

OfSTED Areas for Improvement:

1) Improve the quality of teaching so that pupils throughout the school make strong progress, in particular in writing, by ensuring that all teachers:

- accurately assess what pupils know, understand and can do and use this information to match learning activities to pupils' needs
- embed effective strategies to support the progress of disadvantaged pupils across the school
- deepen and extend pupils' thinking so that they work hard and more reach the high standards that many are capable of achieving
- apply the new methods they are shown consistently to improve their teaching.

2) Secure effective leadership and management at all levels across the school by:

- making rigorous use of information about pupils' progress from their starting points to improve the quality of teaching and raise standards
- developing subject leadership to raise the standards that pupils achieve across subjects.

3) Improve pupils' personal development, behaviour and welfare by ensuring that adults guide pupils well, so they take pride in their behaviour around the school.

Rapid Action Plan Focused outcomes:

- Evidence of work that provides challenge for all groups of pupils from their starting points
- Evidence of improved levels of supervision at break times leading to a reduction in lunchtime and break time incidents
- Evidence that effective assessment means that simple errors are addressed by teachers and not repeated by pupils
- Leaders take action to ensure that pupils catch up quickly resulting in evidence of good progress in books

Lee on the Solent Twenty Five Day Rapid Action Plan

Day	Date	Action	Outcomes	Actions from Outcomes to be recorded as necessary	Link to OfSTED AFI	Responsibility	Achieved?
1	23 rd Feb	Develop Twenty Five Day Action plan in response to OfSTED feedback	Clear targeted plan for development to move the school forward rapidly		1,2,3	HT + AHT	
2	26 th Feb	Review milestones document and adjust to be in line with OfSTED areas for improvement	Clear measurable indicators of improvement to be used to evaluate impact on outcomes for pupils		1,2,3	HT	
		Introduce lunchtime activity equipment in whole school assembly and establish play leader roles for Year 6	All pupils and staff are clear about roles and responsibilities around how to treat lunchtime equipment		3	AHT	
3	27 th Feb	SLT Book scrutiny – disadvantaged pupils	Leaders will have evidence to support judgements about progress of disadvantaged pupils		1,2		***
4	28 th Feb	Twenty five day rapid action plan displayed in staff room with area for monitoring feedback	All staff are clear about planned actions and intended outcomes		1,2,3	HT + AHT	
5	1 st	Learning Walk Breaktime	Leaders will have		3	HT + AHT + 2 x TA + Reps	*

	March	routines and behaviour	evidence to support judgements about playtime behaviour and consistency of routines			from School Council	
6	2 nd March	Share feedback from monitoring in staffroom	All staff are clear about progress towards rapid improvement outcomes		1,2		
7	5 th March	Carry out analysis for Milestone 2 data for all pupils	There will be a shared knowledge and understanding of the current position of different groups in terms of progress and attainment and this will extend to the individual children within each group.		2	HT	*
8	6 th March	Learning Walk with LLP – focus on challenge for all children	Leaders will have evidence to support judgements about level of challenge and impact on progress		1,2	HT + AHT + LLP	*
9	7 th March	Learning Walk lunchtime routines and effectiveness of supervision	Leaders will have evidence to support judgements about lunchtime behaviour and effectiveness of supervision		3	HT + AHT + 2 x Lunchtime Supervisory Assistants + Reps from School Council	**
10	8 th March	Review progress and outcomes of actions from Rapid Action Plan	Leaders will have evidence to support judgements around		1,2,3	HT + AHT	*

			impact of school improvement actions				
11	9 th March	Share feedback from monitoring in staffroom	All staff are clear about progress towards rapid improvement outcomes		1,2,3	AHT	
12	12 th March	Pupil Progress Meetings Years 3 + 4	Leaders will have evidence to support judgements about level of challenge and impact on progress		2	HT	***
13	13 th March	Pupil Progress Meetings Years 5 and 6	Leaders will have evidence to support judgements about level of challenge and impact on progress		2	HT	***
		SLT Book Scrutiny – Challenge for all children	Leaders will have evidence to support judgements about pupil progress		1,2	SLT	**
14	14 th March	Pupil Progress Meetings – VC and LA/LF				HT + AHT	
15	15 th March	Learning Walk Effectiveness of teaching and assessment for disadvantaged children	Leaders will have evidence to support judgements about level of challenge and impact on progress for disadvantaged		1,2	Ht + AHT	*

			children				
16	16 th March	Share feedback from monitoring in staffroom	All staff are clear about progress towards rapid improvement outcomes		1,2,3	AHT	
17	19 th March						
18	20 th March	Learning Walk – challenge for all children with high prior attainment in writing	Leaders will have evidence to support judgements about level of challenge and impact on progress for pupils with high prior attainment		1,2	HT	**
19	21 st March	Pupil Interviews – What difference has the changes to break and lunchtime made to pupil welfare and safety?	Leaders will have evidence to support judgements about pupil welfare and safety at break times		3	AHT	**
20	22 nd March						
21	23 rd March	Share feedback from monitoring in staffroom	All staff are clear about progress towards rapid improvement outcomes		1,2,3	AHT	
22	26 th March	SLT Evaluation of impact on pupil outcomes			1,2,3	HT + AHT	*
23	27 th March	Develop Thirty day Rapid Action Plan for Summer	Clear targeted plan for development to		1,2,3	HT + AHT	*

		Term	move the school forward rapidly				
		SLT Book Scrutiny – evidence of impact of actions from pupil progress meetings on learning outcomes	Leaders will have evidence to support judgements about the effectiveness of leadership and management		1,2	HT + AHT	***
24	28 th March	Rapid Action plan team to meet to evaluate outcomes			1,2,3	HT + AHT + Governors	
25	29 th March	Share feedback from monitoring in staffroom	All staff are clear about progress towards rapid improvement outcomes		1,2,3	AHT	
		Thirty Day Rapid Action Plan displayed in staff room with area for monitoring feedback	All staff are clear about planned actions and intended outcomes			AHT	

*Directly fed back for Governor challenge

**Governor attendance will support understanding of progress against AFI

***Can be attended by prior arrangement to further support challenge and accountability (part or whole day)