

OFSTED ACTION PLAN OCTOBER 2016

Action required	Impact when we succeed	Leads	Oct half term Milestones (Listed in chronological order)	December milestones	Feb milestones
<p>Making sure that teachers' assessments of pupils' attainment and progress are accurate and making sure that targets set by teachers for pupils help them to make better progress in their subjects.</p> <p>Making sure pupils have time to reflect on their learning and teachers consistently apply the marking policy.</p>	<ul style="list-style-type: none"> <li>Students make or exceed expected progress.</li> <li>All students and teachers know what students need to do in order to progress.</li> <li>The books show clear progress from what students could do at the start of the year to the end.</li> <li>Students can describe and explain what they need to do to progress and use this information to succeed.</li> <li>Parental feedback, report that they understand what their child needs to do to progress.</li> <li>Students value teacher feedback and take time to read it an act on it</li> </ul>	<p>JG SA</p> <p>ML HY</p>	<ul style="list-style-type: none"> <li>Literacy mark scheme begins for all students from the start of term.</li> <li>Year 6 sit a baseline SAT test in classrooms.</li> <li>Year 5 parents evening you receive information about what you child needs to do to progress in Maths and how you can help at home.</li> <li>Your child / children can tell you about the mark scheme for literacy and you can see their work being marked using the scheme. As the half term progresses students begin to use the mark scheme to edit their own work.</li> <li>The learning journal comes home to you and you can use it to see what key words they need to learn, how to support them with reading and what they need to do to progress in Literacy.</li> <li>You receive a calendar outlining when you will receive data information about your child, the opportunities we will give you to come in and view their books, and the more traditional parents evening in the year. This will be with you in the first week post half term.</li> <li>If you have a pp or SEND student their programme of support is about to begin and you are made aware of what support they are receiving and how we will track progress. Volunteers from the community are involved in this. All parents will be notified of pp support within the first two weeks of the new half term.</li> <li>All subjects have assessment maps explaining how students will be assessed in their books. They have a marking policy that outlines how they will be marked in each subject. Maps for PSHE, PE and MFL are in progress.</li> <li>We will publish where you child will have opportunities to complete extended pieces of writing this term in the newsletter. These pieces will be used as evidence for transition to Ward Freman if year 8 or to help us establish their current grade and whether they are making progress. This is collated during inset day and will be published at the start of term.</li> <li>Parents of students in the 90% and below attendance are invited to a meeting to agree strategies for improvement. 85% and below are receive County intervention to support improvements. Work in progress.</li> <li>Data collection moves to the new Herts assessment data which the primaries are using currently. We offer a training session for parents on what this means and how we will report to you. Training session redirected to Parents evenings.</li> <li>The first set of data reports are given to you with information on how your child can progress comments in English and Maths. Feedback comments in books but will need to be on reports for Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>Hds of year have identified students from the first data set who are not making progress and intervention strategies. They meet you and agree support to improve their progress at home and in school..</li> <li>Catch up programme in place and running for year 7 students who did not meet SAT threshold criteria.</li> <li>Marking throughout this period should follow the marking policies and give clear guidance to your child on what to do to improve. You can check their books against the assessment criteria and or marking policy.</li> <li>December year 6 and catch up7 sit mock SAT in hall. Results show progress towards targets from Sept sitting – on track to exceed national and meet expected progress. ME</li> <li>You receive data report 2 with statements for all subjects explaining what they need to do to progress.</li> <li>Pupil premium progress and SEND reviewed and intervention withdrawn if they have exceeded their targets.</li> </ul>	<ul style="list-style-type: none"> <li>Focused SAT intervention and Catch up takes place on Saturdays and after school to ensure students make the leaps and progress.</li> <li>PP and SEND intervention in place and operating.</li> <li>Hd of Yr vulnerable students identified from second data set and individual intervention in place to support progress.</li> </ul>

