

**Progress against previous Ofsted action points**

**March 2023**

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| **Previous Ofsted Action Point** | **Action** | **Impact / Outcomes** |
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| Continue to develop the whole-school approaches to reading by further developing pupils’ understanding of how writers use language to create a range of effects to persuade, inform and entertain | * Reading continuum embedded across school – focus on author’s use of language within planning * Reading for Pleasure embedded across school – daily class reading at the end of the day, enhanced book corners * Significant spend on library books to enhance reading provision * Accelerated Reader used across school as an engagement tool. Also used to ensure accurate banding of books and match to pupil’s ZPD (zone of proximal development) * Renewed RWI Phonics training for all staff delivering in EYFS and KS1. * English staff meeting each half term * Phase Leaders reports to Govs include attainment and progress data on English * Year group moderation – internally with lead LEA moderator and externally within the Great Heights Partnership   Current Academic Year   * Appointment of English TLR who is LEA moderator * Assistant Head trained as LEA moderator (KS1) | **EYFS**   * Rising trend in Reading – 2018 – 60%; 2019 61%, 2022 62%   **KS1**   * Phonic check (Y1) – 67% I 2022. Gap with national has narrowed from 14% to 9% in 2022. Of those that did not achieve the standard 50% were summer born and 33% had identified SEND * 94% of Y2 pupils entered KS2 having met the Phonic check standard * Y2 2022 – attainment in Reading was above national (+2%) * March 23 Mock – 3% GD   **KS2**   * Y6 2022 – attainment in Reading was above national (+1%) * All PAG groups converted at EXS+ above national: LPAs +5% at EXS+ and +2% at GD, MPAs +7% and HPAs +2% at EXS and +15% at GD * Writing – HPAs +2% on conversion to EXS+ and +15% to GD * March 23 Mock – predicting 82% at EXS from results. GD – achieved 26% on mock SAT – predicting 30% which is above 2022 national (+2%) and +13% on WPS GD in 2022 |
| Further extend and deepen the curriculum beyond English, mathematics and science, especially in the upper school, so that pupils develop, and are more confident in, subject-specific skills, knowledge and understanding in subjects such as history, geography and religious education | * Cumulative curriculum in Geography, History and RE across school – focus on progressive development of substantive knowledge and disciplinary skills * Revisiting of prior learning is the starting point for each unit of learning - consolidates understanding * End points ensure progression * Implementation plans developed in foundation subjects to guide learning journeys and support non-specialist staff * Fieldwork becoming embedded in Geography to support development of knowledge and skills * Science – embedding of enquiry across school – set enquiries and progression of skills * Greater emphasis on local history to engage pupils * Core learning experiences across school eg visits to faith centres to engage pupils and consolidate understanding * Review of timetables and set times for subjects across KS1 and KS2 | * All subject leaders have monitoring time as per the subject leadership cycle * Pupil discussions evidence pupils are more confident in subject specific skills, knowledge and understanding across the curriculum. * Post Covid assessment shows that the % at ARE is rising in each subject and returning to pre-pandemic levels. |
| Continue to eradicate any inconsistencies in teaching by sharing good practice systematically | * Strong teaching profile across school – weaker teaching is addressed via ‘securing good’ plans and staff supported by a Phase Leader who displays outstanding teaching * Recruitment and induction of ECTs. * Programme of in-house observations within school for ECTS * Weaker teaching / inconsistencies identified via monitoring of planning / books, observations and pupil progress data. Improvement plans are put in place if there is cause for concern * Recent strong appointments across school have raised profile of teaching – it is securely good across school with areas of outstanding teaching in EYFS and both Key Stages * Emphasis placed on internal and external moderation in Writing and Maths | * Internal progress data evidences strong progress in Reading, Writing and Maths to Spring 1  |  |  |  |  | | --- | --- | --- | --- | |  | Read | Write | Maths | | Y1 | 4.0 | 3.2 | 4.2 | | Y2 | 3.4 | 3.1 | 3.4 | | Y3 | 4.1 | 3.6 | 3.9 | | Y4 | 3.1 | 2.9 | 3.2 | | Y5 | 4.3 | 4.4 | 4.3 | | Y6 | 3.7 | 3.4 | 3.8 |   Expected progress is 3.0 to Spring 1   * Book scrutiny evidences strong progress and triangulates data |
| Continue to bear down relentlessly on the poorer attendance of the small group of pupils who are persistently absent from school. | * Daily attendance monitoring by admin staff. * Pastoral follow up by Inclusion leads. * Weekly tracking of attendance data and patterns. * Attendance officer support - schools works with local attendance company to address attendance and persistent absence. * Inclusion staff on doors at the start of school daily to challenge lateness. * Head Teacher reports to the Governing Body on attendance at every full GB meeting. | **Attendance – Current National Figures until Spring 2023**  Nat: Avg:              93.2%  Nat Avg PA:         24%  Nat Illness:          5.0%  **WPS – up to w/e 17th March 2023**  Whole School Year to Date 92.3% - up 0.2  Year to Date (Under 5 not included) 92.7% - same  Whole School Weekly 91.0% - strike (sibling absence)  Whole School weekly (Under 5 not included)90.8% - strike (sibling absence)  Persistent Absence 20.85% - improving |