

Ofsted Action Plan 2016 -2017. Agreed Plan 26th May

Judgement	Strategies	Delegated Strategy / Timescale by Whom	Review Dated By Whom	Success Criteria
<p>Effectiveness of Leadership & Management. 1 Headship.</p> <p><u>The headteacher does not delegate enough duties to other staff with clear expectations and targets so that their performance against them can be evaluated.</u> She takes on administrative tasks and manages building projects in addition to responsibilities for the education of all pupils, management of staff, and for school policy making. As a consequence, some of the work is not completed effectively; revised statutory guidance is sometimes overlooked and policies do not get updated quickly.</p>	<p>1.1 HT to work strategically with Govs, SBM's and Bedford Borough Council on innovating for room to allow for appropriate delegation to create space for a more distributed leadership model. Thus allowing for more strategic and less operational time, therefore increasing effectiveness and efficient use of HT time. Strategies to include:-</p>	<p>Timetabling for September 2017 to ensure both PPA and Managerial release time for staff with responsibilities beyond the classroom, HT and SBM's Monday 15th Jan 2017</p>	<p>0.5 day per week per AHT timetabled in as from Sept 2017</p> <p>HT to meet with AHTs to clarify roles and responsibilities during release time and alter JDs</p> <p>HT meeting RS Tuesday 16th May.</p> <p>HT meeting KA Thursday 18th May.</p>	<p>HT will have active AHT support as from September 2017 on a weekly basis this will enable the HT to delegate more leadership operational responsibilities and ensure more strategic leadership from HT.</p>
		<p>Office time with support protected by the introduction of 'privacy signs and message boards. By December 2016</p> <p>OM to order boards, SA to put up.</p>	<p>Privacy protection boards in place to ensure privacy for meetings and protected work space time. RBVSP</p> <p>In place Feb 2017</p>	<p>HT and SBM to ensure privacy at key times of the academic / financial year, therefore ensuring more efficient working times.</p>
	<p>1.2 Protection of support already timetabled e.g. CT SENDCo support time</p>	<p>HT/SBMs to ensure SENDCo assistance is timetabled.</p>	<p>SENDCo support time maintained to two afternoons per week to support either HT or new SENDCo. JCRBVSP</p>	<p>SENDCo ideally would be the responsibility of a designated person other than the HT, however, with protected support time the HT will have assistance with the role.</p>
	<p>1.3 HT to work with Govs. / Office managers to determine areas of managerial workload</p>	<p>When writing JDs for Office administrative assistants delegated operational jobs to be clearly identified. RB/JC/VSP</p>	<p>To be completed by start of Autumn term 2017. HT</p>	<p>New clarity of roles on admin assistants Job descriptions will free up HT</p>

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	that have good potential for delegation.			from some operational roles e.g. policy checking,
	1.4 HT work with SBM's to determine areas of current HT role that could be carried out with further administrative support e.g. prospectus reviews, newsletters, website updates, letters.		Review when new structures are in place End Autumn term 2017. HT	New clarity of roles on admin assistants Job descriptions will free up HT from some operational roles e.g. policy checking etc.
	1.5 Administrative support for each school site to be advertised and sought based upon JD's devised by current SBM's and HT based on workload to be delegated.	HT meet with OM's by Spring Half Term to finalise JD of AA and finalise advert / spec/ timeline.	Admin assist to be in place from Summer Half Term 2017 to ensure time for thorough training. RB	HT and overarching SBM have more time to be more strategic and less operational in forward planning and ensuring high quality.
	1.6 Governors / HT/ SBM to investigate the costing of full website administrative services / building.	Explore new website design and hosting Allocate responsibility to one of the Admin team	Review by end Autumn term and incorporate into Admin JD's	Websites represent the modern feel of the schools are maintained regularly and kept up to date with any new directives.
	1.7 HT and AHT's to determine which areas of HT role could be delegated to AHT's/ <i>Curriculum Co-ordinators</i> e.g. T.A. appraisal conversations, Book Scrutinies (with gobs) , Peer to Peer observations , some Policy Reviews.	Extension of 1 hour long AHT release time to full afternoon. February 2017 HT management meeting with AHT's reference roles and responsibilities. AHT extended release for Leadership roles to be in place by September 2017	AHTs successfully timetabled for afternoon release time per week as from Sept 2017. JCRBVSP AHTs successfully timetabled for afternoon release time per week as from Sept 2017. JCRBVSP	AHTs clear on job roles to be carried out from September onwards – roles to include more managerial and leadership responsibilities such as TA appraisal, mentoring, policy review, observations including an annual review of expectations.

