

Middle Woodford, Salisbury  
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Woodford Valley C.E Primary Academy



[www.woodfordvalley.wilts.sch.uk](http://www.woodfordvalley.wilts.sch.uk)

*'And now I give you a new commandment: love one another. As I have loved you, so you must love one another. If you have love for one another, then everyone will know that you are my disciples.'*  
*John 13 34-35*

# Ofsted Action Plans 2023

## Area for improvement 1: January 2023 Ofsted Action Plan:

### School Priority Targets:

- **The early reading programme is not rigorously implemented.**
- **The books pupils are given to read are not well-matched to the sounds pupils are learning. As a result, some pupils who are struggling to read do not receive the precise support they need.**
- **Leaders need to ensure there is a consistent approach to the early reading programme and pupils read books that match the sounds they know.**

1. By end of July 2023 the early reading programme is rigorously implemented and end of year data shows that pupils have made significant progress.
2. By the end of term 3 the new phonic books are in place throughout the EYFS and KS1 and are being used so that pupils who are struggling to read receive the precise support they need.
3. By end of term 4, Leaders are confident that there is a consistent approach to the early reading programme and that pupils read books that match the sound they know.

<b>Governor Monitoring</b> Who,how and when	Sophie Soar	<b>Governor Evaluation</b> Who, how and when	Sophie Soar, Verena Huntley, Margaret Knight		
SIA Monitoring	Karen Walker				
Lead Person	Headteacher	Others involved	Subject leaders, class teachers		
Action Plan					
Action	Start date	End date	Resources /costs/ notes	Monitoring and evaluation	
<b>1 Fully embed our new early reading programme and ensure that it is rigorously implemented so that the end of year data for these pupils show that there is significant progress made.</b>	Jan 23	End of summer term	Initial and Additional training for all staff and TAs.	HT, DHT, SMT and Verena Huntley (EYFS Gov), Sophie Soar (Lit Gov)	
1a Ensure that all staff are fully trained in implementing the new reading programme.	Jan 23	End of Term 3.		Tracking using the training grid.	
1b Planning to evidence teaching of reading programme. <ul style="list-style-type: none"> <li>• Joint observations</li> <li>• Planning</li> </ul>	Jan 23	Ongoing		KH, JR, HT	
1c Monitor progression and continuity in EYFS and each KS1 class.	Jan 23	End of each ½ termly		SLT	
1d Assessment of phonics completed – form up an assessment timetable. What happens next? Informing next steps.	Feb 23	End of each term		All staff - SLT review progression termly	
1e Ensure pupils’ interventions take place 3x a week for those identified from 1d. Group and 1 to 1.	Jan 23	Ongoing but by the end of term 6		All staff. – Interventions observations.	
1e To write an Early Reading and Phonics Policy.	Jan 23	By the end of term 3			
1f To ensure that all staff involved with the new phonic scheme can play a part in a <b>deep dive</b> .	Jan 23	By the end of term 4		HT, DHT, SMT and Verena Huntley (EYFS Gov), Sophie Soar (Lit Gov)	

<p><b>2 To ensure that we have purchase all the books we need for the early reading programme and that these are categorised (week and sound) and in place so that classes can roll out the programme effectively.</b></p> <p>2a Ensure that each class has set up their new books and how they are going to effectively use them throughout the week. That this is recorded consistently using the tracker.</p> <p>2b Check pupils are using books that match the sounds they know.</p> <p>2c To ensure that all adults working in the EYFS and KS1 are using and recording where a child is and the progress they are making.</p> <p>2d Continue training including all new members of staff that join the EYFS and KS1. What does reading look like at Woodford Valley?</p> <p>2e That interventions are prompt and effective.</p> <p>2f That pupils who are not supported are identified early and these pupils are heard every day.</p> <p>2g Regular monitoring to take place of phonic lessons in EYFS and EYFS. See 1e.</p>	Jan 23	March 2023	<p>Cost of the early reading programme and any additional resources or time needed to prepare them.</p>	<p>Reading observed so that pupils have got the right books. KH, JR and CC</p> <p>HT, DHT, SMT and Verena Huntley (EYFS Gov), Sophie Soar (Lit Gov)</p> <p>HT, DHT, SMT and Verena Huntley (EYFS Gov), Sophie Soar (Lit Gov)</p>
	Jan 23	February 2023		
	Jan 23	Ongoing		
	Jan 23	Termly		
	Jan 23	Ongoing		
	Jan 23	Termly		
	Jan 23	Termly		
	Jan 23	Termly		

## Area for improvement 2: January 2023 Ofsted Action Plan:

### School Priority Targets:

**In some subjects, the curriculum is not clearly sequenced. Leaders have not identified with detail the important knowledge they want pupils to learn. As a result, it is not evident what cumulative knowledge pupils are building up over time. Leaders need to make sure that the detail of the curriculum is clear so that pupils learn more and remember more.**

1. By end of July 2023 all curriculum areas are clearly sequenced in enough detail that it is clear what important knowledge and skills pupils need to learn starting with a focus on DT and History.
2. To ensure all subject areas in the curriculum offer shows what cumulative knowledge pupils are building up over time and this can be evident in planning, books, displays and by talking to pupils.

