

PADSTOW SCHOOL **2017 - 2018 POST OFSTED ACTION PLAN**

This Action Plan was put in place immediately following the inspection outcome and before the report was published. This is because the leaders at all levels of the Trust and school are united in their ambition and commitment to ensure that Padstow School is removed from the Special Measures category in the shortest time scale achievable and a recognition that there is no time to waste with ensuring the children are given the very best possible education and fast.

The Action Plan starts from October 2017 and will begin to immediately address the identified key priorities arising from the Ofsted Inspection dated 26 -27th September.

This Action Plan has success criteria / milestones and will run until July 2018.

What does the school need to do to improve further? Ofsted :

Improve **leadership and management** by ensuring that:

- evaluations of the quality of teaching and pupils' progress are accurate;
- those responsible for governance at all levels hold school leaders to account for improving the school;
- those responsible for governance check the accuracy of the information they receive about the school's performance and make sure that actions bring about the rapid improvement.

Rapidly improve the **quality of teaching and learning** so that it is consistently good or better, by ensuring that teachers:

- make accurate assessments of how well pupils are developing their skills and understanding;
- use assessments effectively to ensure that teaching and learning build on what pupils already know, can do and understand and so enable them to make rapid progress;
- provide teaching and learning that motivates and challenges pupils to engage fully in their work and become resilient, effective learners;
- check that all pupils understand the guidance they receive and heed this advice;
- fully support children in the Early Years to develop their learning in mathematics and writing.

Improve **pupils' progress** and **raise attainment** throughout the school by:

- making sure that all pupils across the range of abilities and starting points make at least good progress;

- addressing shortcomings in pupils' arithmetical knowledge and developing pupils' ability to reason mathematically and apply their mathematical skills to solve problems;
- improving pupils' reading skills by encouraging them to more readily use and apply their phonic understanding when tackling new words;
- further developing pupils' spelling, punctuation and handwriting skills.

Monitoring of this Action Plan

To be monitored through a continuous cycle of scrutiny, learning walks, lesson observations, performance management reviews, structured feedback and self-assessment of teaching linked to performance.

See Termly Evaluation & Monitoring timetables which identify the weekly monitoring activities.

Validated through: Trustees – visits and scrutiny, Deputy CEO, Aspire AIG - additional scrutiny, Aspire School Improvement cycle, Hub monitoring cycle and meetings. External Pupil Premium Review.

We will have a relentless focus on achieving a 'high aspiration' culture in all we do - all staff and Hub councillors to always have the highest expectations of what pupils can achieve, including expectations for both behaviour and academic standards.

We will:

Rapidly improve the quality of teaching so that all groups of pupils make good progress in Mathematics by ensuring that teachers:

- set work that is suitably challenging for all pupils;
- plan activities that deepen pupils' thinking and understanding, especially in mathematics reasoning;
- improve children's abilities and confidence in using and applying of Mathematics, arithmetical knowledge and problem solving in daily mathematics lessons.

Rapidly improve the quality of teaching and learning:

- Achieve an accurate and informative baseline set of assessment data;
- Make effective use of this assessment data to plan, assess and review - ensuring all pupils make good progress from their starting points and a greater percentage of pupils make greater than expected progress;
- Teachers are supported by leaders to evaluate precisely the impact of their teaching on pupils' achievement to enable them to identify weaknesses and address them promptly;
- Check that all pupils understand the guidance they receive and heed this advice.

Raise attainment in reading by improving reading skills:

- ensuring that children in the Early Years and KS1 are supported fully with learning to read and applying their phonic understanding through the Read Write Inc programme;
- making sure that teachers across the school systematically monitor reading for understanding;
- teaching a variety of effective reading strategies and applying phonic understanding;
- specifically ensure any text is understood from the author's view, interacting with the text during and after reading;
- encourage enjoyment of reading and raise its profile.

Improve leadership and management:

- New Head of School - in place from 1st September 2017;
- New Executive Principal - in place from 1st November 2017;
- New Hub for the school - Governance;
- New Lead for support staff;
- New teacher for Year 6 - in place from 1st September 2017;
- New Maths Subject Lead - in place from 1st September 2017;

- The skills and expertise of Middle and Subject Leads are audited and identified through performance management. Action plan then formed to further develop leadership skills in order to increase their impact on the quality of teaching and pupils' achievement and ensure evaluations of the quality of teaching and learning are accurate.
- Accountability - new robust performance management procedures for all staff and leaders will be implemented.
- Governance - Padstow School will be placed into a strong and supportive Hub consisting of two Outstanding and two Good schools, to ensure those responsible for Governance are adept at holding school leaders to account for improving the school.
- Governance – The Aspire Trustee Board will scrutinize, and report on, the data and performance KPIs of Padstow School at each Board meeting.

