

**Seva School – Post Ofsted Action Plan**

(8/12/16)

Key Finding	Actions to address issues	Lead Professional	Dates	Governor Link	Success Criteria	Targets where applicable
<p><b>1.Vision has not been agreed. Trust and communication must improve.</b>  <b>2.Accountability systems not effective.</b>  <b>3.Staff obstructing or feeling obstructed.</b></p>	<ol style="list-style-type: none"> <li>1. Re-articulate and simplify the vision, then re-present to students, staff, parents and governors. Produce the script for the 'new Seva.'</li> <li>2. Re-vamp the appointment process to Include the vision, make contractual arrangements and the nature of the school explicit.</li> <li>3. Create a new appointments pack.</li> <li>4. Create the symbolic representation of the vision in and around the school.</li> <li>5. Partner school (outstanding) to visit and review presentation of the vision (Primary).</li> <li>6. Head Teacher reviews of Seva (Secondary).</li> <li>7. Survey pupils' attitudes – Secondary.</li> <li>8. Survey pupils' attitudes – Primary.</li> <li>9. Convening of meetings (agendas, minutes, actions, follow-up). Review processes and make manageable.</li> <li>10. Appoint a (senior) administrator to manage aspects of support in the school.</li> <li>11. Agree the contracts (expectations) for all staff.</li> <li>12. Carry out Performance Management and Appraisal for all teaching and support staff in line with the agreed policies.</li> <li>13. Put in place a CPD Programme to support staff improvements.</li> <li>14. Involve staff in working parties to improve understanding of expectations and create greater ownership of policies and procedures.</li> <li>15. Create a central collection of all policies (physical and electronic).</li> <li>16. Governors to approve all policies that have been reviewed.</li> <li>17. Policies relating to conduct, capability, discipline and grievance presented to staff to emphasise the importance of professional communication and conduct.</li> <li>18. A new prospectus to be commissioned to support the promotion of the vision and to comply with safeguarding requirements.</li> <li>19. Carry out a review of all staff duties as part of the Behaviour Working Party.</li> </ol>	<ol style="list-style-type: none"> <li>1. RV/KA/JM</li> <li>2. KA/JM/RV/NM</li> <li>3. KA/JM/RV/NM</li> <li>4. JM/KA/NM/RV</li> <li>5. RV/JM</li> <li>6. KA</li> <li>7. KA/NM</li> <li>8. JM</li> <li>9. NM/RV/JM/KA</li> <li>10. JM/KA/NM/RV</li> <li>11. KA/JM/NM/RV</li> <li>12. JM/KA/ Senior Admin</li> <li>13. KA/JM/RV/NM/ Senior Admin</li> <li>14. NM/KA/JM/RV</li> <li>15. RV/NM/KA/JM</li> <li>16. RV/NM/KA/JM</li> <li>17. JM/KA</li> <li>18. JM</li> <li>19. KA/JM/CMD</li> </ol>	<ol style="list-style-type: none"> <li>1. Jan 3<sup>rd</sup> 2017</li> <li>2. Immediate</li> <li>3. Immediate</li> <li>4. Jan 31<sup>st</sup> 2017</li> <li>5. 9<sup>th</sup> Dec 2016</li> <li>6. Sept 20<sup>th</sup>/ Nov 2<sup>nd</sup> 2016</li> <li>7. Nov 2016</li> <li>8. W/B Dec 12<sup>th</sup> 2016</li> <li>9. Start Nov 4<sup>th</sup> 2016</li> <li>10. By Dec 14<sup>th</sup> 2016</li> <li>11. By Dec 16<sup>th</sup> 2016</li> <li>12. By Jan 31<sup>st</sup> 2017</li> <li>13. By Dec 16<sup>th</sup> 2016</li> <li>14. Start Nov 24<sup>th</sup> 2016</li> <li>15. Dec 2<sup>nd</sup> 2016</li> <li>16. By Dec 16<sup>th</sup> 2016</li> <li>17. Jan 2017</li> <li>18. Dec 2016</li> <li>19. Nov 29<sup>th</sup> 2016</li> </ol>	<ol style="list-style-type: none"> <li>1.MM/TK</li> <li>2.DS</li> <li>3.DS</li> <li>4.TK</li> <li>5.TK</li> <li>6.