

OFSTED ACTION
PLAN

2010 -2013

AREA	OUTCOME	ACTION	LEAD	TARGET DATE	EVIDENCE
OUTCOMES FOR INDIVIDUALS AND GROUPS	<ul style="list-style-type: none"> All children to achieve at least two levels of progress within a key Stage 	<ul style="list-style-type: none"> Implement accurate levelling software Consolidate baseline annual testing Rigorous collation of attainment at entry data Clearly defining pupil groups and what is expected attainment for each group 	GW/CC GW GW GW	09-10 10-11 10-13 9-10	
	<ul style="list-style-type: none"> Individualised learning planning for each pupil 	<ul style="list-style-type: none"> Consultation and agreement on planning methods and evidencing Consultation and agreement on target setting and evidencing 	TB/GW TB/GW	9-10 9-10	
	<ul style="list-style-type: none"> School to achieve 'Healthy School's' status 	<ul style="list-style-type: none"> To complete on-line application and fulfil all criteria required for achievement 	BK	9-10	
	<ul style="list-style-type: none"> Collation and analysis on pupil/parent / LEA views 	<ul style="list-style-type: none"> Devise, send out and analyse appropriate questionnaires for each group 	TB	10-13	
	<ul style="list-style-type: none"> Demonstrating measurable behaviour outcomes including positive handling incidents 	<ul style="list-style-type: none"> Analysing data from each behaviour management system grades/BEAM/ credits/positive handling/ sanctions /racist incidents/absconding and serious incidents. 	SMT SW	10-13	
	<ul style="list-style-type: none"> Pupils make a positive contribution to the wider community. 	<ul style="list-style-type: none"> To have clearly defined 'wider community' on SEF form Define community boundaries Forming/ Developing links with another 	TB SMT Sch. Coun	9-10 9-10 10-11	

		school to include pupil pen friends/fund raising etc.			
	<ul style="list-style-type: none"> Pupils make a positive contribution to the immediate community 	<ul style="list-style-type: none"> Peer/ mentoring/ buddying – involving school council to discuss and take on as project – new pupils/playground conflict resolution/reading support. 	Sch. Coun SMT	10-11	
	<ul style="list-style-type: none"> Pupils aware of safety issues and feel safe (in school) 	<ul style="list-style-type: none"> Annual feedback questionnaires with pupils around safety/safeguarding issues 	TB	10-13	
	<ul style="list-style-type: none"> Pupils develop independence and life skills 	<ul style="list-style-type: none"> Pupils to take part in AQA awards and develop portfolio of assessments and units achieved 	PP/RO	10-11	
	<ul style="list-style-type: none"> Pupils attendance is good and punctuality is exemplary 	<ul style="list-style-type: none"> Raise pupil attendance to 96% average. Monitor on ½ termly basis and report to SMT. Communicate with parents/carers and pupils about desired outcomes re attendance. Pupils to be rewarded for and able to self monitor own attendance via credit system. 	SW TB BK	10-13 10-11 9-10	
	<ul style="list-style-type: none"> Pupils develop an understanding of further education, training and employment. 	<ul style="list-style-type: none"> Developing the AQA units to include further education, training and employment for key stage 3. Initiate Careers Education within the Key Stage Three curriculum. Meaningful transition planning for year 8's. 	PP/RO GW SMT/CJ	11-12 11-12 10-11	
	<ul style="list-style-type: none"> Pupils develop a sense of enjoyment and fascination in learning about themselves and the world around them. 	<ul style="list-style-type: none"> To develop the curriculum around RE to include trips, assemblies and curriculum enrichment. To forge a link with a local school/farm to enable pupils to experience and develop a perspective on the natural 	GW GW	10-11 10-11	

		<p>world.</p> <ul style="list-style-type: none"> • Pupils to keep a journal and reflect on their experience of camp. • Explore different ideas for camps to encompass other diverse experiences of themselves in other settings. 	BK	9-10	
			BK	10-11	
How effective is the provision?					
The quality of teaching	<ul style="list-style-type: none"> • Pupils quality of learning is enhanced through the use of new technology 	<ul style="list-style-type: none"> • Trial spell-checkers/touch typing programmes (including any software to enhance specific learning difficulties) • Trial access to personal computers for individuals and measuring the impact of the use • Increased use of interactive white-board facilities • Teachers plan and assess using IT 	GW	10-11	
	<ul style="list-style-type: none"> • Teachers develop excellent subject knowledge. 	<ul style="list-style-type: none"> • Minimum of 1 day per year CPD • Visiting other schools and completing observations 	TB	10-11	
	<ul style="list-style-type: none"> • Teachers develop excellent planning and assessment 	<ul style="list-style-type: none"> • Establish cyclical system of lesson by lesson /week by week assessment for planning integrated into lesson content, clear to pupils for self assessment. 	TB/GW	10-11	
	<ul style="list-style-type: none"> • To support pupil attainment and progress in writing. 	<ul style="list-style-type: none"> • Establish resources to support writing across the curriculum; frames, vocab banks, sentence starters, planning maps, choosing time activities that include writing, software. • Whole school pupil progress targets relating to writing attainment/progress. • ‘Writing for real life’ opportunities across 24hrs- letters, applications, shopping lists, etc. • Targeted opportunities to write/record 	GW	10-11	
			TB/GW	10-13	
			BK	10-11	
			Sub.	10-13	

