

Actions since Ofsted						
Ofsted Report	What this refers to	Action	Review 6.3.16	Review 24.4.17	Review 27.6.17	Impact
Senior Leaders & governors have not ensured that all staff follow agreed policies & procedures. Consequently the quality of teaching, Learning & Assessment is not consistently good. Leaders do not have an accurate view of pupils' progress in English & maths	Some teachers missing deadlines for assessment data meaning analysis is skewed and not completed quickly enough. The school has been securing an effective system for measuring progress for SEND pupils and finding ways to understand what good progress is.	Progress meetings held with individual teachers and firm reminders about meeting deadlines on the planner. Regular meetings with staff around the new assessment system and involving staff in revising the system to meet the range of children we have in school.	Progress meetings have been held with all of the town site teachers where there was a significant problem with meeting deadlines for updating progress. Meetings on LRS will take place next week.	All teachers completed their data entries on time in order for the analysis to be completed quickly. Last term's data analysis alongside a Data Dashboard has been shared with all governors to be discussed at the committee meetings on 2.5.17	Data Dashboard has been shared with governors and is on the website. The Pathways of Assessment has been created for all pupils from entry to leaving school. A working party has been set up to look at Rochford Review/Routes for Learning/Engagement scales. Link with Fountaindale Special School discussed with head teacher.	Analysis took place promptly to ensure that teaching, learning & assessment is consistently good. Data Dashboard provides all stakeholders with up to date information on pupil progress in English, maths, science & SMSC
The governing body does not always hold senior leaders to account for the quality and impact of the school's work	This refers again to data and a new system in place for assessment. This also refers to School Improvement plan not having timelines.	Termly reports around progress shared with all governors. Regular updates on the changes and developments for assessing and recording progress	Progress data for Autumn term 2016/17 has been shared and explained to governors. An explanation of the journey so far with the new assessment system has also been shared. The training on Wilson	Each governor now has a link to an area of responsibility on the school development plan. The information was shared and an explanation was given on how this would work at March's meeting.	The Action Plan following the audit has been produced and shared with all governors. The School Improvement Partner delivered training to the governors with relationship to accountability and monitoring impact.	The governing body now has a clear framework with timelines in order to hold senior leaders to account. Governors are clear on their areas of responsibility

			<p>Stuart is being repeated for those governors who missed the previous session.</p> <p>The School Improvement Plan has been revised to include milestones, tighter monitoring and governors are included in the monitoring.</p> <p>The new Chair of governors met with the head teacher to revise the Link governor roles to ensure that each governor will be assigned an area of the school improvement plan. This will be shared at the next meeting on 28.3.17</p>	<p>The report from the governors' audit was shared and discussed and a working party has been formed to create an action plan to address the areas for improvement. The first meeting is due to take place on 3.5.17</p> <p>The SIP is meeting with governors on 2.5.17 for training.</p>	<p>The safeguarding governors have carried out a Learning Walk and have monitored the Single Central Record and systems for recording Child Protection files.</p>	<p>with regards to holding the school to account. Governors have a good knowledge on areas of strength and development.</p>
<p>The plans for school improvement lack the necessary detail</p>	<p>The school Improvement Plan did not have timelines and a named person to monitor the lead</p>	<p>School Development Plan has been written using a different format to include milestones and monitoring</p>	<p>The School Improvement Plan has been revised to include milestones, tighter monitoring and governors are</p>	<p>The quality assurance schedule has been shared across the school and everyone is clear about when</p>	<p>Review of the Quality Assurance schedule took place at SLT meeting on 26th June 2017. All actions in line with the plan.</p>	<p>The school development plan links clearly with the member of the governing body</p>

	responsible for each area		included in the monitoring. The quality assurance schedule has been reviewed and is in the process of being revised.	monitoring will take place.		with responsibility to monitor impact and ensure timelines are being adhered to.
Systems for evaluating the effectiveness of the school's work are not rigorous enough	The SEF was too descriptive and did not link clearly to an evidence file	SEF evidence library has been set up with named staff who are responsible for providing and updating the evidence. SEF to be re-written using new Ofsted report and linked to evidence file	The SEF has been re-written in it's first draft and there is now a one page summary for ease of reference. The SEF evidence file is growing and areas which are still red are being addressed quickly.	The evidence for the spring term has been provided by relevant members of staff and is reviewed and updated at SLT meetings each week.	The SEF Evidence file is monitored at regular intervals during the SLT meetings.	Senior leaders and governors use the SEF evidence file effectively and this has supported both teams to regularly monitor the self-evaluation procedures across the school. It provides a concise and up to date picture of where the school's strengths & developments lie.
Where teaching is poorly planned, work is not matched to	A minority of teaching required improvement based	Coaching is in place for 1 teacher and a support plan with	HR are aware of the support plan and targets are in place	Work Scrutiny on 24.4.17 showed a vast improvement	The lesson observations this term are focussed on	There is a clear distributed leadership