-</li> <li>7.TS/DS</li> <li>8.TK/MM</li> <li>9.TS/DS</li> <li>10.TS/DS</li> <li>11.TS/DS</li> <li>12.TS/DS</li> <li>13.TK</li> <li>14.TS/DS</li> <li>15.MM/SC</li> <li>16.MM/SC</li> <li>17.MM/SC</li> <li>18.MM/TK/TS</li> <li>19.TK</li> </ol>	<p>All staff and students can articulate the vision.  The vision is more visible in the school.  Appointments pack completed.  Actions as a result of external support are documented.  Attitude surveys analysed and presented back to students.  Procedures for meetings published in staff handbook.  Senior Administrator appointed.  Contracts issued to all staff and on files.  All PM and Appraisal up to date in files.  Published CPD Programme.  Working parties report back to staff and policies updated.  Policies listed and checked.  All policies up to date.  Staff are up to date on their responsibilities not to obstruct work.  Prospectus in place.</p>	<p>Refer to SDP</p>
<p><b>4.Governors identify and implement actions needed to improve effectiveness.</b>  <b>6.Review of Governing Body composition.</b></p>	<ol style="list-style-type: none"> <li>1. Governors to implement actions from the External Review.</li> <li>2. Governors to re-launch the vision for Seva School.</li> <li>3. Strengthen the membership of the governing body.</li> <li>4. Develop a Seva Governor Handbook.</li> <li>5. Report to parents on the Annual Review of Effectiveness.</li> <li>6. Report on governors' new requirements</li> <li>7. Develop further the 3 to 5 year vision for the school.</li> <li>8. Establish and embed a planning cycle that focuses on KPIs</li> <li>9. Governors to review their roles and responsibilities annually.</li> <li>10. Develop the curriculum plan for Key Stage 4 for implementation Sept 2017.</li> <li>11. Re-create a single central e-copy and a hard copy of the schools' current policies.</li> <li>12. Resolve all outstanding staff contractual issues.</li> <li>13. Create and publish a Post-Inspection Action Plan to overlay the SDP.</li> <li>14. Resolve recruitment issues.</li> <li>15. Begin weekly priority setting and monitoring of Leadership in the School.</li> <li>16. Reports on pupil progress in each key stage developed, analysed and acted upon.</li> <li>17. Safeguarding – PLEASE SEE SEPARATE PLAN</li> <li>18. Review 'transparency' and 'communication at the school.</li> </ol>	<ol style="list-style-type: none"> <li>1. KA/JM/RV/NM</li> <li>2. KA/JM/RV</li> <li>3. Senior Leadership</li> <li>4. Senior Leadership</li> <li>5. Senior Leadership</li> <li>6. JM/KA</li> <li>7. KA/JM/RV/NM</li> <li>8. Senior Leadership</li> <li>9. Senior Leadership</li> <li>10. Senior Leadership</li> <li>11. NM</li> <li>12. NM</li> <li>13. JM/KA/RV/NM</li> <li>14. KA/JM/RV/NM</li> <li>15. RV</li> <li>16. KA/JM</li> <li>17. KA/JM/RV/NM</li> <li>18. KA/JM/RV/NM</li> <li>19. KA/JM/RV/NM</li> <li>20. KA/JM/RV/NM</li> <li>21. KA/JM/RV/NM</li> </ol>	<ol style="list-style-type: none"> <li>1. Immediate</li> <li>2. Jan 3<sup>rd</sup> 2017</li> <li>3. Dec 2016</li> <li>4. Jan 2017</li> <li>5. Feb 2017</li> <li>6. Jan 2017</li> <li>7. March 2017</li> <li>8. Jan 2017</li> <li>9. Jan 2017</li> <li>10. Feb 2017</li> <li>11. Dec 2016</li> <li>12. Dec 2016</li> <li>13. Dec 8<sup>th</sup> 2016</li> <li>14. Dec 16<sup>th</sup> 2016</li> <li>15. Nov 4<sup>th</sup> 2016</li> <li>16. Nov 2016</li> <li>17. Immediate</li> <li>18. Immediate</li> <li>19. Spring 2017</li> <li>20. Immediate</li> <li>21. Jan 2017</li> </ol>	<ol style="list-style-type: none"> <li>1.TK/MM</li> <li>2.MM/TK/RV</li> <li>3.MM/TK</li> <li>4.MM/TK</li> <li>5. TK/MM</li> <li>6. TK/MM</li> <li>7. TK/MM</li> <li>8. MM/TK</li> <li>9. MM/TK</li> <li>10.MM/TK</li> <li>11. MM</li> <li>12. MM</li> <li>13. ALL</li> <li>14.TK/MM</li> <li>15. TK</li> <li>16. ALL</li> <li>17. TS/ALL</li> <li>18. MM/TK</li> <li>19. TK/MM</li> <li>20.TK/MM</li> <li>21. ALL</li> </ol>	<ol style="list-style-type: none"> <li>1. Stakeholders united in support of the school.