		across the curriculum in each lesson of a day (PSHCE, FT, DT, Art).	Coord.		
The extent to which the Curriculum meets pupils' needs.	<ul style="list-style-type: none"> Revise KS3 curriculum provision to meet aims for successful learners, confident individuals and responsible citizens. 	<ul style="list-style-type: none"> Establish additional PPA time for teachers to work together on new curriculum design. Use the Standards site/QCA tools to support design, documentation and resourcing. 	SMT GW	10-11 10-12	
	<ul style="list-style-type: none"> Restructure the KS2 curriculum provision to meet the Primary Curriculum Review. 	<ul style="list-style-type: none"> Establish additional PPA time for teachers to work together on new curriculum design. Use the Standards site/QCA tools to support design, documentation and resourcing. 	SMT GW	10-11 10-12	
The effectiveness of Care Guidance and support	<ul style="list-style-type: none"> Articulate the measurable outcomes/impact of care, guidance and support on pupils' experience of school 	<ul style="list-style-type: none"> Annual analyse of 'accessing service to support success'. Identify and correlate support services accessed to attainment and progress. Report annual to Governors (March). Use data to make quantifiable statements in SEF. 	TB TB/GW TB/BK TB	9-10 12-13 10-11 11-12	
How effective are the Leadership and Management?					
	<ul style="list-style-type: none"> The leadership and management are effective in embedding ambition and driving improvement. 	<ul style="list-style-type: none"> Analysis of outcomes for individuals and groups (including ECM), effectiveness of the curriculum, quality of teaching, quality of care. Raise quality of report writing across professional teams. Monitor and feedback to SMT on effectiveness via CEO/Govs/SIP 	SMT SMT Govs./CEO/SIP	10-13 9-10 10-13	
	<ul style="list-style-type: none"> To continue to develop the 	<ul style="list-style-type: none"> Recruitment of new governors Annual review of their reporting 	LR/TB LR/AT	10-11 10-13	

	effectiveness of the governing body in the monitoring the school.	documents <ul style="list-style-type: none"> Annual review of the terms of reference of sub-committees Regular review of information provided by the school to the governing body. 	LR/TB/AT TB/LR	10-13 10-13	
	<ul style="list-style-type: none"> Measure the effectiveness of, and continue the engagement with parents and carers. 	<ul style="list-style-type: none"> Analyse survey of parents/carers regarding the effective engagement of the school Analyse parents/carers attendance at reviews/meetings/celebrations/open day etc Increase interactive nature of the schools website to include: homework ideas/ supporting child with reading/health related guidance and advice etc. 	TB TB SMT/SW	10-13 10-13 10-11	
	<ul style="list-style-type: none"> Leadership and management drive clear and focussed acquisition of services/ opportunities for pupils through partnerships. 	<ul style="list-style-type: none"> Audit partnerships we have/ or have had in recent times Analyse effectiveness against outcomes for pupils Identify learning/personal development opportunities not met in school and build targeted partnerships. Repeat analysis on annual basis/ or by individual placement. 	SMT SMT SMT SMT	10-11 10-11 10-11 10-13	
	<ul style="list-style-type: none"> Leadership and Management can articulate the outcomes for groups. 	<ul style="list-style-type: none"> Analysis of attainment, progress, personal development, ECM and all other above includes outcomes for groups by ethnicity, SEN, socio demographic factors, home locality. This information is anonymously communicated to Governors, parents, local authorities, SIP and SEF. 	SMT SMT	12-13 12-13	
	<ul style="list-style-type: none"> Leadership and management are proactive in their promotion of 	<ul style="list-style-type: none"> Staff accountability is supported by regular equality and diversity training including NVQ L2. Pupil accountability is supported by 	AT 10-13	10-13 ALL	

	equality and response to discrimination.	<p>behaviour management systems, awareness raising events and consistent role modelling.</p> <ul style="list-style-type: none"> • Pupil and parent specific wishes are taken into account as part of admission process. • Systems to record and analyse incidents and complaints are monitored regularly by governing body and independent bodies. • Parent, pupil, staff, partner feedback is gathered and analysed via surveying. • Equality and Diversity checklist and action plan is reviewed annually. 	10-11	SMT/FSI M	
			10-13	SMT/Gov s	
			10-13	TB	
			10-13	RO	
Community Cohesion	<ul style="list-style-type: none"> • To clearly evidence community cohesion at school level. 	<ul style="list-style-type: none"> • Audit community cohesion work at school level. • Compile evidence base and continue to seek opportunities to promote. 	SMT	9-10	
	<ul style="list-style-type: none"> • To extend community cohesion at a local level. 	<ul style="list-style-type: none"> • Audit community cohesion at a local level. • Devise action plan to meet community cohesion agenda. 	SMT	10-11	
	<ul style="list-style-type: none"> • To extend community cohesion at a local level. 	<ul style="list-style-type: none"> • Audit community cohesion at a local level. • Devise action plan to meet community cohesion agenda. 	SMT	9-10	
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	<ul style="list-style-type: none"> • To develop community cohesion at a national and international level. 	<ul style="list-style-type: none"> • Audit community cohesion at national and international level. • Devise action plan to meet community cohesion agenda. • Form links with existing organisations that support schools with international community cohesion. 	SMT	9-10	
			SMT	10-11	
			SMT	10-12	