<b>Governor Monitoring</b> Who,how and when	All curriculum governors	<b>Governor Evaluation</b> Who, how and when	Curriculum Committee		
SIA Monitoring	Karen Walker				
Lead Person	Headteacher	Others involved	Subject leaders, class teachers		
Action	Start date	End date	Resources /costs/ notes	Monitoring and evaluation	
<b>1 To ensure all curriculum areas are clearly sequenced in enough detail that it is clear what important knowledge and skills pupils need to learn.</b>	Jan 23	End of summer term	Time to enable teachers to review the curriculum offer especially in DT, History and Geography and in especially in Maths as a core subject.	HT, DHT, SMT, Linked curric govns and Curric Comm.	
1a Review the sequence of all curriculum subjects – to ensure that knowledge and skills are sequenced and detailed.	Jan 23	End of Term 3 for DT and History End of term 5 for maths and ongoing			
1b Monitor the sequence and progression for each subject through planning and lesson observations.	Jan 23	End of term 5 for all subjects.			
1c Ensure that subject areas show scope within and across subjects so that learning is joined.	Jan 23	Termly			
1d Regular feedback and development opportunities given to teachers so they can lead their subject area.	Jan 23	Ongoing			
1e Monitoring of work scrutinises and pupil conferencing to evidence learning and scope across the curriculum.	Jan 23	By the end of term 5 and 6 By the end of term 5/6			

## Area for improvement 3: EYFS December 2023 Ofsted Action Plan:

### School Priority Targets:

- **The Early Years curriculum has not been planned in sufficient detail to adapt quickly to children’s development.**
- **Children are not regularly guided to adult initiated activities. As a result, opportunities for children to consolidate and practise learning are sometimes missed.**
- **Leaders should ensure that the early year’s curriculum deliberately plans for children as they develop and meet different milestones.**

1. By end of July 2023 The Early Years curriculum is planned in sufficient detail to adapt quickly to children’s development.
2. By the end of July EYFS practise means that children are regularly guided to adult initiated activities and these can be seen in a range of evidence sources. As a result, opportunities for children to consolidate and practise learning are embedded.
3. By end of July 2023, Leaders should have curriculum plans for children as they develop and meet different milestones.

<b>Governor Monitoring</b> Who,how and when		<b>Governor Evaluation</b> Who, how and when		
SIA Monitoring	Sophie Soar			
Lead Person	Karen Walker			
	Headteacher	Others involved	Subject leaders, class teachers	
Action	Start date	End date	Resources /costs/ notes	Monitoring and Evaluation
<b>1 To review our Early Years curriculum offer so that there is evidence of sufficient detail in the planning that we can adapt quickly to children’s development through:</b>	Jan 23	End of summer term	5 supply days	HT, DHT, Verena Huntley (EYFS Gov) And Katharine Higham.
1a Write a Skills and Knowledge Development Schema - for each of the Educational Programmes.	Jan 23	End of Term 4.		Caroline Brothers LA EYFS consultant
1b Planning to be evidenced from our Skills and Knowledge Development Schema.	Jan 23			
1c Publish our Skills and Knowledge Development Scheme on the school website so that it is accessible for our stakeholders.	Jan 23			
1d The Scheme to be reviewed with the EYFS Governor and LA Consultant.	Feb 23	Ongoing	½ day consultancy time booke	
1e Identified improvements from review to be actioned.	Feb 23	End of term 4		
<b>2 To ensure that it is clear and evident in planning that children have a range of learning opportunities that include adult initiated activities. As a result, opportunities for children are able to consolidate and practise learning.</b>	Jan 23			
	Jan 23	Ongoing		

<p>2a Ensure adult initiated learning in planning and evaluations weekly.</p> <p>2b Ensure EYFS record children’s participation in all activities (especially adult led)</p> <p>2c CPD opportunities actioned for the development of adult initiated learning.</p> <p>2d Monitoring of lesson observations focus on consolidation and practise.</p> <p><b>3. By the end of July external validation evidences priority targets met.</b></p> <p>3a EYFS planning is based on children’s developmental needs.</p> <p>3b assessment of children’s development is regular, informs planning and is accurate.</p>	<p>Jan 23</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		
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