

Summary of key actions and evidence of impact since the Ofsted inspection

1 KEY ISSUE/AREA FOR IMPROVEMENT: Urgently improve the personal development, behaviour and welfare of all pupils	
Ensuring all staff have the highest expectations of pupils' conduct in all areas of the school and at all times of day. A safeguarding review, conducted by the Local Authority, has taken place (15.5.17) which indicated significant steps had been taken to improve the behaviour and welfare of all pupils and some initial impact can already be seen.	
<p>Actions taken, including the implementation of a new behaviour policy:</p> <p>1.1</p> <ol style="list-style-type: none"> 1. Parents actively contributed to the writing of the new school behaviour plan through parent meetings: 2.5.17 (17 parents attended) 3.5.17 (13 parents attended). 2. 8.5.17 Pupil forum meeting- pupil views sought about a new behaviour policy. 3. Staff behaviour working party meeting discussed the views of all stakeholders regarding a new behaviour policy. 4. A draft of the new behaviour plan was written a discussed with all staff- 16.5.17. 5. During a series of monitoring visits, advice and support given by Mrs Poole: Education Advisor for Behaviour and Attendance. 6. Immediate action has been taken for inappropriate behaviour based on a tier system. Children whose behaviour is inappropriate are immediately kept in at lunch time where restorative practice questions are discussed with the Headteacher. 7. The Headteacher is conducting a weekly learning walk throughout school to monitor behaviour for learning. 8. Parents contributed to the draft of the behaviour policy during two meetings- 22/23 May. 9. Launch of the new behaviour system in a whole school assembly- parents invited 5th June 10. Governors have approved the policy. 11. Mr Harrison has been appointed as pastoral lead 12. A review of the incidents has taken place and shared with the local authority 13. Pupil forum met to discuss the impact of the new behaviour system 14. Parent forum met and shared their views 15. Restorative practise has been embedded at lunch time. 	<p>Impact of action taken</p> <ol style="list-style-type: none"> 1. Serious incidents are falling dramatically week 1- 20 serious incidents; week 8- 1 serious incident. 2. Children reported in the pupil forum and in individual interviews with children that they liked the new behaviour system and it is working well in classrooms: they also said behaviour has improved. 3. Parents at the parent forum were very positive about the new behaviour system. 4. Parents reported that they are feeling listened to; communication about behaviour has improved; and their children are enjoying receiving the Class Dojos and their rewards.
<p>Children throughout the school name 'hot spots' in school where they did not feel safe.</p> <p>1.2</p> <p>The key areas children felt unsafe- evidence of action and impact:</p> <ol style="list-style-type: none"> 1. Playgrounds Staff are providing a greater presence around school, including a willingness to supervise in during lunch time- including outside. Early Years staff are now leaving equipment out for children to use in the Key Stage 1 playground. Key workers have been allocated to children who need more support at lunch time. Chill and chat- a pastoral group has been established during three lunch times a week for vulnerable children 	<p>Impact of action taken</p> <ol style="list-style-type: none"> 1. Incidents on the Key Stage 1 playground are dramatically reduced. All staff are on board with ensuring children are engaged. Midday supervisors and parents have reported that their children are much happier as they now have more to do/ play with. 2. In the past month term inappropriate incidents have halved in the past month to only two compared to the previous month. 3. Our younger children, nursery to Year 3, are thoroughly enjoying interacting with the older children from. The older children are reinforcing

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<p>to develop self-confidence. £200 of equipment has been purchased for the Key Stage 2/ Year 2 playground.</p> <p>2. <i>Cloakrooms/ corridors outside cloakrooms</i> A rota has been created for the supervision of cloakrooms during Key Stage 2 break times. A lunch time supervisor has been assigned to do the same during the lunch break. Children are expected to walk in school at all times.</p> <p>3. <i>The 'big children'</i> Year 6 children are spending $\frac{3}{4}$ hour in classes from Reception to Year 3, and in Brougham Street Nursery on a Friday afternoon to support children's learning and develop positive relationships with 'big children'.</p> <p>4. In the Key Stage 1/Early Years Foundation Stage playground- children being 'rough' with Year 5 buddies.</p> <p>Key Stage 1 and Early Years Foundation Stage staff have talked with all children and this is being monitored by staff on lunch time duty. Children have been helped to understand the meaning of being safe through discussions in class, and during Key Stage and whole school collective worship.</p>	<p>the rules and setting a good example.</p> <p>4. There has only been one reported incident in the past month of a younger child being 'rough' with an older child.</p>
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2 KEY ISSUE/AREA FOR IMPROVEMENT: Strengthen leadership and management, including governance	
<p><i>Ensuring that the monitoring of teaching is rigorous and regular</i></p> <p>2.1</p> <p>1. A rigorous monitoring policy is being developed that provides a clear view of where support is urgently required and of the training needs of staff. This has been ratified by governors.</p> <p>2. English and Mathematics leaders are holding weekly meetings with children (from key groups) with their books and teacher's planning- focusing on one class per week.</p>	<p>Impact of action taken</p> <p>1. Teachers are acting on feedback given and children are observed to be allowed to learn through problem solving in order to develop their fluency and reasoning.</p> <p>2. Staff are acting on feedback given. Children are more able to verbalise their learning and gain a deeper understanding of how to take their next steps of learning.</p>
<p><i>Developing the curriculum so that pupils have the chance to deepen their understanding and skills across various subjects</i></p> <p>2.2</p> <p>1. Subject leaders have written actions plan to support the development of the new School Improvement Plan.</p> <p>2. Subject leaders are auditing the training needs of staff.</p> <p>3. Opportunities of developing English and Maths skills in other subjects are being monitored.</p>	<p>Impact of action taken</p> <p>1. Evidence of more cross-curricular work, especially in writing, has been evidenced in the English and Maths subject leaders reports.</p>
<p><i>Compiling records of unacceptable behaviour</i></p> <p>2.3</p> <p>1. Behaviour records which allow leaders to analyse information concerning unacceptable behaviour and bullying are being compiled to see where there are patterns and ensure that such incidents are reduced significantly- there is evidence of immediate impact</p>	<p>Impact of action taken</p> <p>1. Behaviour records are enabling leaders to focus to support on any areas of concern. Key children are being identified for support and some referrals are being made to support services.</p>

