



Post OFSTED

Single School Action Plan

March 2022

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Priority 1: Governors must ensure that staff get the safeguarding training they need as a matter of urgency so that all safeguarding practices are compliant and understood.						
Success Criterion: Safeguarding practices are compliant and understood.						
Objective	Outcomes	Actions	CPD/Resources	Responsibility	Time Scale	Monitoring
1.1	Governors and senior staff have a clear picture of safeguarding and any actions that are required.	Local Authority Safeguarding Review and Action plan are being carried out by DCC.	1 day	Ann Shaw Safeguarding Advisor Dorset Council	5.4.22	2 x DSL review meeting half termly and SG Governor seen records of meetings and fed back to the Governing Body
1.2	Review to assess the effectiveness of actions and identify any further work that needs doing.	Monitoring of progress to the action plan and external verification of success to action plan areas may be required.	1 day	Fritz Penn-Barwell, Delta Director of School Improvement	Summer 2022	Half termly with DSLs
1.3	Alternative Provision is appropriate for children to attend.	Undertake due diligence for all Alternative Providers currently used and those when used in the future.	Minimum 1 day per half term	Melanie Pallister Headteacher	Summer Term 2022	SEN Link Governor half termly and then reported back to the Governing Body
1.4	Governors fully trained in Safeguarding practices and procedures	SG Gov to attend additional training, including understanding of role of Governing body in respect of KCSIE. SG Gov, plus 2 other Governors, to be trained on Safer Recruitment https://learning.nspcc.org.uk/training/safer-	Training by ECL or Council rep NSPCC training	Patrick Myers Chair of Governors Patrick Myers Chair of Governors	17.6.22 10.6.22	Through Governor Minutes and Governor Training Plan

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		recruitment-education				
1.5	Safeguarding training remains up to date and staff are able to demonstrate their knowledge.	SG training is reviewed and any training is planned for in advance.	Request/need agreed at required	Melanie Pallister Headteacher	8.4.22 30.9.22	2 x DSL review meeting half termly

Priority 2: Governors must take urgent action to ensure that leaders protect pupils and staff from harm by managing any dangerous behaviour of pupils appropriately. Leaders must ensure that staff training is effective, and staff have strong subject knowledge so that pupils can gain equal access to an appropriate curriculum and the root causes of any dangerous behaviours are addressed.

Success Criterion: **Systems and structures in the school promote the highest standards of learning behaviours.**

All children with SEND have equal access to a broad and balanced curriculum.

Objective	Outcomes	Actions	CPD/Resources	Responsibility	Time Scale	Monitoring
2.1	All staff to participate in an INSET training day to consolidate their understanding of behaviour management principles into an agreed whole school approach in line with Dorset STEPS.	Whole school training on effective behaviour management and support for all pupils.	INSET day	Ian Hunkin, Director of Teaching School Hub	2nd September 2022	SLT observations and Governors to measure impact
2.2	SLT have relevant skills and confidence	Mentoring support is given to staff.	8 days	Neil Tarchetti	by 5th July 2022	TAS
2.3	Adopt Pace+ approach to support all pupils develop effective relationships	Key staff to attend the PACE+ training (Trauma Informed) Approach and Everyone's Wellbeing	6x 1.5 hour webinar sessions	Ian Hunkin	January 2023 26th January 9th February 2nd March 16th March 27th April 18th May	TAS SLT Learning walks/Observations

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	which support safe learning.					
2.4	Strategies to facilitate learning behaviour are evident across the school.	Senior Leaders to attend learning behaviours training and implement training across the school.	9 x 90 minute webinars Learning behaviours training programme (South Central TSH and HISP Research School) Series of webinars followed by training programme 2022/23 Link to book. https://researchschool.org.uk/hisp/event/learning-behaviours-evidence-information-twilight-series	Ian Hunkin, Director of Teaching School Hub	Autumn Term 2022	TAS Learning Walks SLT Learning Walks/observations
2.5	All staff are able to use the Steps approach to behaviour consistently demonstrating high expectations	To develop Steps Behaviour philosophy throughout the school community To set up a consistent approach to behaviour management using the 'Walkthrus' approach.	Support from Aisla-Maclean Woods Scheme purchased followed by teacher meeting/training	Jenny Young	by 19.7.22	SLT and Governors
2.6	All staff are clear on the appropriate protective and educational consequences for any behaviours	As part of the Steps approach a school policy is developed with a clear procedure for consequences	Support from Aisla-Maclean Woods Staff meeting	Jenny Young		SLT and SEN Gov
2.7	SENCO to have a clearly prioritised workflow and action	Experienced SENCO support for the school's new SENCO.	10 days support	Neil Tarchetti Kate James Hannah Oram	By July 2022	SEN Link Governor Melanie Pallister and Neil Tarchetti

