

Post Ofsted Action Plan

Intent (why): Improve the effectiveness of leadership and management					Impact: Leadership of the curriculum enables all pupils to make progress towards expected outcomes
<i>How</i>	Implementation <i>What</i>	<i>When</i>	<i>Who</i>	<i>Cost</i>	Impact Outcome
Develop the leadership of mathematics to ensure that teachers have the knowledge and skills to teach the subject effectively (Also see - Improve the quality of teaching, learning and assessment in order to raise outcomes)	<ul style="list-style-type: none"> Ensure additional training opportunities for staff to improve CPD offer (school day, directed time) 	9/19	GI/VB/KK		QA of maths shows that teachers use their knowledge and skills to plan and deliver effective learning At least 80% of pupils make at least expected progress in maths
	<ul style="list-style-type: none"> Broker NLE support for AHTs to ensure effective leadership of maths 	10/19	KL/GI	£550	
	<ul style="list-style-type: none"> Senior leaders to form working party with two similar special schools to standardise and moderate student work 	10/19	VB		
	<ul style="list-style-type: none"> Curriculum maps sequenced 	12/19	KK/VB		
Strengthen the appraisal process to ensure that teachers are held to account for the progress that pupils make	<ul style="list-style-type: none"> Appraisal objectives agreed with English and maths with training / support identified 	10/19	GI		All teachers have specific and measurable appraisal objectives against pupil progress in English and maths
	<ul style="list-style-type: none"> Improve ability to monitor and update appraisal process by purchase of electronic system 	12/19	KL/GI	£500	
	<ul style="list-style-type: none"> Identified training / support implemented 	4/20	GI/VB/KK		
	<ul style="list-style-type: none"> Monitoring and Interim appraisal reviews highlight additional support / development in skills 	4/20	GI/VB/KK		
Ensure that governors hold school leaders to account for the progress that pupils make across the curriculum	<ul style="list-style-type: none"> Governor expectations / responsibilities developed and shared via governor monitoring overview 	12/19	KL		Governors can confidently talk about pupil progress, and are aware of strengths and areas for development, so can

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	<ul style="list-style-type: none"> Governors undertake learning visits with leadership as part of QA cycle 	12/19	GI		support and challenge senior leadership
	<ul style="list-style-type: none"> Governor training in data interrogation 	12/19	KL		
Develop relationships with parents to ensure that they are informed about the school's new curriculum and how this will support pupils' progress.	<ul style="list-style-type: none"> Curriculum information written and shared via letter and on website 	12/19	GI		Parents know what their child is learning and how this is aligned to their child's EHCP outcomes
	<ul style="list-style-type: none"> Parent group / forum set-up to steer / support home / school communication 	12/19	SP	£200	
	<ul style="list-style-type: none"> Parent workshops planned and delivered 	4/20	VB/KK	£300	

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Intent (why): Improve the quality of teaching, learning and assessment in order to raise outcomes					Impact: Pupils make at least expected progress towards their expected outcomes
<i>How</i>	Implementation				Impact Outcome
	<i>What</i>	<i>When</i>	<i>Who</i>	<i>Cost</i>	
Ensure that the teaching of mathematics enables pupils to develop their knowledge and apply this knowledge to problem solving and reasoning mathematically	<ul style="list-style-type: none"> Reassign subject leadership to Senior Leader level 	9/19	GI		Work evidence and lesson visits of connected lessons show that pupils apply their maths skills and knowledge
	<ul style="list-style-type: none"> Purchase appropriate resources to enable and support deliver 	9/19	GI/VB	£3000	
	<ul style="list-style-type: none"> Student maths work is standardised and moderated 	10/19	GI/VB/KK		
	<ul style="list-style-type: none"> Broker SLE support from local training school and deliver 6 session of staff training to improve subject knowledge and delivery 	12/19	KL/GI	£1050	
	<ul style="list-style-type: none"> Develop Long Term Planning to ensure sequencing and coverage 	12/19	VB/KK		
	<ul style="list-style-type: none"> Review and develop assessment of maths and support staff to use effectively to identify next step in learning 	12/19	GI/VB/KK		
	<ul style="list-style-type: none"> Ensure Quality assurance monitoring includes specific maths focus on cycle 	12/19	VB/KK		
	<ul style="list-style-type: none"> Develop staff knowledge of maths mastery 	4/20	VB/KK		
	<ul style="list-style-type: none"> Develop systems and tools for recording individual progress 	4/20	GI/VB/KK	£3000	

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	in maths across the curriculum				
Student maths work is standardised and moderated	<ul style="list-style-type: none"> Broker support from Skills Builder team to deliver specific staff training on facilitating problem solving in the classroom 	11/19	KK		Learning is planned appropriately and resources / strategies available so that pupils know what is expected of them and are able to access activities independently
	<ul style="list-style-type: none"> Deliver training to improve knowledge on the impact of learnt helplessness and clarify expectations to address 	12/19	VB/KK		
	<ul style="list-style-type: none"> Learnt helplessness to be identified and targeted during QA activities 	12/19	VB/KK		
	<ul style="list-style-type: none"> Employ Job Coach 	12/19	GI	£20646	
	<ul style="list-style-type: none"> Leaders to verify most able students and personalised provision to meet need to be organised 	12/19	GI/VB/KK		
	<ul style="list-style-type: none"> Introduce and train staff in the principles and use of systematic instruction 	4/20	GI		
	<ul style="list-style-type: none"> Ensure Skills Builder rotating focus weighted towards problem solving across the academic year 	7/20	VB/KK		
Ensure that the planning of activities across the curriculum matches the needs of the most able pupils	<ul style="list-style-type: none"> Broker opportunities for most able to have aspirational outcome met through external providers 	12/19	GI		The most able pupils are engaged in learning and make expected progress
	<ul style="list-style-type: none"> Continued staff professional development in meeting the needs of most able students 	4/20	GI/VB/KK	£175	
	<ul style="list-style-type: none"> Ongoing monitoring and review of external provisions 	4/20	GI/VB/KK		