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Using information on pupils' progress to plan more accurately for learning and constantly check on their progress to make sure that they achieve as well as they should.	<ul style="list-style-type: none"> <li>Teachers when questioned are clear what individual's current achievements and what they need to do next.</li> <li>They plan for this difference in student progress</li> <li>Books evidence differentiated and effective progress. Student engagement in lessons is positive as reflected in behaviour watch.</li> <li>Progress is understood throughout the school and students and parents understand its meaning</li> <li>We meet expectations in progress and begin to exceed them for all children who attend school.</li> </ul>	JG SA and ML	<ul style="list-style-type: none"> <li>September From the beginning of term all staff work with the reading age, SEND, PP, able information and their key stage 1 or 2 results. Expectation that staff will plan to support all students to progress clear from the outset. All learning walks this term will observe this.</li> <li>The head, senior team, LA and middle leaders carry out regular learning walks, and book looks to track and intervene where necessary to ensure that learning is challenging but that student's individual needs are considered and planning is differentiated.</li> <li>Our performance management includes targets based on students making expected progress. Starting from the head teacher down.</li> <li>The LA complete a review this term to monitor planning for individuals and the impact. <b>ME The review is published to you.</b> This occurred the week before but was superseded by the inspection visit and this will be published as soon as it is given to the school.</li> <li>You can see in the books by October that you child is being challenged but there is support for them to succeed.</li> <li>The behaviour watch monitoring system shows that students are behaving in lessons and that disruption is dealt with. It evidences that by using the system the majority of students disturbing classes are dealt with effectively and do not repeat.</li> <li>Staff training on using data and how to plan to improve all students progress.</li> </ul>	<ul style="list-style-type: none"> <li>Marking throughout this period should follow the marking policies and give clear guidance to your child on what to do to improve...</li> <li>You can track books to see where students may not have achieved and how the teaching and marking has addressed errors.</li> <li>Students regularly at once a week want to share with you there learning. They are able to explain what they need to do improve in their subjects.</li> <li>You receive data report 2 with statements for all subjects explaining what they need to do to progress.</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>You now feel comfortable with the new assessment language and so do your students. When you look back at last term, you can see your child's progress and your December report gave you clear guidance on what they need to do next.</li> <li>If your child attendance has been around the 96% mark their progress is on track and to be expected and for some it is exceeding expectations.</li> </ul>

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<p>Making sure that most able students are consistently challenged by the teaching they experience.</p>	<ul style="list-style-type: none"> <li>High ability students achieve progress close to the top 20% of schools in FFT. <b>100% reach their target.</b></li> <li>Teachers are confident in providing regular challenge in each subject and know what challenge looks like in the classroom.</li> <li>Students can describe opportunities where they were challenged.</li> <li>Parents of high ability students are confident in the levels of challenge available to their high ability child.</li> </ul>	<p>JG SA  ML HY</p>	<ul style="list-style-type: none"> <li>Challenging targets are set for HT and staff based on our highest ability on entry making expected progress and exceeding it. HT performance management includes this target.</li> <li>Parent survey to find out student's gifts and talents that we may not be aware of – students to be involved in this. This survey will be out with the first newsletter next term.</li> <li>Summer birthdays identified for the data sheet high ability identified that might have been hidden.</li> <li>All schemes of work audited to assess where challenge is available to our highest ability. Where the challenge is not enough this is addressed.</li> <li>Coaching of new team members focuses on knowing students and planning for individual progress. Coach model's opportunities to extend.</li> <li>All teachers to receive info on student's talents, to inform their planning.</li> <li>Your child's learning journal has challenging targets for writing they can explain these to you and you see them use these targets in other homework.</li> <li>LAs visit can evidence planning for individuals and push for top end in class. ME</li> <li>You can see your child challenged and their books show opportunities for them to engage and really think. They may want to discuss their ideas with you and they seem excited.</li> <li>We publish extended writing opportunities. Published post half term.</li> <li>Your child's first data report shows that they are achieving expectations and it give you clear guidance in English and Maths as to what they should do next. This was a published area on my part. The majority of students should be working towards expectations 7 weeks into the term. You should see further progress in December and then at from February half term onwards if they are making expected progress.</li> </ul>	<ul style="list-style-type: none"> <li>High ability extended writing mapped for this half term and examples of high ability work shared with all staff and parents (anonymously) so you know what it looks like.</li> <li>Students engage with extended writing opportunities and work hard to succeed using advice from the learning journals.</li> <li>At one point students struggle with a new concept, you realise for the first time they are really being challenged they are really thinking.</li> <li>An enrichment opportunity is provided for your child in at least one subject. This is a half or full day to extend their learning.</li> </ul>	<ul style="list-style-type: none"> <li>An LA review of books with Governors is published and from it is clear that our top end student is now receiving challenge in lessons.</li> <li>You are supported with a training programme on how to support your high ability child at home.</li> </ul>
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required	succeed	JG SA  ML HY			
<p>Making sure that all teachers set homework, when it is appropriate to do so, as indicated in the school's homework policy</p>	<ul style="list-style-type: none"> <li>Parents students and teachers are clear what the purpose of homework is at Edwinstree</li> <li>All stakeholders see the purpose of homework in helping students to progress their learning</li> <li>Reading for two hours a week is supported by Parents.</li> <li>Each subject area has identified homework that is meaningful for their subject.</li> <li>Students complete their homework.</li> </ul>		<ul style="list-style-type: none"> <li>Homework timetables are published to Parents and students.</li> <li>The behaviour policy begins to track homework, one mistake and the individual class room teacher address, two mistakes and the Head of year becomes involved and you are informed.</li> <li>Tutors monitor homework is set and inform you swiftly of any concerns.</li> <li>Students planners checked by Hof Y on a weekly cycle. Where homework is not set individual teacher spoken to and conversation recorded ME weekly event. If you have concerns about homework not being set, please use our email system to let the head of year know in the first instance.</li> <li>Homework club up and running. If your child is failing to complete their home-work then Parents phoned and encouraged to book their child into the clubs.</li> <li>Parents offered a training session on how to effectively read at home. PP and SEND offered reading programmes with volunteers to run in tutor time. Volunteer training Monday 31<sup>st</sup> and programmes up and running within the week.</li> <li>Data includes tracking against homework this is reported to Parents in the first data report. Tracking only began two weeks ago, not enough data to publish meaningful information. Will be available for the Dec data report.</li> </ul>	<ul style="list-style-type: none"> <li>Using data heads of year provide regular feedback on completion and monitor the setting. Again if concerned please refer to them in the first instance.</li> <li>December reports including completion of homework this should not come as surprise. IF there is a problem it should have been addressed prior to the report.</li> </ul>	<ul style="list-style-type: none"> <li>Using data heads of year provide regular feedback on completion and monitor the setting. Again if concerned please refer to them in the first instance.</li> <li>December reports including completion of homework this should not come as surprise. IF there is a problem it should have been addressed prior to the report.</li> </ul>