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			Job Descriptions re-visited JC/RB/VSP to be in place for September 2017. HT and AHTs re wrote JDs together 16 th May 2017	
2. The headteacher bases plans for improvement on the strengths and weaknesses identified through checking the quality of teaching and learning. <u>Few other staff contribute to the formulation of the plan, lead actions or monitor these actions.</u>	2.1 Curricular co-ordinators to have input into identification of areas for improvement. To provide self-evaluation of areas to put into SEF	Summer Term, once results are in each co-ordinator to examine results along with obs etc. to assist in locating areas to be included in the SDP.	HT/SBM to ensure JDs reflect responsibilities with clarity HT and AHTs re wrote JDs together 16 th May 2017 Rest By September 2017	Job des for teaching staff will reflect responsibilities for input into SDP and collection of app information.
	2.2 Curricular co-ordinators using evidence from data and obs/book scrutinies to have input into SDP based on their own knowledge.	Peer to peer observations/book scrutinies/data scrutiny by curricular co-ordinators, using their subject leadership permitted time starting Spring term 2017. Use standardised school obs format. ALL teaching staff.	RS took 1 st review day Jan 2017 peer to peer obs & Book scrutiny completed. KC review day taken 16 th March peer to peer obs and book scrutiny AM review day booked for 3 rd May	There is input into plans for improvement (SDP) that has been informed by all middle leaders as well as the HT.
	2.3 Whole Staff understanding of SDP and opportunity for whole staff input / ideas	SDP to be an item for regular review and comment in staff meetings at least once a term.		Whole staff will feel 'ownership' of the SDP this will result in more willing and proactive stance towards managerial responsibilities.
		Co-ordinators to report to gobs (written or verbal). Copies to HT.		
	2.4 Governors to review SDP with a view to searching for	SDP to be on agenda for review of distributed leadership opps. Finance 9 th February, Ed		Governors have input into how SDP can further enable HT to be more strategic and demonstrate

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	distributed leadership opportunities.	standards 2 nd March, full gov's 9 th March.		further distributed leadership.
3. The <u>headteacher's written evaluation of how well the school is performing is not borne out fully in practice</u> . For example, 'training for all' is highlighted in the school's self-evaluation as enhancing the quality of staffing; in the staff questionnaire, however, only half of the respondents agreed that the school uses professional development well to encourage, challenge and support them.	3.1 CPD questionnaire to all staff investigating their evaluation of current opportunities with a view to ensuring all feel included in the professional development of the team.	Questionnaire to be developed based on staff input and distributed to staff for completion on 3 rd January 2017	Questionnaire went out to all school support staff and was collated and used to inform roles and responsibilities from Sept 2017 as well as future CPD requirements. Jan 2017	All staff have an opportunity other than their interviews to express their own personal desire for CPD.
		Questionnaire responses to Governors for analysis and feedback and suggested actions for future CPD.	This was not how this happened this time – as questionnaires were managed by SBMs and HT to inform future staffing.	
		Strong Emphasis to be placed on training for all in the interests of the SDP needs.		All staff have clarity of understanding that all training offered is an opportunity for CPD.
	3.2 AHT's released to allow time for Continuing Professional Development interviews to take place with T.A's / Mid-Day Supervisors.	AHT's to book managerial release time Summer Term to allow the time for this to happen. Then to Report back to HT / Govs	HT & SBMs Had release Day Autumn term successfully timetabled for both schools ready for Sept 2017	All staff have professional interviews enabling them to request CPD for personal devtpt as well as CPD relevant to the SDP
3.3 HT to ensure same conversations happen with SBM's, Teaching Staff have the conversation built into their Performance Management.	HT to book time with SBM's in Spring Term 2017 , reporting back to gov's.		All staff have professional interviews enabling them to request CPD for personal devtpt as well as CPD relevant to the SDP	