</li> <li>2. All stakeholders able to articulate the vision of the school.</li> <li>3. Governing Body larger and with additional skills identified from the skills audit.</li> <li>4. Handbook produced and governors trained on its contents.</li> <li>5. Website contains the annual review for parents.</li> <li>6. ?</li> <li>7. Long term plan in place for the school.</li> <li>8. Planning cycle established and built in to governors' agendas.</li> <li>9. Published list of governors roles and responsibilities on the school website.</li> <li>10. Options under way, summer 2017, staffing adjusted and curriculum in place for Sept 2017.</li> <li>11. All current policies centrally organized.</li> <li>12. All policies issued to staff, with an e-copy on file and a hard copy in their red file.</li> <li>13. Post-Inspection Plan submitted to Ofsted by Dec 8<sup>th</sup>.</li> <li>14. No unfilled vacancies. Temp to permanent where possible.</li> <li>15. A weekly list of SLT priorities is established. Also, a weekly report on actions is produced for governors.</li> </ol>	<p>Refer to SDP</p>

	<p>19. Agree a permanent leadership structure for the school.</p> <p>20. Publish the required information about how the school meets its public sector equality duty on the website.</p> <p>21. Governors introduce a daytime visiting schedule</p>				<p>16. Governors' minutes reflect the reports and the subsequent actions.</p> <p>17. All issues on the safeguarding action plan resolved (from red to amber and then to green).</p> <p>18. Review to inform changes to policies and practice.</p> <p>19. Structure and timeline for changes published.</p> <p>20. Website to contain equality statement.</p> <p>21. Schedule created and implemented.</p>	
<p><b>5.Safeguarding – staff checks and pupil records must be dealt with in line with guidelines.</b></p> <p><b>9.EYFS safeguarding must meet statutory requirements.</b></p>	<p>See separate Safeguarding Plan (CMD).</p> <ol style="list-style-type: none"> <li>1. PMc Review questions (safeguarding audit).</li> <li>2. JHa Review commissioned and plan produced.</li> <li>3. RV to review including SDP</li> <li>4. Senior Staff to review continuously with the Staff Safeguarding Committee.</li> <li>5. Governor appointed to link on safeguarding and communicate regularly.</li> <li>6. Training for staff and governors to be updated.</li> <li>7. Safeguarding as a standing item on SLT and Governors' agendas.</li> </ol>	<p>JM/KA/CMD/RV/NM</p> <p>Staff Safeguarding Committee: JM/CMD/JS/SK/KA</p>	<p>Immediate</p>	<p>TS</p>	<p>All actions completed.</p> <p>Commission an external QA review from Coventry LA Safeguarding.</p>	<p>Refer to SDP</p>
<p><b>7.Assessment of pupils must be coherent and consistent.</b></p> <p><b>8.Pupil progress must be improved for some years. Staff must have the information they need to plan effectively.</b></p>	<ol style="list-style-type: none"> <li>1. Ensure data entered into Target Tracker relates to the new Nat Curric statements.</li> <li>2. Devise TAss statements that are in line with TT and monitored (GS).</li> <li>3. KS2 GLS CAT assessments to be introduced.</li> <li>4. Review assertive mentoring for Maths and Writing from EYFS to Y5.</li> <li>5. Moderation of writing sessions put into CPD Programme for staff. Primary.</li> <li>6. SLT 'assessment data review and analysis calendar' to be introduced .</li> <li>7. Introduce a working party programme on aspects of Teaching, Learning, Marking, Feedback, Assessment, Presentation and Behaviour.