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<p>Strengthening the school's systems for monitoring, evaluating and reviewing its work so that leaders can identify what works well and what does not</p> <p>Making middle leadership consistently strong by holding these colleagues to account more regularly and providing them with more opportunities to review the effectiveness of their subject</p>	<ul style="list-style-type: none"> <li>All staff are clear about the school's expectations and the structures and systems support them to succeed.</li> <li>Staff are supported to reach their PM targets.</li> <li>Staff know how they are contributing to the school development plan and their departmental plan.</li> <li>Where a staff member fails to achieve expectations this is identified quickly and interventions put in place to address this issue.</li> <li>The school works as a team.</li> <li>Individuals trust the monitoring and evaluation process and use it to improve their practice.</li> <li>Monitoring and Evaluation aligns to Ofsted and gives an accurate picture of the school.</li> </ul>	<p>JG SA</p> <p>ML HY</p>	<ul style="list-style-type: none"> <li>Sept clear expectations are delivered to staff as to teaching and learning focused on individual progress.</li> <li>Use their planners to plan for individuals make sure they know their students and have all the data</li> <li>Use the new behaviour policy to enforce standards.</li> <li>Use Questions for titles and success criteria in each lesson.</li> <li>Mark for literacy from day 1.</li> <li>Ofsted action plan re written with a clear plan of action that involves all leaders in monitoring and evaluation. The mantra "show me don't tell me comes into the school.</li> <li>Governors complete a monitoring and evaluation policy document which outlines how they will track our progress against the action plan. Each Committee is assigned monitoring activities and evidence collection.</li> <li>The roles and responsibilities written for HT, SLT and ML in order to align to the action plan and to clarify each leadership member's role in monitoring and evaluation.</li> <li>The performance management programme reviewed and tweaked to ensure that all staff have a progress target in place and targets are aligned to the Ofsted action plan.</li> <li>HT publishes a monitoring and evaluation document for each half term which sets out our expectations for learning and how we will monitor that this expectation is being met by staff.</li> <li>Regular learning walks take place to monitor progress of students in lessons.</li> <li>Line management meetings take place weekly. A Calendar of ML and staff meetings in place for each week. All teaching and learning groups are given meeting time after school every two weeks, in order to discuss what they are teaching and share good practice.</li> <li>Line management agendas are agreed by the HT and SLT and are designed to support the implementation of the Ofsted action plan.</li> <li>Action plans are then completed for each year group and subject. They show how each subject will support the overall Ofsted action plan. While plans in action not all completed and aligned to PM this will be finished in the first 2 weeks of the next half term.</li> <li>Performance management targets from the Headteacher down are directly related to student progress and the Ofsted action plan.</li> <li>All data collected is moderated with subject leaders and where possible LA support to ensure accuracy.</li> <li>Data collated and training in place via LM and ML meeting on how we use the data to inform departmental planning, year group support.</li> </ul>	<ul style="list-style-type: none"> <li>Subject review begins, where an intensive focus is given to a subject to review the learning taking place and to agree areas for development these feed into subject development plans. Parents are consulted and students on the quality of learning within a subject.</li> <li>Governors receive anonymised targets for staff, and recommendations for training for individual staff and whole school for the year.</li> <li>WB 7<sup>th</sup> Data targets are added to subject leader and heads of year plans based on the October data.</li> <li>Subjects meet every two weeks to discuss schemes of work and assessment and learn from each other. They complete moderation prior to the next set of data to make sure their teams are assessing in the same way.</li> <li>WB 12<sup>th</sup> of December data reviewed against targets OAP and SAP and strategy agreed with all Subject Leaders and HoY .Progress towards Actin plan delivered to Governors ME</li> </ul>	<ul style="list-style-type: none"> <li>Progress towards the Ofsted action plan meeting takes place for Parents.</li> <li>Progress towards performance management targets take place using the December data.</li> <li>Learning walks and work trawls continue to quality assure learning. Are we consistent are all students making progress in lessons?</li> </ul>

