



POST-OFSTED ACTION PLAN (2018-2019)

The purpose of this Action Plan is to address the main Areas for Improvement (AFIs) that were raised by the Ofsted inspection Report in March 2018. The actions of the plan are cross referenced with the following AFIs:

Areas for Improvement	
1.	The school implements one systematic, synthetic phonic programme to support the teaching of phonics from Reception to the end of Year 2.
2.	There is a clear rationale for the use of reading journals and that teachers carefully track the reading choices of pupils in key stage 2.
3.	New initiatives, for example the teaching of handwriting and presentation, are fully embedded in teachers' practice and have a positive impact on accelerating pupils' progress and raising their attainment.

Post Ofsted Action Plan in partnership with SIDP 2018-2019

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In consultation with: Staff 18th June 18 and Governors 16th May 18.

The school implements one systematic, synthetic phonic programme to support the teaching of phonics from Reception to the end of Year 2.

Start Date	Initial Action	Follow Up Action	Staff Lead	Monitoring	Success Criteria (what will be different)	Monitoring and evaluation (how and when)	RAG
April 18	Consider potential/alternative synthetic phonics schemes.	Visits to schools to see phonic schemes.	CF/HC		L Team to have made a firm decision on which synthetic phonic scheme to be implemented in September 2018.		
May 18	To appoint Read, Write, Inc Lead.	Discussion with staff to ascertain experience and confidence levels.	CF		EYFS Lead appointed for September.		
June 18	EYFS Lead to undertake initial RWI assessment for every child in EYFS, Y1 and Y2.	Enter data into excel spreadsheet to form a baseline.	TC	L Team	Baseline data gathered for all classes in KS1 – so we can monitor progress.		
June 18	Research Read, Write, Inc CPD opportunities.	Book training for EYFS/KS1 teachers and Educational Assistants.	TC	L Team	All staff to have undertaken Read, Write, Inc training – 21 st and 22 nd June. £1800 (Training) £1000 (Supply)	Feedback meeting arranged by Lead to ascertain any additional training needs.	

June 18	Resources/materials to be purchased.	RWI Rep to meet with Lead	TC	CF	Resources to be purchased and organized in central space. £8000 (Resources)		
June 18	KS2 Teachers to complete one day Read Write Inc Spelling training to ensure consistency in programme across school.	Resources to be purchased for September.	HC/HSR	L Team	The scheme is taught consistently across the school as Teachers have a better knowledge and understanding of the scheme to raise attainment in spelling. £1500 (Training) £150 EA cover £2000 Resources		
July 18	Book a Development Day for Spring 19: Visit lessons and give feedback Set up a cycle of practice sessions and observations Train one-to-one tutors Lead staff meetings Work with your weakest readers		TC	CF	£500 (cost of the day)		
July 18	Review current cursive handwriting style – in line with Read, Write Inc training.	Open discussions with Read, Write, Inc schools about handwriting style.	TC HSR	HC	Consistent handwriting style across the school which works in partnership with rational of Read, Write, Inc. £1000 Resources	Book support consistent handwriting style across the school.	
July 18	Visit Read, Write, Inc model school – North Walsham.	Additional visits planned for teachers and	TC	CF	One action/impact identified and implemented following the visit.	Learning walks and book reviews show consistent evidence of impact from school visit.	

		EA's.					
Sept 18	Launch meeting to inform parents.	Follow up class sessions for parents to observe sessions.	TC All KS1 staff.	CF	Parents are aware of the scheme and how to support their child(ren) to support raising attainment.	Increase parental engagement in supporting learning through attendance % and feedback survey.	
Oct/ Nov18	Staff meetings allocated to Read, Write Inc – sharing, reviewing, and evaluation.	2 Staff meetings allocated each term – these to be split for each key stage.	TC KS1 Staff	CF	All staff aware of scheme and consistency in delivery across all classes.		
Oct 18	EYFS Lead to observe lessons in Y1 and Y2.	CF to observe in EYFS.	TC/CF	Learning & Teaching Committee	Phonic lessons that show ALL children make progress.		
Nov 18	Governors to undertake a Read, Write Inc Learning Walk.	Spring 19 meet with EYFS Lead to discuss progress and standards of attainment.	TC	Governors	Governors are aware of the impact that Read, Write and Inc is having on attainment and progress.	Data review half termly.	
Dec 18	Gather pupil and staff voice after 1 term of implementation.		TC	Learning & Teaching Committee	Impact on attainment and progress improves and children are aware of this.	Data review autumn 1 and 2.	
Feb 19	Launch Read, Write, Inc portal so staff can access free resources, and interactive lessons.		TC		Additional resource for staff to access.	Is this an effective resource?	

