

**Summary**

**Post Ofsted Action Plan**

**Outcomes**

**Hotwells Primary School**

**November 2018**

## Priorities for improvement:

Ofsted inspected Hotwells Primary School on 18<sup>th</sup> and 19<sup>th</sup> September 2018.

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good

The Ofsted report stated that the school had the following strengths:

- Leaders have established a positive and nurturing environment. Pupils behave well, clearly enjoy school and understand their social responsibilities.
- The curriculum ensures coverage of a broad range of subjects.
- Children in the early years are provided with an effective start to their school careers. Children demonstrate an ability to meet, and exceed, age-related expectations.
- Pupils enjoy reading and make good progress in the development of their skills.

## What does the school need to do to improve further?

- Improve the effectiveness of L&M, including governance, by ensuring that:
  - governors develop their skills to challenge leaders more thoroughly
  - leaders check the impact of their actions through precise and measurable plans
  - middle leaders develop skills and expertise, so they can support the drive for improvement
  - governors fully evaluate the impact that additional funding is having on improving the outcomes of disadvantaged pupils.
- Improve the quality of teaching, learning and assessment by:
  - ensuring teachers use assessment information to match learning to the needs of all pupils
  - identifying pupils' knowledge and understanding accurately so that gaps in learning are reduced quickly
  - ensuring that pupils have a consistent understanding of how they can improve their work, including in the accuracy of spelling and punctuation.
- Improve pupils' personal development, behaviour and welfare by continuing to implement strategies to ensure that all pupils attend school regularly.

## **Post-Ofsted plan:**

Following the Ofsted inspection governors and SLT met to set out the next steps for the school. With support from the newly appointed Bristol Education Partner, they have identified the key priorities for improvement from the Ofsted report and the key actions necessary to secure the required improvements – these form the foundation of the post-Ofsted action plan.

The action plan focuses on addressing the issues directly and securing the identified improvement within the next 24 months. The school's aim is that the overall effectiveness of the school should be good at the next inspection.

The action plan will be shared with staff during Term 2. Staff will have the opportunity to comment and provide feedback.

A summary of the planned outcomes will be shared with parents.

A timeline of monitoring, evaluation and review will be shared, initially an academic year at a time.

A synopsis of the action plan will be written in 'child friendly language' with the help of the School Council.

The action plan will be presented to the TLS committee in Term 2 on 27th November '18 and to the full governing body to be ratified on 6th December 2018 for full implementation.

Subject leaders will prioritise the actions that will have a direct and significant impact on addressing the issues identified in the Ofsted inspection report. They will identify specific targets for each short term that will be discussed and agreed with the Headteacher in advance.

The current school development plan is due to be reviewed in April 2019 when adjustments may be made and further plans will be directly linked to the Post-Ofsted Action Plan.

<b>Key Issues for Improvement</b>
<ol style="list-style-type: none"><li>1. Improve the effectiveness of leadership and management, including governance, by ensuring that:<ul style="list-style-type: none"><li>- governors develop their skills to challenge leaders more thoroughly</li><li>- leaders check the impact of their actions through precise and measurable plans</li><li>- middle leaders develop their skills and expertise, so they can support the drive for improvement</li><li>- governors fully evaluate the impact that additional funding is having on improving the outcomes of disadvantaged pupils.</li></ul></li><li>2. Improve the quality of teaching, learning and assessment by:<ul style="list-style-type: none"><li>- ensuring that teachers use assessment information to match learning to the needs of all pupils</li><li>- identifying pupils' knowledge and understanding accurately so that gaps in learning are reduced quickly</li><li>- ensuring that pupils have a consistent understanding of how they can improve their work, including in the accuracy of spelling and punctuation.</li></ul></li><li>3. Improve pupils' personal development, behaviour &amp; welfare by continuing to implement strategies to ensure that all pupils attend school regularly.</li></ol>

Progress Outcomes	Attainment Targets		
	17/18	18/19	19/20
1. Pupils, including prior higher attainers, are making expected or better progress in writing at KS2	80%	61% 1.	77%
2. Pupil are making expected or better progress in Maths at KS2	91%	71% 2.	77%
3. Disadvantaged pupils make expected or better progress in Writing at KS2	50%	60% 3.	80%
4. Disadvantaged pupils make expected or better progress in Maths at KS2	50%	60% 3.	60%
5. Boys are making expected or better progress in Writing at KS2	62.5% 4.	62% 4.	62%
6. Percentage of pupils reaching 'expected' in Writing at end of KS1 is above national	54%	77%	85%
7. Percentage of pupils reaching 'expected' in Maths at end of KS1	71%	70%	85%
8. Persistent absence continues to fall and is below 10%.	11.5% %	<10% %	<10% %

### Key Information for 18/19 Attainment Targets

- <sup>1</sup> A target of 61% shows progress which is in line with, or above, national and improves on 17/18 progress (-1.6). Given starting points (46% achieved expected at KS1) 61% reaching expected standard or more, represents better than expected progress from starting points. 15% of pupils will have moved from below to expected.
- <sup>2</sup> A target of 71% shows progress in line with national and improves on 17/18 progress (-1.74). Given starting points (69% achieved expected at KS1) 71% reaching expected or more represents good progress.
- <sup>3</sup> This represents a small group (5 pupils). Of these five, two have additional needs and will have made good progress from their starting points. They will not reach the expected standard for Y6 in maths and writing.
- <sup>4</sup> Given starting points (46% of boys achieved expected level in writing at KS1), 62% reaching expected standard or more represents better than expected progress from starting points 16% of pupils will have moved from below to expected.