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			<ul style="list-style-type: none"> <li>Training programme for middle leaders on how to quality assure learning in their subject year group and in supporting teams to improve. Owning their areas. This is accredited.</li> </ul>		
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<p>Improving communication with parents and teachers to secure full support for what the school is trying to achieve making sure that governors act on the findings of their internal review of governance to make the governing body more affective. .</p>	<ul style="list-style-type: none"> <li>• Parents understand how the school aims to improve and what this will look like for their child.</li> <li>• Parents use the hierarchy of communication</li> <li>• Parents communicate with us where there are problems and trust that we will help</li> <li>• Parents are able to support the school through volunteering.</li> <li>• Parents contribute to their child's learning, as they know what their children to do to improve.</li> <li>• Parents have a valid say in how the school operates and it's role in the community.</li> <li>• Parents evening attendance increases to 95% for all year groups.</li> <li>• Student attendance improves to reach 96%.</li> </ul>	<p>JG ML SA</p>	<ul style="list-style-type: none"> <li>• Parents are told of the key changes via newsletter and informed of action plan meetings.</li> <li>• Parent newsletter and staff newsletter distributed. This is a weekly communication for parents.</li> <li>• Ofsted action plan meetings take place and parents given parent guide to what is happening and what impact this should have. Detail allows them to monitor and track our progress.</li> <li>• The new behaviour policy requires all 2<sup>nd</sup> yellow and red cards to be reported home.</li> <li>• Staff asked to actively engage parents in conversation and to let them know what is happening.</li> <li>• Email addresses published for heads of year and SLT but parents asked to use the ROA as their first port of communication and their tutors.</li> <li>• HT continues the weekly drop in sessions started by Ms Michael. Available Thursday pm</li> <li>• Volunteers sort from parent and grandparent stake holders. Trained and in place by this half term.</li> <li>• Parents association meetings calendared for the year and post first meeting area to raise funds agreed – possible suggestions canteen and older students play equipment for outside space.</li> <li>• Data collected from parents on start to the year how we can support further and You said We did published in the newsletter. Questionnaire goes out with the newsletter this week.</li> <li>• Parent consultation groups set and begin operating to support action plan, Homework JG, Report and Parents evening SA.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent questionnaire assess progress towards action plan.</li> <li>• Volunteers are up and running</li> <li>• All yellow and red cards communicated home and action recorded on behaviour watch.</li> <li>• Parents of students causing most challenge meet Head teacher and Head of Year to agree way forward.</li> <li>• Send and Bridge parents met and action plan for the year in place.</li> <li>• Ofsted action plan up- date meeting for Parents</li> <li>• All Parents evenings involved a feedback sheet and the newsletter publishes a You said we did section.</li> <li>• .</li> </ul>	<ul style="list-style-type: none"> <li>• WB 2<sup>nd</sup> January questionnaire results published and tweaks made to action plan and practices.</li> <li>• Parent forum invited to join our faith group within school to consider why do Parents choose a faith school and how can this support their child's upbringing?</li> </ul>
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Eliminating the low-level disruptive behaviour in lessons	<ul style="list-style-type: none"> <li>Students are engaged and purposeful in school.</li> <li>Students police poor behaviour as a class and a community they advise and guide others to do the right thing.</li> <li>Students enjoy their learning</li> <li>Low level disruption is rare.</li> <li>Students know what low level disruption is and why it is unfair to disrupt others. They respect this.</li> <li>Older students are positive role models for the younger students.</li> <li>The bridge and send support students to achieve.</li> </ul>		<ul style="list-style-type: none"> <li>New behaviour policy launched and all staff trained on the basics. Values are agreed and behaviour watch training takes place so that all behaviour is recorded electronically.