Rapidly improve the quality of teaching so that all groups of pupils make good progress in Mathematics by ensuring that teachers:

- set work that is suitably challenging for all pupils;
- plan activities that deepen pupils' thinking and understanding, especially in mathematical reasoning;
- improve children's abilities and confidence in using and applying of Mathematics skills, arithmetical knowledge and problem solving in daily mathematics lessons

| Specific actions - what will we do to achieve the outcomes above? | Who will lead? Who will be involved? | Resources /CPD needed | Date for completion | How/ when will we monitor/ evaluate? What evidence will we gather? | Indicators of success/ milestones. How will we know our actions are successful in ensuring pupils are making good progress? |
|--|---|--|----------------------------|--|--|
| <p><u>Planning for effective teaching:</u></p> <p>Mathematics Subject Lead to monitor teachers' planning weekly to ensure there is pace and challenge in every section of the lesson, for all pupils.</p> | <p>KW Maths SL All teachers</p> | <p>Support from Katie Sinclair, Maths SL at Treverbyn – National Maths Hub Lead.</p> | <p>Weekly planning</p> | <p>Lesson observations during informal drop - ins.</p> <p>Planning scrutiny – is work correctly pitched and differentiated?</p> <p>Book scrutinies timetabled bi-weekly & during every Learning Walk / lesson observation</p> <p>Lesson Observations</p> | <p>Teachers accurately assess what pupils already know and can do so that learning activities are planned to be well-matched to the abilities of different groups of learners.</p> <p>Due to effective planning, teachers confidently deliver consistently good or better teaching which ensures rapid progress.</p> <p>As a result of effective planning, Pupil Premium, Pupil Premium Plus and DSEN Support children will make <u>good progress</u>.</p> |

| | | | | | |
|--|---|-------------------|--|---|---|
| | | | | Aspire Heads of School monitoring visits. Hub Monitoring Visit. | As a result of more effective planning, higher ability children make more than expected progress. |
| Set work in maths that is suitably challenging for all pupils based on <u>accurate assessments.</u> Use of STAR, Puma and previous national test materials assessments to gain accurate assessments. | KW Maths SL | | | Lesson observations during informal drop - ins. Planning scrutiny – is work correctly pitched and differentiated? Book scrutinies timetabled bi-weekly & during every Learning Walk / lesson observation Lesson Observations Aspire Heads of School monitoring visits. Hub Monitoring Visit. | Teachers accurately assess what pupils already know and can do in mathematics so that learning activities are well-matched to the abilities of different groups of learners. All pupils are making good progress from their starting baseline. |
| Completely review the current maths teaching across the school and the impact it has on pupil progress. | HoS / Maths SL <u>Aspire Maths Mastery Lead</u> & Maths SL | Subject Lead time | Weekly planning On-going scrutiny | When observing lessons, undertaking book scrutinies or learning walks: the level of challenge is checked. | A comprehensive review of last year's Maths Action plan has been completed by the Aspire Maths Lead. |

| | | | | | |
|--|------------------|---|--|--|---|
| <p>Embed the revised <u>maths marking</u> to enable pupils to deepen their thinking.</p> <p>Review the Calculation Policy.</p> <p>Raise aspirations, ensuring the emphasis is placed on activities that <u>deepen thinking</u>.</p> <p>Aspire Mathematics Mastery Lead to observe maths teaching to provide focused and bespoke support planned for each teacher.</p> <p>Aspire Mathematics Mastery Lead to deliver demo mastery lessons.</p> <p>Teaching of mathematics and good practice to be a regular focus of teacher meetings.</p> <p>All teachers to revisit and utilise the resources available on the NCETM website and become familiar with the planning tools and progression resources.</p> | <p>All staff</p> | <p>Head of School & Maths Subject Lead to attend Aspire Maths Mastery training. This training to be cascaded to teaching staff.</p> | <p>Ongoing across the year to ensure rigour is maintained.</p> | <p>Do the maths activities stretch and challenge the most able?</p> <p>Ongoing checks – Are pupils working independently? Are all groups making expected or better progress?</p> | <p>Both teaching staff and teaching assistants are more confident with the delivery of the maths curriculum and the new strategies for delivery and recording.</p> <p>The Calculation Policy is being implemented by all staff.</p> <p>Resources/activities are being used to extend and deepen pupils' thinking skills.</p> <p>Marking and feedback addresses immediate next steps for improvement / corrections enabling children to make progress with their learning.</p> <p>Teachers / TAs questioning skills enable pupils to extend their thinking and deepen their understanding of new areas of learning.</p> <p>All groups, including Pupil Premium and SEN Support are making expected or better progress.</p> <p>Higher ability pupils, including Pupil Premium, and SEN support to make better than expected progress.</p> |
|--|------------------|---|--|--|---|