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	plan for the coming year. A refined universal offer for pupils at the school.	Coaching, mentoring and support.				
2.8	Prioritisation plan for SEND children at the school. Expedited key actions for the highest priority children on the plan. Referrals and assessments to inform an effective provision complete.	Experienced and qualified learning support teacher to provide practical support, prioritisation and assessment to support referrals and EHCP applications or other appropriate referrals.	10 x ½ days	Neil Tarchetti Charlotte Hannah Oram	By July 2022	SEN Link Governor Melanie Pallister and Neil Tarchetti
2.9	Children receive equal access to an appropriate curriculum.	SLT undertake learning walks to identify key areas: appropriate training and support given through staff CPD.	3 x teacher meetings	Hannah Oram	By July 2022	SEN Link Governor
2.10	There is a clear progression of knowledge and skills in all subjects for all learners	Mark Lees to work with CALT Leaders/Curriculum Lead/SENDCo/ EY Leader to support development of subjects for all children	3 days	Esther Derrien Louisa Jeffery Laura Gillott	19.7.22 By July 2023	TAS

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Priority 3: Governors must ensure that leaders communicate high expectations to all staff. They must hold staff to account to ensure that curriculum time is being maximised across the school day.

Success Criterion: Curriculum time is maximised across the school.

Staff show high expectations in all areas of school life.

Objective	Outcomes	Actions	CPD/Resources	Responsibility	Time Scale	Monitoring
3.1	Governors aware of the expectations on them as part of the Ofsted process. Full analysis of strengths and weaknesses of governance and the contribution governors will make to the improvement plan.	Review of governance undertaken	Cost of Review £???	John White, Delta CEO	July 2022	TAS
3.2	Through Governance review, training needs are established and appropriate training given	Identify and organise training for Governors to improve their skills for monitoring and evaluating strategic actions	Create after school 'surgeries' on needs identified e.g. data, National Curriculum, the use of interventions, work scrutiny, assessment for learning, target-setting. Use of NGL courses	Chair of Governors	Dec 2022	Patrick Myers Melanie Pallister
3.3	Governors are aware of their link role and understand that area of the school.	CALT Link Governors regularly liaise including meeting on a termly basis with the CALT Leaders.	Meeting time with CALT	Chair of Governors Esther Derrien	19.7.22	Patrick Myers TAS

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3.4	Governors provide effective challenge and support	Mark Lees to provide training for Governors	1 x Governor Meeting	Chair of Governors	13.6.22	Patrick Myers TAS/Mark Lees
3.5	Senior Staff are supported in considering accountability and responsibility across the school	Director of Primary to provide mentoring support to the Headteacher/Senior Staff	One day per week of Primary Director time (£500 per day) - 8 days £4,000	Neil Tarchetti	By July 2022	Patrick Myers

Priority 4: Governors need to hold leaders to account for ensuring that staff deliver all the essential curriculum content pupils need in order to gain the knowledge they should in every subject.

Success Criterion: Children gain knowledge in all subject areas.

Objective	Outcomes	Actions	CPD/Resources	Responsibility	Time Scale	Monitoring
4.1	Mentoring support for completing development of the curriculum and ensuring it is effectively implemented. School has a clear progression of learning in all curriculum areas.	Ensure equality across the curriculum and that sequences of learning meet the needs of all learners and challenge all learners.	Neil Tarchetti 5 days	Esther Derrien Hannah Oram Laura Gillott	Autumn Term 2022	Link Governors SEN Governor Equality Governor
4.2	Accurate assessments are made to help inform planning	Develop Curriculum Impact - Assessment of Foundation subjects - Pre and post assessment of topic	DoL training for Foundation Subjects Teacher meeting	Esther Derrien Louisa Jeffery	Spring Term 2023	Use of RPM Snapshot and Support (including Do it now questions/books) Pupil Voice

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		- Use of Do It Now and knowledge organisers				
4.3	Closer monitoring of all subjects from Pre-School to Year 4, allowing Leaders a clearer understanding of pupil progression of skills and knowledge	Development of CALTs for accurate review and monitoring of subjects	RPM schedule Allocated teacher meeting time Allocated NCT £1,680	Esther Derrien Louisa Jeffery	Staff CPD on RPM for timescales See RPM for timescales of each subject	See RPM for different subjects
4.4	Subject knowledge and appropriate pedagogy approaches have improved. High quality resources and artefacts are used in all lessons.	Improving all staff's knowledge of subjects and relevant pedagogical approaches	The Soak - Mary Myatt website. Teacher meeting focus	Esther Derrien Louisa Jeffery Laura Gillott CALT Leaders	Spring Term 2023	Learning Walks Snap shot and support Lesson Observations

Priority 5: Leaders need to assure themselves that staff use all the information they have about what pupils know already so that teaching meets pupils needs well, and pupils are well prepared for their next stage.

Success Criterion : Children across the school learn well and are prepared for their next stage.

Priority 6: Leaders need to ensure that the curriculum supports all children in the early years to learn well across all the curriculum so that they are well prepared for their onward education.

