

**Progress against previous Ofsted action points**

**March 2023**

|  |  |  |
| --- | --- | --- |
| **Previous Ofsted Action Point** | **Action** | **Impact / Outcomes** |
|  |  |  |
| 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 0.2Year to Date (Under 5 not included) 92.7% - sameWhole School Weekly 91.0% - strike (sibling absence)Whole School weekly (Under 5 not included)90.8% - strike (sibling absence)Persistent Absence 20.85% - improving |