</li> <li>Behaviour data tracked from the start of term to identify patterns. New staff encouraged to use heavily. This is not a measure of their behaviour management it is a means to let students know we are serious about ensuring that they behave appropriately.</li> <li>All 2<sup>nd</sup> and red cards communicated home to parents within 24 hours and red with the day.</li> <li>Staff given weekly time in staff meeting to reward students. Positive rewards messages sent home weekly. Tracked by tutors.</li> <li>Behaviour data informs Collective worship first half term. This week's behaviour indicate that we need to consider diversity. What does it mean to be British and why we value diversity – based on 5 red cards racism in the first week of term.</li> <li>All new staff receive a coach to go in and support lessons, first focus remains on behaviour management.</li> <li>The newly qualified programme has a behaviour and safe guard for the first half term.</li> <li>Where students are rising up the card system head of year will invite Parent and student in to agree strategy to reduce this behaviour.</li> <li>Restorative justice council set up with students and meeting weekly first task to agree how we reward and house competitions. House captains and vice involved. Student council up and running but not met for restorative justice this half term.</li> <li>Behaviour data reviewed and PSHE and Collective worship planned for next term.</li> <li>Oct 17<sup>th</sup> mentors identified in the school to support with students struggling with behaviour and mentor programme training in place.</li> <li>Escape training on resolve meetings for all staff.</li> </ul>	<ul style="list-style-type: none"> <li>Reward system in place and related to houses and competition student reps to agree how we do this.</li> <li>Behaviour data shows impact of policy in cards reducing and refining to a few individuals.</li> <li>Parent questionnaire reports back that parents are much happier with behaviour communication.</li> <li>New staff begin to embed and low level disruption reduces as evidenced with the cards.</li> <li>Head of Year, Bridge and Send interventions reviewed with parents and strategies put in place.</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour data shows praise is 3 times more likely than negative behaviour.</li> <li>Individual programs are in place for those students reaching repeated yellow and red cards. These are having impact in reducing their cards.</li> </ul>
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<p>required</p> <p>Working with all pupils to help them better identify what constitutes bullying and supporting those older pupils who bully to reduce such incidents.</p>	<ul style="list-style-type: none"> <li>• Students feel safe</li> <li>• Students and Parents understand what bullying is and how to get help.</li> <li>• Behaviour watch data shows that once tackled bullying stops.</li> <li>• Bullies are reported in immediately and the culture of grassing or snitching disappears. Students tell us.</li> </ul>	<p>HofY KD and JC</p>	<ul style="list-style-type: none"> <li>• Bullying ambassadors are published for all to use. Bullying training touch base within two weeks of the publication</li> <li>• Bullying logged separately on behaviour watch amended sheet.</li> <li>• Bullying ambassadors visit year 5 assembly and year 5 bullying ambassadors sort and enrolled.</li> <li>• PSHE recaps what is bullying, what constitutes it and what to do if you are bullied for all year groups.</li> <li>• Sept survey to check how students feel about safety etc. – Reissue one from the Summer.</li> <li>• Oct 20<sup>th</sup> survey of students and parents to quality assure measures in place and understood.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence grows in parent body and bullying is reported swiftly and sanctions are effective.</li> <li>• Concerns over snitching reduced significantly.</li> <li>• Tutors informed of issues and the majority remain at this level.</li> </ul>	<p>Bullying questionnaire and focus group of parents at the start of term, report a significant reduction.</p> <p>The values of caring outweigh all others in the reward system.</p>
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## Explanation for Acronyms

WB – Week beginning

ME – Monitoring and evaluation of progress towards the plan and evidence collected. Governors will be presented with this evidence using the timelines above

SAT – Exams from which our progress is measured

JG – Jo Gant Interim Head

SA – Sally Allan Deputy Head

JQ – Jackie Quorn Assistant Head

CM – Claire Mayne Head of English

DK – Dawn Kitchener Head of Maths

ML – Middle Leaders

SL/ HF Curriculum leads

HY – Heads of Year

DofE – Duke of Edinburgh students from Ward Freman.

SAP – Subject Action Plan

YAP – Year group action plan