<p>pupils' needs, pupils are not challenged effectively and their progress is hampered</p>	<p>on learning walks carried out.</p>	<p>another. Performance Management targets refer to areas for development</p>	<p>The rate of improvement needs tighter monitoring. The PM targets for progress are now linked with the school development plan. Work scrutiny has taken place with SIP and areas for improvement have been discussed. A meeting on 15.3.17 will focus on expectations around quality and feedback will be shared. A further meeting to review this has been set with SIP.</p>	<p>on the quality of feedback and how this links to targets. The presentation was good and some teachers had introduced a recording sheet which was very useful. Following discussion at the TLA meeting on 26.4.17 it was agreed for all teachers to adopt a similar strategy in their classrooms.</p>	<p>the use of assessment in classrooms. The subject Coordinators role has been reviewed and revised. The core subject coordinators have now all produced Action plans and carried out learning walks.</p>	<p>structure across the school to ensure that teaching, learning & assessment is at least good. The quality assurance is robust and all staff are aware of expectations. Appraisal targets are in line with the school development plan. Where teaching is less than good, the appraisal policy and capability policy is applied effectively.</p>
<p>A small minority of staff do not consistently model positive attitudes to learning or present themselves in and around school with the necessary</p>	<p>The lead inspector felt that 1 member of staff was scruffy due to being unshaven</p>	<p>All staff adhere to dress code and code of conduct policy</p>	<p>This was discussed at a department meeting following Ofsted and reiterated at a whole school meeting on 8.3.17</p>	<p>A learning walk on 27.4.17 with the SIP concentrated on the learning environment and first impressions of the school. The areas for</p>	<p>Regular reminders are given at department meetings. During recent lesson observations it was noted that all staff were modelling</p>	<p>All staff consistently model positive attitudes to learning and present themselves with the necessary</p>

professionalism				improvement have been identified and shared. This will be addressed at the department meeting scheduled for 3.5.17	positive attitudes and wearing appropriate PE kit where necessary.	professionalism. The school code of conduct policy is read and signed by all staff.
Targets to promote the CPD of the staff are not linked closely enough to the priorities for the whole school improvement	The performance management targets of teachers did not have a clear thread through lesson observations and into SIP	The PM targets to be re-visited with staff in order for assessment in classrooms to be a focus for everyone.	Team target has been set for all teachers based on use of assessment.		This was monitored during recent lesson observations.	Appraisal targets are linked closely to the school development plan. The CPD coordinator is aware of the needs of the pupils in order to equip staff with the necessary skills

Actions Autumn 2017/18	Impact
<ul style="list-style-type: none"> Quality Assurance schedule which is rigorous and includes strict timelines and a range of activities- Work scrutiny, Lesson Observations & Learning walks. These are carried out both by senior leaders and subject coordinators. 	<p>Quality assurance ensures that there is a clear understanding of strengths and development needs. Areas which need are identified quickly and addressed through coaching, training or support. The subject Coordinators have a much clearer picture of what is happening in their subjects in order to formulate an action plan.</p>
<ul style="list-style-type: none"> Policies updated to reflect developments- Early Years, Curriculum, Assessment, Reporting & Recording, Presentation of Work, Environment, Displays 	<p>The implementation of policies has ensured that there is a cohesive approach to our learners across the school. Our diverse range of pupil needs are catered for effectively. The whole school environment provides an atmosphere which is conducive to learning and the pupils take pride in their achievements.</p>
<ul style="list-style-type: none"> The curriculum has been developed to include a differentiated offer to our diverse range of pupils. 	<p>The curriculum is fit for purpose and supports all learners to reach their full potential</p>
<ul style="list-style-type: none"> The Engagement Scale has been trialled and targets developed to support this stage of learning. A Coordinator has been put in place. 	<p>The learning offer for our least able group of students is fit for purpose and supports the development of skills necessary for learning. It helps identify the favoured style of learning for each individual</p>
<ul style="list-style-type: none"> The governors created and monitored their own development plan and have been able to evaluate their roles and responsibilities in holding the school to account. They have carried out a self –audit of the governing body. The Head Teacher’s report is very detailed and shares information which supports them in their role 	<p>The governors know the school well, they have a rigorous system in place for holding the school to account and they ensure that all aspects across school are effective. They understand the direction the school is working towards and know what we need to do in order to get there.</p>
<ul style="list-style-type: none"> The SEF Evidence file continues to be used and forms a basis of discussion at SLT meetings 	<p>The file supports school improvement by ensuring timelines for quality assurance and monitoring are met. The file supports the Leadership team to ensure that the pupils are offered a provision which is at least good</p>
<ul style="list-style-type: none"> Teaching, Learning & Assessment meetings are held fortnightly and have a clear school improvement focus linked to the development plan. 	<p>These sessions provide an opportunity for targeted support and development in areas identified through quality assurance. They ensure that all staff are part of school development.</p>
<ul style="list-style-type: none"> The development plan is owned by the whole staff who have a much clearer understanding of where the school is going 	<p>All staff are part of school development and ensure that they are supporting the pupils to achieve their maximum potential.</p>
<ul style="list-style-type: none"> Appraisal targets are linked closely with school development 	<p>The appraisal targets ensure that staff development complements school development in order for the school to be at least good.</p>
<ul style="list-style-type: none"> The subject coordinators role has been developed and teachers are 	<p>This has given the subject Coordinators ownership of the developments in</p>

<p>much clearer about their role and responsibilities. They all have produced action plans and overview sheets for their subject. They are more involved with quality assurance.</p>	<p>their subject and a greater understanding of the strengths and development needs and how to address them</p>
<ul style="list-style-type: none"> • Staff code of conduct policy has been updated and all staff adhere to this policy 	<p>All staff conduct themselves in a professional but approachable manner with all pupils, creating a safe and secure environment for the pupils</p>