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<p>Governance of the School 4.</p> <p><u>The governing body is not strategic enough in its approach to monitoring teaching and learning and developing an accurate overview of the school's performance</u></p>	<p>4.1 External review of Governance.</p> <p>Report received and blended into Ofsted Action Plan March 30th 2017.</p>	<p>To be booked ASAP SO'B to find provider.</p> <p>Booked by December 2016 JC</p> <p>JC paperwork to external reviewer completed Jan 2017</p>	<p>Draft report received March 2017</p> <p>Meeting of Chair, HT and Clerk to prioritise actions and table them 29th April 2017</p> <p>Review Completed, report issued and feedback gained from external examiner May 2017.</p> <p>Actions discussed and incorporated into this action plan</p>	<p>Governors are engaged with a planned schedule of visits, data analysis and discussions that provides a good understanding of schools' performance.</p> <p>Every Governor can provide a clear, convincing Summary of schools' performance.</p> <p>Lead Governors can answer detailed questions about performance in their specialisms.</p> <p>A staff survey confirms our staff understand and value the Board's work, know the Governors, and feel supported by Governors.</p>
<p>Governing Body High Priorities from Review.</p>	<p>4.2 Recruitment of new governors.</p>	<p>Invites to both schools to nominate new parent governors JC & RB.</p> <p>SoB to request for interested new governors for co-opted positions from Julia Newman.</p> <p>Re requesting following meeting held on 4th May 2017</p>	<p>Completed Feb 2017 – Result 1 new parent governor from TLS and 1 new parent governor from KLS</p> <p>Done March 2017 – Result 2 new governors interested CF shown round by HT 28th March. CL to be shown around post Easter break.</p> <p>SB from BBC</p>	<p>Five new Governors are recruited; each of which addresses an identified gap in the Board's capability.</p>

Commented [ab1]: I am concerned that this is an aspiration rather defn of success. Success would be that we have a stable and Quorate membership

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	4.3 Skills audit of governing body & new governors	Skills Audit to be e-mailed to governors by June 2017 Forms to inform decision making for make-up of Key Committees by 13 th July 2017	Skills Audits to be back to JC by July 1 st 2017 To be discussed at the July planning meeting and remedial action agreed	Gaps are identified and a training recruitment plan is in place
	4.4 Review of the induction procedures for new governors /Role descriptors.	Paul Davis to send Induction Checklist formats to Governing Body by May 2017 Induction to be delegated to a lead governor 13 th July 2017	Induction lead Governor to be agreed at July planning meeting	New Governors are making helpful contributions quickly; they value their induction processes.
	4.5 Once skills audit undertaken allocation of new lead roles relevant to the schools and appropriate committee places.	Roles to include website monitoring. Roles to be identified and allocated July 13 th 2017	Governor roles agreed and confirmed by first meeting in Autumn term. This includes terms of reference and objectives	Every Lead Governor has clear, agreed objectives for the year, can demonstrate progress with those, and is actively developing pertinent skills knowledge. Every Lead Governor can give clear, convincing examples of where he/she has made differences.
		Governors to be given access to Educare training packages online.	RB JC to log gov's onto Educare site. Agree the annual training commitment at July meeting	Every Governor can demonstrate progress with an agreed personal training/development plan.
	That Governors have a JD that includes reference to being a member of 1 or more committees and to undertake	Training link gov to report back to gov's on impact of courses.	Each Governor uses the Hub to keep an up-to-date record of his/her	

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		training appropriate to their lead roles.		training/development, and its value.
	4.6 New/Review of terms of reference for each committee. Committee Structure.	New Chairs of Committees to develop and agree with their committee members terms of ref and role descriptors during Summer 2017	To be confirmed at first meeting in Autumn term 2017	A committee structure fit for the 2017-18 SDP is decided, with clear objectives for each committee.
	4.7 Succession Planning for governance.		As we are still recruiting and defining structures this will be deferred until Summer term 2018	Every Chair role has a nominated successor. Developing pertinent skills for the Chair role is part of each successor's development plan
<u>5 Minutes of meetings of the governing body do not provide evidence that what the headteacher reports is questioned or challenged robustly</u>	5.1 Ensure agendas are fit for purpose reflecting the school priorities.	Lead governors to reflect priorities and monitoring visits, training etc. to be undertaken appropriately. Govs.		Agendas address each Committee's objectives, nothing else.
	5.2 Minutes to reflect challenge .	Governors to ask Key Questions.	In every meeting where HT is reporting.	Every Governor can give convincing examples of when he/she questioned the Headteacher, and learned from the answers.
	5.3 Importance of High Quality Clerk	Clerk pay and conditions to be reviewed, by who by when?	SO'B to talk to JC ref paying Clerks Role of £1,500 per annum as an annual income. To be agreed by July 2017	Our Clerk is very happy with her remuneration, resources and support, and has no plans to quit.
<u>6. Governors do not monitor the quality of teaching and learning well enough.</u> The headteacher writes regular reports to update	6.1 Annual scheduling of meetings to reflect the cycle of school improvement priorities.	First Ed Standards Meeting to be based on the new School Development Plan and SEF so that Governors have input.	Annual schedule of meetings with HT Chair and Clerk Summer 2017	A planned schedule of meetings sets out how the Board will deliver its objectives for the year.