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<p>here.</p> <p>2. New system for recording unacceptable behaviour shared with advisors and governing body.</p>	
<p><i>Developing opportunities for pupils to see the correlation between showing respect and tolerance of people who make different lifestyle choices, or are from other faiths and cultures, and showing these values in their daily interactions with each other</i></p> <p>2.4</p> <ol style="list-style-type: none"> 1. The long and medium term planning for PSHE has been redrafted and all teaching staff have completed audit for implementation of objectives covered this year. 2. Social Moral Spiritual and Cultural Education is included in the whole curriculum and all collective worship with a focus on the school values and behaviour. 3. Displays in classrooms relate, where possible, to our school values. 4. A whole school Spiritual Dimension day was held in school 3rd July, 2017. 	<p>Impact of action taken</p> <ol style="list-style-type: none"> 1. Children were observed to verbalise their understanding of their spirituality in the Spiritual Dimension day. 2. Visitors have commented on the good manners of the children.
<p><i>Making sure that the assessment of pupils' achievement is regularly and accurately documented</i></p> <p>2.5</p> <ol style="list-style-type: none"> 1. An end of Spring Term data report has been written for the staff, Governors and the Local Authority. 2. A Governance review has taken place to evaluate its role and support the development of the its effectiveness. 3. A new style end of year report is being discussed which includes effort, attainment and progress information for parents. 4. Monitoring of marking and feedback indicates progress in teacher understanding of assessment of children's learning. 5. New style of end of year report established and shared with staff. 19.5.17 	<p>Impact of action taken</p> <ol style="list-style-type: none"> 1. Moderation of work within school and by the local authority has validated teacher judgements in most year groups. Year 6 and Early Years judgements have been validated externally.

3 KEY ISSUE/AREA FOR IMPROVEMENT: Urgently improve the quality of teaching and, therefore, the rate of progress and levels of attainment made by all groups, especially more-able and disadvantaged pupils, across the school

<p><i>Making regular checks on what pupils can and cannot do in order to plan activities to meet their needs closely and which provide challenge so pupils can reach higher standards in reading, writing and mathematics</i></p> <p>3.1</p> <ol style="list-style-type: none"> 1. A new Marking and Feedback Policy has been written and implemented by all staff. 2. English and Mathematics leaders are holding weekly triangulation meetings (pupil voice, book and planning monitoring) which includes monitoring marking and feedback in children's books; ensuring planning meets the needs of all children; and asking children if they are being challenged in their learning. 3. 'How we teach Maths' document written for new and 	<p>Impact of action taken</p> <ol style="list-style-type: none"> 1. Marking and feedback has improved (book monitoring). Most children are following up their next steps more rigorously. Impact has been seen on progress where this has been followed up in a rigorous and focused way. 2. Monitoring of Maths has shown the Maths No Problem scheme is followed rigorously. 3. Questioning to deepen learning has been observed to be improving. 4. In Early Years, children are engaged in English and Mathematical activities in all areas and enthused by following their own interests.
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<p>existing staff to aid clarity of teaching and learning. 1.6.17</p> <p>4. EYFS staff have changed the way the adults work with the children. Staff no longer pull the children into adult led activities staff go to provision areas to support learning. The large playground is now used all day for large play. Writing and maths kits have been added to provision areas. Children are free- flowing between both classes.</p>	
<p><i>Raising teachers' expectations of what pupils can and should be able to do so that learning is more engaging, pupils work hard and disruptive behaviour is rare.</i></p> <p>3.2</p> <p>1. Maths and English Local Authority Advisers have made monitoring visits to the school and are supporting development in these areas.</p> <p>2. Learning walks, lesson observations and triangulation meetings enable leaders to <i>monitor teaching and learning.</i></p> <p>3. <i>The Early Years leader and Deputy Headteacher are to visit an exemplary setting to support the development of our Early Years Foundation Stage setting.</i></p> <p>4. <i>The Local Authority advisor have also made monitoring visits to the school and are supporting development in these areas.</i></p> <p>5. A visit to Grassington has been arranged to observe Maths in Early and to Lothersdale to look at the indoor learning environment.</p>	<p>Impact of action taken</p> <ol style="list-style-type: none"> 1. Greater opportunities for independent and differentiated learning are being incorporated into lessons as evidenced in monitoring- lesson observations, book monitoring and pupil voice. 2. Children in EYFS have been observed by senior leaders to be engaged and enjoying their learning.