Date of External Visit (Brief info)	Outcomes / Action Points	Impact of leaders actions since
18th & 19th October 2016 Full T+L Review 1 former HMI & Head of schools	Overall judgement low RI / possibility of inadequate Rapidly improve provision and learning opportunities within EYFS Improve T+L to be consistently good Improve the development of reading skills in KS2 particularly Accuracy of TA Revisit marking and feedback policy and make changes to ensure impact on pupils Develop the role of middle leaders to ensure they have the skills to drive forward subjects	Restructure – Leadership of EYFS under a specialist. Weaker teachers – supported through CPD or left. CPD Guided Reading – all staff including TA's; new resources bought which support the NC2014. Moved to a team approach to subject leadership – sustainability and challenge within the system; Training for all Middle Leaders from within the cluster; expectations for ML (Roles & Responsibilities document) which includes a report to Governors. Develop leadership capacity within school – two teachers are on NPQML and SL Revisit the marking policy annually which has moved to feedback policy – removed codes which had no impact and sections which had no relevance (writing cycle!) Reviewed in March 2018 again with a move towards very little written feedback. Invested in a new tracking system which allowed the children to be tracked more closely, gaps identified and filled, CPD for teachers to analyse, raised expectations of teachers to NC2014. External review of Governance completed by an ex-HMI working within the LA.
16th January 2017 Local cluster Head review	Watch potential passive learners Improve the environment in EYFS to support learning Ensure marking has an impact on progress (tick flick marking in KS2) A more sequenced approach to teaching Maths building on previous learning Moderation of work and writing outcomes	CPD on sequencing a unit of work particularly within writing Bought new resources to support the teaching of Maths and NC 2014 – Busy Ants Engaged with external consultants to support weaker teachers and modelling Created a cycle of moderation across school to support and QA judgements. Moderation is at all levels – peer, subject leaders and SLT. All staff attend local cluster moderation for writing
15th May 2017 External Review of Governance	Ensure that the two vacancies on the governing body are filled. Use the findings from the skills	Skilled Audit was completed by all Governors and the position were filled with the necessary people

	audit when recruiting new governors to these vacant positions. It would be also be useful to undertake a skills audit with parents, so that their skills can be identified and harnessed, not only to support with governance, but also to enhance the curriculum and extra-curricular offer to pupils. Consider running a governance awareness session for anyone who might be interested in becoming a governor. ☐ Put in place an induction process for new governors so that they obtain key paperwork, visit the school and are fully briefed on their roles in order to get off to a good start when they formally join the governing body. ☐ Put in place a process for reviewing the school's vision and values to involve all stakeholders. ☐ Consider involving staff and governors together to provide input into the school improvement plan. ☐ Ensure that all governors attend the training that is planned and that all governors attend refresher training on the role of governor in line with the new competencies framework that has been published by the government. ☐ Source support for the development of the chair of governors and the clerk to the governing body so that they become confident and secure in these roles. A National Leader of Governance may be useful to the governing body at this stage. ☐ Consider putting in place short training sessions, given by school staff, at the start of each governing body meeting. ☐ Put in place both one-to-one meetings between the Headteacher and the Chair of Governors and	from the skills audit. Induction Policy was written and introduced. This has been followed with all new Governors. Training is part of FGB meetings and Governors have attended LA Governor Training. Chair of Governors is an experience Governor and SBM is Clerk. New Governor for Safeguarding and they have checked the SCR. Monitoring Policy for all Governors to follow, Reports from visits are beginning to feature in Governor Meetings. Need to ensure all Governors meet with Middle Leaders.

	a termly agenda setting meeting in line with the school's self-evaluation and development planning cycle. ☐ The chair of governors should ensure that all governors are equally committed to attending meetings and training sessions. Governors need to ensure that they read papers in advance of all meetings and submit their questions in a timely manner before meetings. ☐ Urgently ensure that safeguarding processes, including the maintenance of the single central record, are effectively monitored. ☐ Put in place a monitoring policy so that governors undertake their monitoring roles effectively. This should set out the purpose of monitoring, what will be monitored, when and how it will be monitored. Linked to this, provide governors with the right questions so that their visits to school provide them with a much better insight about the work that leaders and teachers are doing to improve outcomes for children. Ensure that visits are documented. ☐ Put in place more opportunities for governors to find out about the work that other leaders in school are doing to improve outcomes for pupils. This could be through monitoring visits to school or via papers presented to them at meetings ☐ Provide governors with more information about the impact that the sports funding and pupil premium funding streams are having on pupil outcomes. Ensure that governors can articulate this to external agencies such as the LA and Ofsted.	