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them and meets with the chair but as governors confirmed, 'we are a bit haphazard'. Governors are too dependent upon what the headteacher tells them.	6.2 Governors to have a clearer understanding of pupil progression via learning walks and book scrutiny opportunities		Learning Walk for Governors booked with DHT 9 th May 2017 Further schedule agreed for next year in July meeting	See 4.1
	6.3 Governing Body to have a clearer understanding of how to monitor staff performance via governing body	Governors to have more thorough involvement in HT Performance Management.	Agree HT performance management committee and meeting schedule. To be driven by Governor availability	The Headteacher and staff support new, better approaches to appraisal. The Board know those approaches are working well. (The Board should not know the details of individuals' appraisals)
<u>7. Governors lack experience in unpicking national data</u> about pupils' learning that is available to them. They are unsure of the criteria used by the headteacher to make judgements about the quality of teaching and learning.	7.1 Governors have access to National as well as localised data.	Access to Raise Online, Ofsted Inspection Dashboard, Bedford Borough Dashboard. Appropriate governors to access training on data.	HT ensured all gobs access to raise online by Feb 2017 Raise is changing as of April 2017. Gobs Training on National data by Pam Heath BBC Introduction to new Raise online to be given as soon as it becomes available with this years data	See 4.1

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<p>Early Years Provision</p> <p>8. Children's stages of development on entry to Reception are mixed. Most make expected progress from their individual starting points but <u>few exceed the early learning goals.</u></p>	<p>8.1 HT work with KC on a strategic action plan to get EYFS pupils learning in a purely early Years style including:-</p> <p>Ensuring tight profiling to enable clear knowledge of next steps</p>	<p>Moderation of current profiling techniques and strategies by BBC Early Years Team. To determine training needs if any. OM to book.</p>	<p>Setting visited by Nicola Millard 9/12/2016</p> <p>Jan 23rd Nicola Millard to visit to see children in action in the setting.</p> <p>Report received from Nicola Millard Feb 2017</p>	<p>The Early Years Setting has thorough external advice and verification, ensuring that judgements made are sound.</p>
		<p>KC to follow up recommendations from moderator visit.</p>	<p>Moderation Visit from LA 10th May 2017</p>	
			<p>Setting to be included in Local Authority formal moderation of judgements.</p>	<p>Setting to be fully moderated for judgements by the LA Wednesday 10th May</p>
<p>9. The well-organised classroom space encourages children to play together and cooperate with one another as they share toys, tools and resources. However, the <u>planned activities lack sufficient scope for children to experiment, explore and invent.</u> Choices are too limited when children play outside. The early years garden is underdeveloped as an exciting and inviting environment for learning.</p>	<p>9.1 Visits to other settings to see different ways to manage the setting.</p> <p>KC to have support from JW to innovate for more creativity & confidence in facilitation.</p>	<p>KC to have release time to experience settings other than her own. KC to organise.</p> <p>JW and KC to work together during weekly P.P.A. sessions .JW to come to KC to review and work on the planning of creative and stimulation opportunities.</p>	<p>Sept 2016 KC began attending cluster meetings.</p> <p>ECERS survey completed December 2017 by Jane Browning.</p> <p>January 2017 KC arranged visit to Carlton Lower.</p> <p>Report received from Nicola Millard Feb 2017</p>	<p>The setting has well planned wide scoping activities for all the early years children to access that enable wider exploration and therefore more opportunity for children to exceed the ELG expectations.</p>
<p><u>10. Planning does not consistently take into account the wide variation in children's development as well as their individual interests and</u></p>	<p>10.1 Planning for Learning Opportunities to be reviewed.</p>	<p>Moderation of current planning techniques and strategies by BBC Early Years Team. To determine training needs if any.</p>		<p>Pupils are challenged and supported enough to be reaching the ELGs and exceeding them.</p>

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<u>preferences</u> . For example, children practised forming letters in a workbook. Some were not yet at the stage where they were ready to do this successfully.	10.2 ACE action plan updated according to findings from the above.			

Tracing History

March 17 by Verity

29 Apr 17 by Pete. Each strategy given its own row (so the plan is easier to understand, explain, and work with). No content changes.

4 May 17 by Pete. Success Criteria column added.

15th May by Verity. Success Criteria from GSIG added as well as some dates and further strategies. Also numbering system added.

17 May 17 by Pete. PROPOSALS for replacing woolly Success Criteria for Governors (only) with tangible outcomes. See Track Changes.

17th May Verity adding meeting with AHTs to clarify new Job Descriptions

21st May Updated from GSIG

26th May 2017 Final Document with tracking removed

Commented [ab2]: