reports provided by the Education Welfare Officer (EWO)</p>	<p>The attendance officer will check the registers / data base for absentees daily both morning and afternoon.</p> <p>The target of 96% attendance is achieved by July 2017 and 97% by 2018</p>	<p>Jenny Taylor (EWO) to work closely with the LA attendance officer to review progress towards targets.</p> <p>An up to date Attendance Policy is in place.</p>

4. EYFS Provision

Improve the quality of teaching, learning and assessment so that it is consistently good or better across the reception class.

Action	Impact/Progress %	Timescales/Completion Date	Monitoring/Person Responsible
<p>Develop new tracking system to ensure progress can be seen clearly and appropriately across EYFS.</p> <p>Improve pupils' writing across Reception (Gold class).</p>	<p>EYFS Leader and teachers are using evidence gathered to inform planning & teaching.</p>	<p>March / May /June - LA moderation of assessment validates accuracy of judgements against the developmental month bands and Early Learning Goals</p>	<p>The quality of the Learning Environment is judged as good and supports independence and provides stimulating experiences</p>
<p>Re-organise, resource and enhance the learning environment inside and out to provide greater opportunities</p>	<p>EYFS has a wide range of stimulating and engaging activities to help children practise their reading,</p>	<p>Re-organisation complete by Autumn half term Resources to in identified and purchased by half</p>	<p>EYFS Team will have increased the effectiveness and appearance of EYFS provision to be inviting,</p>

<p>for independent learning especially in Literacy and Mathematics.</p> <p>Systems for documenting learning (Learning Journals) provide on-going opportunities for children to reflect on their own learning and have clearly written next steps which inform planning and teaching.</p> <p>Phonics sessions are taught daily with pace and rigour and have differentiated activities and resourcing for lower and more able children.</p>	<p>writing and number skills.</p> <p>Learning journals identify next steps for children, in all areas of learning.</p> <p>Parents and or carers are able to regularly review evidence of their child's learning, are clearly informed of next steps and contribute evidence to their child's learning journal.</p> <p>The resourcing of the learning environment supports opportunities to consolidate new learning in phonics throughout the week</p>	<p>term</p> <p>Purchased and will commence asap (TW to lead). Moderated and reviewed weekly.</p> <p>Daily phase 2 phonics sessions are taught concurrently with phase 1 phonics to strengthen listening & attention skills from easter</p>	<p>stimulating and fun</p> <p>Learning Journeys contain short/long obs, photos & info from home. Samples of work still to be added for some children</p> <p>All EYFS practitioners are confident in delivering high quality phonic sessions for all abilities within the cohort in the EYFS</p>
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5. To work in partnership with parents to support their child's learning.

Action	Impact/Progress %	Timescales/Completion Date	Monitoring/Person Responsible
<p>New initiative of a Parents' Forum</p> <p>Parent workshops and Parent volunteers support school events and the life and work of the school.</p> <p>Increase parents' awareness of end of year and end of Key Stage national expectations by:</p> <ul style="list-style-type: none"> - Holding a Year 2 SATs information evening for parents - Organising a Year 1 phonics screening test information session/guidance booklet for parents - Holding Curriculum workshops to support parents with their understanding of the new NC e.g. Maths to share strategies and calculation policy; English to share SPAD, Reading and Writing terminology and expectations. <p>Parents are aware and fully understand provision for our SEND children</p>	<p>What is the best format to engage the most parents?</p> <p>Update school website and emails / texts to communicate.</p> <p>Regular opportunities to look at children's work through class assemblies and open afternoons</p> <p>Parents to learn and practise strategies with their children to use at home for extra learning.</p> <p>Ensure website is fully up to date with regards our SEND Policy and SEND Information.</p>	<p>Post Ofsted Action Plan presentation to parents (BW)</p> <p>AT (office manager) to implement Update SEND Policy and SEND</p> <p>Summer Term/Autumn Term</p> <p>Information Report and represent current practice within the school and includes changes at national / local level</p>	<p>Commence Parents Forum Summer Term 1 – Denise Bond to lead.</p> <p>Middle Leaders to arrange workshops for parents to attend.</p> <p>New provision maps are written, agreed with parents and signed. SENDCos to monitor.</p>

To facilitate swift improvement the school will be benefitting from:

- Access to the 6 visit SIP programme (BH).
- Ongoing consultancy (JC) support to drive improvement in EYFS provision and assessment.
- Ongoing consultancy support to improve SEND provision and to support the work of the SENDCo (JC).
- Support from an experienced system leader (Sue Teague – LA Advisor) in order to support senior leaders in validating their judgements of the quality of teaching, learning and assessment.
- A new deputy headteacher has been appointed with effect from April 2017.
- Appointing new SENDCos – EYFS / KS1 is Mrs L Bonney and KS2 is Mrs H Game. Personalised bespoke training and support (16 x ½ day weekly sessions from J. Carmichael). SEND support group training 18th April, SEND cluster groups 3rd May.
- A pupil premium review [required by Ofsted] and an able pupil review – SLE (ST)
- First Choice Schools programme [FCS] in order to develop the skills of middle leaders, enabling them to take a whole-school overview.
- Improving Teacher Programme [ITP] in order to move teachers' practice to consistently good or better.
- Teaching Skills course to refresh those teachers whose practice is consistently good.
- Outstanding Teacher Programme.
- Talk Less Teaching course.
- Outstanding Teaching Assistant Programme [OTAP] for a number of teaching assistants in order to improve practice.
- Further training for SLT, Middle Leaders and GB in the scope and use of the Fischer Family Trust materials [FFT Aspire] to support self- assessment and target-setting.