

St Augustine's Catholic Primary School Post Ofsted Action Plan 2013/14

<u>Term 2</u>	<u>Term 3</u>
<u>Spotlights for Improvement</u>	<u>Spotlights for Improvement</u>
<p>Update Homework Policy</p> <p>Set individual Maths targets for children</p> <p>Arrange Coaching and Mentoring to support teachers</p> <p>All English and Maths lessons to have appropriate Learning Objectives and steps for success</p> <p>Effective use of Teaching Assistants in the classroom</p>	<p>Continuing Coaching and Mentoring to support teachers</p> <p>Improve marking to move children's learning on</p> <p>Improve Weekly Lesson Planning for English and Maths</p> <p>Give children the skills and tools to work more independently</p>

<u>Term 2</u>	<u>Term 3</u>
<p style="text-align: center;"><u>We are Working Towards</u> <u>Targets for Improvement and Milestones</u></p>	<p style="text-align: center;"><u>We are Working Towards</u> <u>Targets for Improvement and Milestones</u></p>
<p>All children to have made expected or better progress in Reading, Writing and Maths since end of last academic year</p> <p>The academic gap is closing in Reading, Writing and Maths for children receiving Pupil Premium funding</p> <p>Monitoring of teaching will show that at least 46% lessons to be judged as 'good' and 14% lessons to be judged as 'outstanding'</p> <p>Scrutiny of English and Maths planning and lesson observations show evidence of:</p> <ul style="list-style-type: none"> • Appropriate learning objectives and steps for success • The Teaching Assistants being used effectively within the lesson and across the week <p>Scrutiny of how we support children vulnerable to underachievement shows effective additional provision</p> <p>Performance Management Targets set for all Teaching Assistants linked to children's progress.</p>	<p>Coaching and Mentoring to support teachers</p> <p>Monitoring of children's work will show:</p> <ul style="list-style-type: none"> • Teachers' feedback and marking that moves the children's learning on • A variety of ways of presenting work <p>Monitoring of planning and lessons will show that all teachers:</p> <ul style="list-style-type: none"> • Differentiate to meet all the needs within the class • Cater for the different types of learning styles in their class <p>Monitoring of the learning environment will show that each classroom has:</p> <ul style="list-style-type: none"> • A variety of visual aids and prompts to support learning • Displays (working walls) for English and Maths <p>Talking with children will show that they are:</p> <ul style="list-style-type: none"> • Developing the skills to verbalise what they are learning • Know their targets for Reading, Writing and Maths • Able to use the visual aids, prompts and displays (working walls) to support learning in English and Maths <p>Phase Leaders will analyse children's progress and where necessary ensure that appropriate support is put in place.</p> <p>English and Subject Leaders will analyse children's progress and where necessary support teachers to improve teaching</p>

<u>Term 2</u>	<u>Term 3</u>
----------------------	----------------------

<u>Impact Dec 9th 2013</u>	<u>Impact</u>
--	----------------------

There has been a significant increase in the percentage of teaching that has been observed as 'good' since last academic year 2012/13. These judgments are rigorous and robust have been quality assured by the Local Authority.

At end of the last academic year 'good or better' teaching was 35%. It is now currently 77%

<i>Autumn 13</i>		
Target	Requires Improvement	46%
Actual		23%
Target	Good	40%
Actual		69%
Target	Outstanding	14%
Actual		8%

There has been a positive reduction in prolonged teacher talk in lessons
The role of the Teaching Assistant within observed lessons has significantly improved

We have a fit for purpose tracking system for Reading, Writing and Maths

English and Maths subject leaders are able to:

- use the tracking system to monitor progress and to inform their judgments of teaching
- make secure judgments about the quality of teaching and learning using the Ofsted framework guidance

Teacher's skills in levelling to National Curriculum levels in writing is accurate and quality assured

<u>Term 2</u>	<u>Term 3</u>
<p>Children have a clearer focus on the aspects of their writing they need to improve</p> <p>In response to the feedback to parents and carers the Homework Policy has been updated and shared with parents and carers.</p>	