Rapidly improve the quality of teaching and learning:

- Achieve an accurate and informative baseline set of assessment data;
- Make effective use of this assessment data to plan, assess and review - ensuring all pupils make good progress from their starting points and a greater percentage of pupils make greater than expected progress;
- Teachers are supported by leaders to evaluate precisely the impact of their teaching on pupils' achievement to enable them to identify weaknesses and address them promptly;
- Check that all pupils understand the guidance they receive and heed this advice.

| Specific actions - what will we do to achieve the outcomes above? | Who will lead? Who will be involved? | Resources /CPD needed | Date for completion | How/ when will we monitor/ evaluate? What evidence will we gather? | Indicators of success/ milestones. How will we know our actions are successful in ensuring pupils are making good progress? |
|--|---|--|---|---|---|
| <p>Introduction of a revised tracking system.</p> <p>Use of STAR and Pira/Puma assessments to gain accurate assessments.</p> <p>Identify High Achievers – especially Pupil Premium.</p> <p>Gain an accurate baseline assessment to: evaluate the performance of different groups of pupils in the school; compare to all pupils nationally; and identify</p> | <p>All teachers SB KW</p> <p>English SL Maths SL Class teachers</p> | <p>Tracking system training from JH.</p> <p>Teacher Meeting time to ensure understanding.</p> <p>CPD from Maths Subject Leads.</p> <p>Baseline secure for tracking update & training – Jan 18.</p> | <p>Milestone checks at pupil progress meetings.</p> | <p>Subject leads to track the progress of the pupils through termly pupil progress meetings and to identify any individuals not making good progress.</p> <p>Pupil Progress meetings termly.</p> <p>Planning scrutiny – ensure work is correctly pitched and differentiated</p> | <p>Accurate and informative assessments are in place.</p> <p>Teachers accurately assess what pupils already know and can do so that learning activities are well-matched to the abilities of different groups of learners.</p> <p>All pupils are making good progress from their starting baseline.</p> <p><u>At all times</u> at least 85%+ of pupils are making expected progress towards the end of year expectation and an <u>improving</u> number are making</p> |

| | | | | | |
|--|--|--|--|--|--|
| <p>actions to address any gaps.</p> <p>Embed regular use of pupil progress review meetings to support more assiduous tracking of pupil progress.</p> <p>Ensure CPD is in place for staff in the use of the school's tracking and assessment system.</p> <p>Pupil progress meetings each term will focus on cohort pupil progress, sub groups and individuals.</p> <p>Teachers assisted by leaders to evaluate more precisely the impact of their teaching on pupils' achievement enabling them to identify gaps / weaknesses and to address them promptly.</p> <p>Class teachers to be held accountable for outcomes. Performance management to be linked to pupil outcomes.</p> | | | | <p>Weekly - Learning Walks</p> <p>Book scrutinies timetabled & during each Learning Walk / lesson observation.</p> <p>Mid Hub Monitoring Visits.</p> <p>Lesson Observations.</p> <p>Mid Hub Heads of School Monitoring timetable. Aspire Hub Council meetings - to review and challenge</p> <p>Performance management meetings</p> | <p>more than expected progress (35%+ above expected progress)</p> <p>All teaching staff confident in the use of formative assessment and to accurately inform current and future planning and to target interventions.</p> <p>Identified higher ability children make accelerated progress as a result of Quality First Teaching and additional interventions to deepen thinking.</p> <p>Teachers are supported by leaders to evaluate precisely the impact of their teaching on pupils' achievement to enable them to identify weaknesses and address them promptly</p> |
|--|--|--|--|--|--|