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	<ul style="list-style-type: none"> Ensure accreditation is gained and matched to appropriate ability for all leavers 	7/20	VB		
Provide opportunities for pupils to reflect on their learning in order to promote their spiritual development	<ul style="list-style-type: none"> Plan cultural and spiritual theme days to explore respect for multiple faiths and values 	10/19	VB/KK	£400	Self and peer assessment processes are embedded in learning so pupils reflect on their learning
	<ul style="list-style-type: none"> Review and write long term plans to ensure that students have opportunity for improved spiritual development 	12/19	VB/KK		
	<ul style="list-style-type: none"> Plan student off site experiences to places of religious meaning to provide stimuli for learning and reflection 	10/19	VB/KK	£1500	
	<ul style="list-style-type: none"> Improve classroom practice in student self-reflection through training, mentoring and observation 	4/20	VB/KK		
Embed the teaching of phonics and checking that pupils' reading books match their reading ability.	<ul style="list-style-type: none"> Purchase additional resources/schemes to enable teachers to deliver a broad phonics programme 	9/19	GI	£2500	Pupils read books at their level and records show improvement in reading ability
	<ul style="list-style-type: none"> Link phonics scheme to school reading scheme to ensure appropriate levels accessed 	9/19	KK/HC		
	<ul style="list-style-type: none"> Introduce running reading records (whole school) and ensure staff trained to effectively use to match 	9/19	VB		

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	books to pupils reading levels.			
	<ul style="list-style-type: none"> Ensure ongoing phonics and reading focus on quality assurance cycle – identify underperformance and address 	10/19	VB/KK	
	<ul style="list-style-type: none"> Review assessment of phonics to inform grouping 	10/19	VB/KK	
	<ul style="list-style-type: none"> Student English work is standardised and moderated 	12/19	GI/VB/KK	
	<ul style="list-style-type: none"> Purchase additional age appropriate reading scheme to ensure all students have access to appropriate levelled books 	12/19	GI	£2000
	<ul style="list-style-type: none"> Schedule additional staff training in the use of phonics 	12/19	KK/HC	
	<ul style="list-style-type: none"> Broker SLE support for English to include delivery of 6 staff training sessions 	12/19	KL/GI	£1050
	<ul style="list-style-type: none"> Staff observations (peer) of phonics practice organised throughout school 	4/20	VB/KK	
	<ul style="list-style-type: none"> All staff to visit external setting to observe best practice 	7/20	VB/KK	£500

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Intent (why): Improve pupils' personal development, behaviour and welfare					Impact: All pupils feel safe and are ready to engage in learning
<i>How</i>	Implementation				Impact Outcome
	<i>What</i>	<i>When</i>	<i>Who</i>	<i>Cost</i>	
Further develop the staff's knowledge of teaching pupils who have more severe social, emotional and mental health needs in order to help pupils regulate their own behaviour and reduce the proportion of fixed-term exclusions	<ul style="list-style-type: none"> Broker support from two local SEHM special school to explore, review and develop provision 	9/19	GI		Recording shows that incidents of negative behaviour and fixed term exclusions have reduced
	<ul style="list-style-type: none"> 3 x Staff training to improve meeting needs of students with SEMH 	12/19	GI		
	<ul style="list-style-type: none"> Provide bespoke provision for all identified students with SEMH (nurture or vocation) 	12/19	VB/KK	£2500	
Decrease pupils' absence by continuing to work more closely with families to emphasise the importance of regular attendance	<ul style="list-style-type: none"> Assign a member of the pastoral team to communicate the parenting groups/support on offer to increase uptake 	10/19	SP		School attendance is in line with national figures for pupils with SEN and at Daventry is at least at 93%
	<ul style="list-style-type: none"> Appoint a member of staff to increase capacity of Pastoral Team to be able to further support families 	10/19	GI	£22462	
	<ul style="list-style-type: none"> Arrange monthly meetings with the LA to discuss the high profile cases of non-attenders and ensure appropriate support is in place 	10/19	GI		

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Intent (why): Improve the quality of teaching, learning and assessment in the early years					Impact: Pupils in the early years are ready for the next stage in their learning		
<i>How</i>	Implementation <i>What</i>			<i>When</i>	<i>Who</i>	<i>Cost</i>	Impact Outcome
Develop the skills and knowledge of all staff to establish clear routines that engage the children in learning activities	<ul style="list-style-type: none"> Restructure key stage and appropriately place students based on curriculum they are accessing 	9/19	GI		Routines and supports are in place so that all children are engaged in learning		
	<ul style="list-style-type: none"> Focus deliver of provision on individual need, EHCP outcomes and ensure planning reflects this 	12/19	MR/KK				
	<ul style="list-style-type: none"> Appropriate staff to visit external early years provision to observe best practice 	7/20	KK/MR	£500			
Improve the teaching of phonics to enable children to learn to read	<ul style="list-style-type: none"> Purchase appropriate resources for effective delivery 	9/19	GI		All staff support teaching of reading (phonics or sight vocabulary) so that pupils make progress in reading		
	<ul style="list-style-type: none"> Provide ongoing training for staff in delivery of phonics 	12/19	HC				
	<ul style="list-style-type: none"> Ensure Quality assurance monitoring includes specific phonics focus on cycle 	12/19	VB/KK				
	<ul style="list-style-type: none"> Identify area for development and address 	4/20	MR/HC/KK				