

Middle Woodford, Salisbury
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Woodford Valley C.E Primary Academy



'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.

Governor Monitoring Who,how and when		Sophie Soar	Governor Evaluation Who, how and when		Sophie Soar, Verena Huntley, Margaret Knight
SIA Monitoring		Karen Walker			Term 3 and 4 Term 5 and 6
Lead Person		Headteacher	Others involved		Subject leaders, class teachers
Action					
Action	Start date	End date	Resources /costs/ notes	Monitoring and evaluation	
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.	Jan 23	End of summer term		HT, DHT, SMT and V H (EYFS Gov), S S (Lit Gov)	
1a Ensure that all staff are fully trained in implementing the new reading programme.	Jan 23	End of Term 3.	Initial and Additional training for all staff and TAs.	Tracking using the training grid. All KS1 staff and KS2 teachers and main TAs are now trained Need to catch up with new staff and extend to staff now staying. Look at points to develop next. SIP (School Improvement Plan 2023/2024) KH, JR, HT Started a programme of observations. Deep Dive 19 th April – led by ex-Ofsted Inspector. Very complementary. Early Reading audit by Ramsbury Hub 27 th June. Want to include a series of observation of TAs around the school by sharing good examples. Build in more opportunities for CPD around the school for KS1 staff. SIP-focus 23/24 to embed SLT - On SLT agenda Complete and on Website. All staff - SLT review progression termly Term 3 and 4 assessments made from tracker Continued for term 5 and 6 – a final summery at end of term 6 to form part of next year’s actions.SIP	
1b Planning to evidence teaching of reading programme. <ul style="list-style-type: none"> • Joint observations • Planning 	Jan 23	End of each ½ termly			
1c Monitor progression and continuity in EYFS and each KS1 class.	Feb 23	Termly			
1d Assessment of phonics completed – form up an assessment timetable. What happens next? Informing next steps.	Jan 23	Ongoing but by the end of term 6			
1e Ensure pupils’ interventions take place 3x a week for those identified from 1d. Group and 1 to 1.	Jan 23	By the end of term 3			

1e To write an Early Reading and Phonics Policy.	Jan 23	By the end of term 4		All staff. – Interventions observations. Interventions all planned for terms 3,4 and 5 Continued Term 6 and top up if needed Completed.
1f To ensure that all staff involved with the new phonic scheme can play a part in a deep dive .	Jan 23	March 2023		Completed – checked each term.
2. To ensure that we have purchased 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.	Jan 23	Ongoing		
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.	Jan23	Termly		Completed and checked regularly by Reading team. HT, DHT, SMT and VH (EYFS Gov), SS (Lit Gov) Caroline Brothers – LA consultant 20 th Feb and 27 th March – very complementary.
2b Continue training including all new members of staff that join the EYFS and KS1. What does reading look like at Woodford Valley?	Jan 23	Termly	Cost of the early reading programme and any additional resources or time needed to prepare them.	Linda Rowley – Diocesan Advisor 19 th April Jenny Violette – 27 th June – ER audit Continued – check EYFS able to access this.
2c That interventions are prompt and effective.	Jan 23	Termly		Checked by KH, CC and JR - Continued Ensuring training opportunities are accessed by staff as catch up
2d That pupils who are not supported are identified early and these pupils are heard every day.	Jan 23	Weekly		Books checked by KH, CC and JR - Continued Through assessment and observations. - Continued
2e Regular monitoring to take place of phonic lessons in EYFS and Year 1. See 1e.	Jan 23	Termly		
3. Leaders need to ensure there is a consistent approach to the early reading programme and pupils read books that match the sounds they know.				HT, DHT, SMT and VH (EYFS Gov), SSr (Lit Gov)
3a Check pupils are using books that match the sounds they know.	Jan 23	Ongoing		Books checked by KH, CC and JR Continued
3b 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	Jan 23			Reading observed so that pupils have got the right books. KH, JR and CC Continued

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.

Governor Monitoring Who,how and when		Governor Evaluation Who, how and when		
All curriculum governors		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
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.	Jan 23	End of summer term		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 End of term 6 for all subjects.	Time to enable teachers to review the curriculum offer especially in DT, History and Geography and in especially in Maths as a core subject.	Completed and shared with Curr govns Art and Geography by the end of term 6 Computing carry to next year. - SIP Art a focus for term 5
1b Monitor the sequence and progression for each subject through planning and lesson observations.	Jan 23	Termly		Need to check through final documents with whole staff and present to governors. Linda Rowley to validate the whole curriculum-SIP
1c Ensure that subject areas show scope within and across subjects so that learning is joined.	Jan 23	Ongoing		Regular CPD and feedback in SMs or in group emails. Review time tables for each subject to ensure appropriate. SIP
1d Regular feedback and development opportunities given to teachers so they can lead their subject area.	Jan 23			
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		

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.

Governor Monitoring Who,how and when		Governor Evaluation Who, how and when		
SIA Monitoring	Sophie Soar			
Lead Person	Karen Walker	Others involved	Subject leaders, class teachers	
Action	Start date	End date	Resources /costs/ notes	Monitoring and Evaluation
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:	Jan 23	End of summer term	5 supply days	HT, DHT, VH (EYFS Gov) And KH. 2 days in 2 and 3
1a Write a Skills and Knowledge Development Schema – A Progression of Skills APS, for each of the Educational Programmes.	Jan 23	End of Term 4 – pushed back to term 6		Caroline Brothers LA EYFS consultant 20 th Feb and 27 th March – very positive feedback VH EYFS Gov has visited and supports observations.
1b Planning to be evidenced from our APS.	Jan 23	Ongoing		APS building – should be complete by the end of term 6.
1c Publish our APS on the school website so that it is accessible for our stakeholders.	Feb 23	End of term 4		
1d The APS to be reviewed with the EYFS Governor and LA Consultant.	Feb 23	Ongoing	½ day consultancy time booked	Caroline Brothers has helped shape further cation points.
1e Identified improvements from review to be actioned.	Jan 23	Ongoing		

<p>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.</p>	Jan 23	Term 6		
<p>2a Ensure adult initiated learning in planning and evaluations weekly.</p>	Jan 23	Ongoing		Drop in opportunities show that this is evident in every day practise.
<p>2b Ensure EYFS record children’s participation in all activities (especially adult led)</p>	Jan 23	Ongoing		Build this in to Maths and Literacy on a regular slots. SIP.
<p>2c CPD opportunities actioned for the development of adult initiated learning.</p>	Term 3 & 4	Term 5		Build in opportunities for TAs to have training. SIP
<p>2d Monitoring of lesson observations focus on consolidation and practise.</p>	Jan 23	Termly		All monitoring demonstrates opportunities for consolidation & practise.
<p>3. By the end of July external validation evidences priority targets met.</p>				Continued
<p>3a EYFS planning is based on children’s developmental needs.</p>	Jan 23	Term 6		All external advisors / consultants reported progress in all EYFS planning
<p>3b assessment of children’s development is regular, informs planning and is accurate.</p>	Jan 23	Termly		Assessment of children identified in planning and informed future learning within EYFS.