| | | | | | |
|--|------------------------------------|--|---|---|--|
| <p>Check that all pupils understand the guidance they receive and heed this advice.</p> <p>New Marking and Feedback Policy introduced and embedded.</p> <p>New Handwriting and Presentation Policies to be introduced with pupils clear about expectations.</p> <p>New Behavior Policy to reward and recognise resilience and effective behaviours for learning.</p> | <p>KW S Leads Teachers</p> | <p>Teacher meeting time</p> <p>Learning walks</p> <p>Book scrutinies</p> <p>Pupil Conferencing</p> | <p>September 2017</p> <p>September 2017</p> <p>October 2017</p> | <p>Pupils books</p> <p>Pupil conferencing</p> | <p>Pupils understand the guidance they receive from their teachers and act upon it.</p> <p>Presentation and handwriting expectations are clearly understood by all pupils and all staff.</p> <p>All staff to maintain high expectations regarding presentation.</p> <p>Pupils are motivated to become more resilient effective learners.</p> |
|--|------------------------------------|--|---|---|--|

Raise attainment in reading by improving reading skills:

- ensuring that children in the early years and KS1 are supported fully with learning to read and applying their phonic understanding through the Read Write Inc programme;
- making sure that teachers across the school systematically monitor reading for understanding;
- teaching a variety of effective reading strategies and applying phonic understanding;
- specifically ensure any text is understood from the author's view, interacting with the text during and after reading;
- encourage enjoyment of reading and begin to raise its profile.

| Specific actions - what will we do to achieve the outcomes above? | Who will lead? Who will be involved? | Resources /CPD needed | Date for completion | How/ when will we monitor/ evaluate? What evidence will we gather? | Indicators of success/ milestones. How will we know our actions are successful in ensuring pupils are making good progress? |
|---|---|---|---|--|---|
| <p>Ensure that children in the EYFS/KS1 are supported fully with learning to read and with applying their phonic knowledge through effective delivery of the Read Write Inc programme.</p> <p>Undertake full audit of the programme to ascertain strengths and weaknesses in delivery.</p> | <p>EH</p> <p>RWI Lead</p> <p>KS1 teachers</p> <p>KW</p> | <p>Cover for RWI Lead to assist with planning and delivery of RWI in KS1.</p> <p>Targetted support for identified children.</p> | <p>Full audit complete by January 18</p> <p>Actions identified and progressed by February 18.</p> | <p>Head of School & RWI Lead to observe delivery of RWI by teachers and TAs.</p> <p>Head of School and English SL to listen to children reading.</p> | <p>Monitoring of half-termly assessment of RWI progress across KS1.</p> <p>Support given for children not making sufficient progress.</p> <p>All vulnerable groups, including Pupil Premium, and DSEN Support make expected or better progress.</p> <p>Higher ability children, including Pupil Premium, to be identified and supported with making accelerated progress.</p> |

| | | | | | |
|---|--|---|---|---|---|
| <p>Teachers and TAs to understand the need to systematically monitor reading for understanding across the school.</p> <p>Teachers to actively teach a variety of effective reading strategies.</p> <p>Guided Reading to take place on a daily basis to ensure every child has quality teacher input.</p> <p>Teachers to ensure any text is understood from the author's view, interacting with the text during and after reading.</p> | <p>KW</p> <p>English SL</p> <p>All staff</p> | <p>1:1 Reading with identified children.</p> <p>Toe-by-Toe used with identified children.</p> <p>Comprehension activities on a regular basis.</p> <p>Comprehension of any text / vocabulary used built into everyday teaching.</p> <p>Vocabulary games / activities during GAPS activities.</p> | <p>January 18</p> | <p>Scrutiny of Comprehension work in books.</p> <p>Subject Lead 'drop-ins' for Comprehension lessons.</p> | <p>Accurate assessments of reading on STAR assessments demonstrate an improving number of children reaching ARE and above.</p> <p>All vulnerable groups, including Pupil Premium and SEN Support make at least expected or better progress.</p> |
| <p>All staff to encourage enjoyment of reading and begin to raise profile.</p> <p>English Subject Lead to organise a series of planned reading events for the year.</p> <p>English Subject Lead to support colleagues with</p> | <p>KW</p> <p>English SL</p> <p>All staff</p> | <p>Class novel / book to be read every day.</p> <p>Extended periods of reading rather than 'snatched' short periods of time.</p> | <p>On-going through-out term</p> <p>Ready for Spring 18</p> | <p>Regular discussions of reading at Teacher Meetings.</p> <p>English Subject Lead to monitor use of Library.</p> | <p>Enjoyment of reading will: promote achievement in all subjects, not just English; improve concentration; improve vocabulary and language skills; teach children about the world around them.</p> |

| | | | | | |
|---|--|--|--|--|--|
| <p>strategies to encourage a love of reading through teacher meetings and planned events.</p> | | | | <p>Planned reading events across the year.</p> <p>English Subject Lead & Head of School to listen to readers on a regular basis.</p> <p>English Subject Lead to monitor reading resources to ensure children have access to a variety of reading material.</p> | |
|---|--|--|--|--|--|