Success Criterion: Children across the school learn well and are prepared for their next stage.

Objective	Outcomes	Actions	CPD/Resources	Responsibility	Time Scale	Monitoring
5.1	Middle Leader training delivered through South Central TSH.	Develop a clear progression of skills in all curriculum areas and ensure that there	Neil Tarchetti, Delta Primary Director	Esther Derrien	Spring Term 2023	Esther Derrien Louisa Jeffery

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	Mentoring support for completing development of the curriculum and ensuring it is effectively implemented. School has a clear progression of learning in all curriculum areas.	are no gaps in pupil knowledge or their learning journey.	Middle Leader Training courses			
5.2	Writing and reading moderation shows greater extent of vocab being used.	Develop the vocabulary of pupils through the daily read and including more subject specific keywords	Spelling dictionaries £72.00 Wordbank displays Knowledge organisers	English CALT	Spring Term 2023	CALTs to use Foundation subjects Knowledge Organisers to monitor use of vocab
5.3	Children are ready for the next stage in their education.	End of year Transition meetings and pupil profiles (Y4) are taking place. Enhanced transition where needed. Transition experiences for children. Helen Pegram - transition Mentor in Year 4 Pupil passports are	Teacher Meeting Whole School Transition Day in July (DASP) 2.5 days per week for 18 weeks	SST Progress Leaders	Summer Term 2022	SST SENDCo PRE Leader

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		completed.				
6.1	Children in Early Years receive a broad and ambitious curriculum with a clear progression of skills and knowledge.	EY teachers to create a 2 year rolling cycle. SLT to support and monitor planning to ensure high expectations.	1 whole day	SLT LG/CW/RB/SS	July 2022	Laura Gillott Esther Derrien Louisa Jeffery
6.2	Staff know how to communicate and interact with children ensuring that they identify misconceptions, challenge their learning and provide clear explanations in order to move their learning forward. The environment ensures that children can meet their next steps through planned, purposeful play, supported by high quality adult interactions.	Continuous Provision training to ensure that adult interactions make sure that children's learning is moving forward Supervision- half termly to identify areas of support needed. Ensure that planning systems are in place to ensure that all staff are involved in planning from children's next steps and their interests thus having a clear understanding of how the provision helps to move children's learning forward.	1 whole day CP training (Spring term 2022) Half termly	LG	July 2022	Laura Gillott

Priority 7: Leaders must ensure that pupils receive rich experiences through which they can learn and thrive.

Compassion

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Resilience

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Success Criterion: The school's curriculum meets the needs of all learners including their personal development.

Objective	Outcomes	Actions	CPD/Resources	Responsibility	Time Scale	Monitoring
7.1	Ensure pupil development is well supported and that the curriculum provides rich and diverse experiences and a tolerance and awareness of a diverse society, including different faiths and beliefs.	<p>Review of personal development/PSHE curriculum and personal development for pupils.</p> <p>Implement an action plan to develop practice, training and support in this area.</p> <p>Whole school commitment to the personal development model and individual staff roles within the model.</p>	<p>Neil Tarchetti, Delta Primary Director</p> <p>1 day</p>	Esther Derrien	Autumn Term 2022	<p>Esther Derrien</p> <p>CALT Leader</p>
7.2	<p>Children can talk about and demonstrate that they have the personal development skills required to overcome challenges and move forward in a positive way.</p> <p>Children can talk confidently about the LEARN & GROW characteristics of an effective learner and can link these to personal achievements</p>	<p>To continue to use proud patches across EY, ensuring that there is more of a focus on this daily.</p> <p>In Reception- Staff continue to introduce the children to our LEARN & GROW characters as a weekly focus.</p> <p>Staff make explicit links</p>	TA recap training on CoEL	LG/CW/RB/SS	July 2022	<p>Laura Gillott</p> <p>Louisa Jeffery</p>

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	and successes. In Early Years, to develop children's character and resilience with a focus on their personal development.	between characteristics and how these help children to be successful.				
7.2	Staff to use the vocab of our school vision and values, including British Values intentionally during all areas of teaching and across the school day	Staff and children are aware of the school vision, values, including British Values and how they are portrayed in school life and through the curriculum	Working Display in classrooms Children's vision represented Lead through CW on Vision, Values and British Values	Mel Wall	Spring 2023	Through Governor Learning walk and staff/pupil voice CALT and SLT during a daily basis with a listening ear Planning documents
7.3	To develop cultural capital through trips, visitors and Pupil passports	Children have had a wide range of experiences in order to enrich their cultural capital	Passports	Esther Derrien Louisa Jeffery	Summer Term 2022	Esther Derrien
7.4	All children receiving the relevant level of intervention when needed	To develop a graduated response to Thrive	Thrive training	Louisa Jeffery Tina Hill Clair Bolland Nicki Clark Class Teachers	Spring Term 2023	Through termly data analysis Monitoring of groupings

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