There is a clear rationale for the use of reading journals and that teachers carefully track the reading choices of pupils in key stage 2.

Start Date	Initial Action	Follow Up Action	Staff Lead	Monitoring	Success Criteria (what will be different)	Monitoring and evaluation	RAG
March 18	Training booked for key staff leading Destination Reader.	Information cascaded to all staff	EA HC ***	Ongoing training is planned and budgeted for	Staff are confident with delivering programme. £1500 (Training) £500 (EA Cover) Travel and accommodation £1000	EA/HC to monitor and evaluate	
June 18	DR Lead appointed.	LT to liaise with DR to ensure clear action plan in place	CH	LT	DR has developed a clear action plan.	SGP and LT	
June/July 2018	Staff Meetings held to train staff.	Staff meetings scheduled for Autumn term	DR Lead	LT and DRLead	All staff feel confident in delivering DR programme	Observations and monitoring	
September 2018	DR links children's book bands with books/ activities delivered in class.	Teachers plans show differentiation for all children	CH/LV	DT and LT	Reading sessions delivered are tailored to children's reading abilities.	LT and DR lead	
September 2018	Children are provided with a reading journal.	Monitoring to check for tracking of reading choices from children	CT	LT, DR Lead	Reading journals show the reading choices for children. £1000 (Resources)	DR lead and class teacher	
September 2018	Children are provided with a reading journal in which all reading activities are completed.	Journals are monitored for evidence	CH	LT, DR LEad	Reading journals show the breadth of study they are given and records their reading material.	LT, DR LEad	
November 2018	Half termly monitoring of DR	Reviews booked for whole	CH	LT, DR	Programme has been implemented and is ran	LT, DR Lead	

		academic year			consistently across KS2.		
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New initiatives, for example the teaching of handwriting and presentation, are fully embedded in teachers' practice and have a positive impact on accelerating pupils' progress and raising their attainment.

Start Date	Initial Action	Follow Up Action	Staff Lead	Monitoring	Success Criteria (what will be different)	Monitoring and evaluation	RAG
May 18	Review current presentation codes	Gather feedback from EA's.	HC/EB/HSR		Agreed whole school presentation expectations – everyone aware to ensure consistency.		
May 18	Review writing books.	Trial using handwriting style books and main writing book	HSR		Improvement in handwriting in writing books and not just in current handwriting books. £250 new books.	HSR to trial and report back to L Team, and decision made for September.	
June 18	Launch with children in assembly – new presentation codes.	L Team to talk to children about this when awarding Golden Awards	EB/HSR		Children are aware of presentation expectations and what happens if these are not met.	Governor Learning Walk 27 th June. Head Learning Walk. Book reviews.	
June 18	Celebration of excellent presentation – display clipboards outside the classrooms and Head's office.	Work to be awarded special presentation sticker – ordered from School Merit Stickers.	CF All staff	Ensure that work changes weekly. Share in assembly.	Increased sense of pride from children to encourage them to have their work displayed on the board. Photo taken and posted on Tapestry for parents to see. £50 Clipboards £250 Stickers	Tapestry posts monitored. Number of children having their work celebrated increases.	
June 18	Book review undertaken by Subject Leads and report back to L Team	L Team to review books	EB/HSR L Team	Books	Consistency and improvement in presentation across the school.		
June 18	Review current cursive handwriting style – is this	Speak to LA Victoria Groom.	HSR/TC/HC		Consistent handwriting style that is modeled by all staff	Staff training on new style.	

	going to align with Read, Write, Inc phonics?	Gather feedback from other RWInc schools.			and runs in alignment with RWInc.	Learning Walks and book reviews in autumn term.	
June 18	Inform Parents of new presentation codes via newsletter.		CF		Parents are more aware of this when looking at books as part of Sit and See sessions.		
June/ July 18	Present new presentation codes to Learning and Teaching Committee	Governors to look at books.	HC		Focus for Governor Learning Walk	Follow up Learning Walk in Autumn and Spring.	