</li> <li>8. Working Parties to report back to staff on Training Day to establish new policies and expectations.</li> <li>9. Calendar of Secondary assessments and reports shared with parents.</li> <li>10. Assessment collection deadlines and reports published.</li> <li>11. Handover meetings on assessments and pupil progress put into place.</li> <li>12. Spreadsheet set up for end of term assessments (colour coded) to assess pupil progress this term. Intervention template presented to staff.</li> <li>13. Pupil Progress meetings held with all staff. Primary. Intervention groups to be established Y1 to Y5. Regular review to be established.</li> <li>14. Review assessment processes carried out through Doodle.</li> <li>15. Primary reporting to parents system / calendar to be introduced.</li> <li>16. Lesson observation programme to begin in all key stages.</li> <li>17. Work scrutinies to be continued and repeated in all key stages.</li> <li>18. Training for staff needed on differentiation to reach more able and least able pupils.</li> <li>19. Learning walks introduced by Senior Leaders.</li> <li>20. Undertake an analysis of autumn term attendance and seek ways to improve attendance.</li> </ol>	<ol style="list-style-type: none"> <li>1. JM</li> <li>2. JM</li> <li>3. JM/GS</li> <li>4. JM</li> <li>5. JM/RV</li> <li>6. JM/KA/RV/NM</li> <li>7. JM/KA/RV/ NM</li> <li>8. JM/KA</li> <li>9. KA</li> <li>10. KA/JM</li> <li>11. KA</li> <li>12. KA</li> <li>13. JM/RV</li> <li>14. KA</li> <li>15. JM</li> <li>16. RV/NM/JM/KA</li> <li>17. RV/NM/KA/JM</li> <li>18. KA/JM</li> <li>19. KA/JM/NM/RV</li> <li>20. KA/JM</li> </ol>	<ol style="list-style-type: none"> <li>1. Autumn 2016.</li> <li>2. Nov 2016</li> <li>3. Sept 2016</li> <li>4. Jan 2017</li> <li>5. Dec 2016</li> <li>6. Dec 2016</li> <li>7. Nov 2016</li> <li>8. Jan 3<sup>rd</sup> 2017</li> <li>9. Dec 2016</li> <li>10. Dec 2016</li> <li>11. Dec 2016</li> <li>12. Dec 2016</li> <li>13. Nov/Dec 2016</li> <li>14. Dec 2016</li> <li>15. Dec 2016</li> <li>16. Nov 2016</li> <li>17. Oct 2016</li> <li>18. Jan 3<sup>rd</sup> 2017</li> <li>19. November 2016</li> <li>20. Jan 2017</li> </ol>	<p>TK</p>	<ol style="list-style-type: none"> <li>1.Target Tracker updated and in line with NC.</li> <li>2.Teacher Assessment statements in line with TT</li> <li>3.CATs introduced, used, analysed and informing planning.</li> <li>4.Programme of Assertive Mentoring in place.</li> <li>5.All primary staff involved in moderation through CPD programme.</li> <li>6.Calendar produced and outcomes acted upon.</li> <li>7.All policies reviewed, updated, adopted and used for training day Jan 3<sup>rd</sup> , on the induction programme for new staff and in the staff CPD Programme.</li> <li>8.Expectations from each policy clearly understood.</li> <li>9.Parents aware of dates when reports and assessments are available.</li> <li>10.Website contains calendar of assessment dates.</li> <li>11.Successful handover of information about pupils from staff leaving.</li> <li>12.Staff complete end of term assessments. Progress analysed and acted upon.</li> <li>13.Outcomes of meetings inform future planning.</li> <li>14.Decision made as to effectiveness of Doodle.</li> <li>15.Calendar published on the website.</li> <li>16.All staff observed and given direct feedback.</li> <li>17. Work scrutiny evidence used to inform planning of teachers, policy review and CPD programme.</li> <li>18. Teachers' ability to differentiate is seen to improve through lesson observations and learning walks.</li> <li>19. Information from learning walks used to help inform teacher gradings.</li> <li>20. Pupil attendance to rise above national averages for both Primary and Secondary.</li> </ol>	<p>Refer to SDP</p>