	☐ Strengthen performance management arrangements by putting in place a interim review of the Headteacher's progress towards meeting his performance management objectives. ☐ Ensure that governors are clear about the evidence that the Headteacher is gathering to make judgements about the quality of teaching and to inform recommendations on pay and progression. ☐ Check that the school website is compliant with government requirements	
29th September 2017 School Improvement Officer Review	Positive outcomes – see report	
18th October 2017 SIP Visit	Expectations for marking Developing reading, writing and maths in EYFS environment Governors to play a more active role in school life Continue with work to embed mastery in maths & inference and deduction in reading. Monitor the progress of HA children in Y5 to ensure they are on track to achieve GDS at end of KS2	Skills audit which linked Governors to responsibilities. JH/LT – Mastery course for Maths CPD from Maths Consultant on Bar modelling, White Rose Hub materials, further training on reasoning Lesson study approach used in English with NQTS and English consultant
6th February 2018 Triad Self Evaluation with 3 HT colleagues from local cluster	Ensure the quality of T+L in Y1, Y4 and Y5 improve Continous provision in EYFS to reflect opportunities to read, write and maths Accuracy in marking	Audit of the EYFS environment to promote reading opportunities greater than previously Support the quality of teaching of in Y1, Y4 & Y5
24th May 2018 External Review of teaching & Learning of Maths	Consider how this good practice can be shared with other teaching assistants to ensure that they have the maximum impact on pupils through their use of questioning and support for learners and do not support children so much that they do not have to think for themselves. Ensure that teaching assistants are used flexibly and not always to support the lowest attaining pupils	Actions identified in the T&L report. All teachers have been provided with individual feedback on teaching and books which monitoring will focus on during the Autumn term 2018.

	• Ensure there is a shared and agreed understanding by all staff about what teaching for mastery means with a focus on mastery for all learners, not just a few. • Ensure that a wider range of resources are used beyond White Rose Maths resources. This could include NCETM Teaching for Mastery materials, NRich investigations, Convince Me resources that are available in school • Consider how planning for SEN pupils can be developed to ensure that their specific needs are planned for. • Continue to develop bar modeling as a way to represent concepts and problems. Ensure that when materials are copied onto worksheets, the representations are clear for children to see. It might be useful for the maths subject leader to complete a more depth pupil voice study with a particular focus on children who are working below age related expectations and those working at greater depth.	
19th June 2018 SIP Visit	Subject leaders responsible for English, Maths and Science to have further training on ISDR and ASP so that they are more confident talking about outcomes compared to national figures. • The English and Maths leaders to ensure they can talk about progress for each year group from the end of the previous key stage. • Teachers to ensure that all subjects receive adequate coverage and that the knowledge and skills identified for each year group are taught in every subject (in particular, geography, music and design technology in some year groups).	

	• Assessment systems need to be developed for foundation subjects. • Finalise school improvement plan priorities following analysis of end-of-year outcomes and update the school self-evaluation summary	
16th & 17th October Teaching & Learning Review	See report as too many to mention!!	1. Ensure that senior leaders' self-evaluation consistently provides a sharp evaluation of the impact of the work being done to improve the school's provision. 2. Ensure that each sections of senior leaders' self-evaluation includes the actions they need to take to improve provision further. 3. Ensure that the success criteria in the SDP are SMART to enable leaders and managers measure the success of the actions they are taking to improve the school. 4. Tweak the single central record to ensure that it provides robust evidence of the checks that have been carried out to ensure that unsuitable adults do not work in the school. 5. Update the website to ensure that it is fully compliant with the relevant regulations. 6. Continue to develop the expertise of middle leaders, particularly the those new to the role. So that they evaluate school improvement activities in terms of the impact these have on pupils' learning. 7. Ensure that governors are prepared effectively, to respond to questions they are asked about how additional funding is used and its impact on pupils. 8. Bring all teaching in the school up to the standard of the best by:

		o ensuring that teachers ask pupils a range of questions that make demands on pupils' thinking; o ensuring pupils are sufficiently challenged in all lessons, so that they are made to think hard about their learning and as a result deepen their understanding; o making sure that all teachers' marking is of consistently high quality so that pupils learn from their mistakes and move on in their learning. 9. Continue to evaluate the efficacy of the published schemes for teaching literacy to make sure they have sufficient impact on pupils' outcomes particularly boys. 10. Consider allowing pupils to take the books they read during independent reading sessions home. To provide further opportunities to stimulate their imaginations and promote a love of reading. Develop a policy to ensure a consistent approach to the teaching of literacy and numeracy across the curriculum