Improve leadership and management

- The skills and expertise of Middle and Subject Leaders are audited and identified through Performance Management;
- Action Plan created to further develop leadership skills in order to increase impact on the quality of teaching and pupils' achievement and to ensure evaluations of the quality of teaching and learning are accurate;
- Accountability - new robust Performance Management procedures for all staff and leaders will be implemented;
- Governance- Padstow School will be placed into a strong and supportive Hub consisting of two Outstanding and two Good schools, to ensure those responsible for Governance are adept at holding school leaders to account for improving the school;
- Governance – The Aspire Trustee Board will scrutinise, and report on, the data and performance KPIs of Padstow School at each Board meeting.

| Specific actions - what will we do to achieve the outcomes above? | Who will lead? Who will be involved? | Resources needed | Date for completion | How/ when will we monitor/ evaluate? What evidence will we gather? | Indicators of success/ milestones. How will we know our actions are successful in ensuring pupils are making good progress? |
|---|---|--|--------------------------------|---|---|
| New Leadership structure | AIG Aspire | Finance to support changes and new staff | All in place by November 2017. | <p>Pupil books will demonstrate rapid progress.</p> <p>Pupil voice will clarify they are progressing at a faster rate.</p> <p>Parental satisfaction evidenced at parents meetings.</p> <p>AIG Trust scrutiny evidences rapid progress</p> | New leadership team is having clear and rapid impact on pupil outcomes. |

| | | | | | |
|---|--|---|---|--|---|
| <p>Performance management procedures reviewed and new rigorous system in place - for all staff including senior leaders.</p> <p>Full audit through this process of skills and expertise of middle leaders - actions identified ready for Spring term CPD and support.</p> | <p>KW / VB / AIG</p> | | <p>By December 2017</p> <p>By December 2017</p> | <p>AIG Trust scrutiny</p> <p>Board meetings feedback</p> | <p>Performance management linked to pupil outcomes.</p> <p>Action plan formed to further develop leadership skills in order to increase impact on the quality of teaching and pupils' achievement and to ensure evaluations of the quality of teaching and learning are accurate.</p> <p>Leaders are better able to evaluate precisely the impact of teaching on pupils' achievement to enable them to identify weaknesses and address them promptly.</p> |
| <p>Training / coaching and high quality CPD opportunities to take place for middle leaders.</p> <p>KW & SW to attend Aspire subject lead meetings.</p> <p>EYFS Lead training Executive Principal, Head of School and</p> | <p>KW</p> <p>Subject Leaders</p> <p>VB</p> <p>KW</p> | <p>Release time / cover for subject leads.</p> <p>Release time / cover for subject leads.</p> | <p>Ongoing</p> | <p>Only relevant training courses will be attended. Feedback and impact will be cascaded to all teaching staff.</p> <p>Leaders will track the progress of pupils and identify any cohorts and individuals not making good progress – with a particular focus on Pupil Premium DSEN support and the most able.</p> | <p>Leaders are better able to evaluate precisely the impact of teaching on pupils' achievement to enable them to identify weaknesses and address them promptly.</p> <p>The skills and expertise of middle and subject leaders will continue to be developed, increasing their impact on the quality of</p> |

| | | | | | |
|--|--|--|------------------------------|--|--|
| <p>Subject Leaders for Maths and English will analyse mid-term data outcomes and identify key areas for action.</p> | | | | | <p>teaching and pupils' achievement.</p> |
| <p>Aspire and Hub performance data reports produced.</p> <p>Padstow to join new Hub: Mid Hub.</p> <p>Padstow Councillors will be supported to acquire the skills and confidence enabling them to systematically check the work of the school for themselves and to better hold leaders to account.</p> | <p>Hub Councillors VB / KW AIG</p> | | <p>Hub Council Meetings.</p> | <p>Hub councils will ensure monitoring visits are focused and adhere to agreed protocols. This will provide a systematic way of monitoring the academy and for councillors to be confident about their roles and responsibilities.</p> | <p>Hub Councillors will receive training and preparation for monitoring visits and meetings.</p> <p>Councillors acquire the skills and confidence to enable them to systematically check the work of the school for themselves, so that they are better able to hold leaders to account.</p> |