



Initial Key Actions in Response to OFSTED

February 2018

Area (key)	Action	Relation to report/Reason Required	Monitored by and Timescales
	To moderate and scrutinise national year group data sets to ensure best accuracy and best possible outcomes for 2017-18 data	Weak data/ declining data sets in KS1 and KS2 SATs years	HT (Headteacher), HoS (Head of School) and CEO End of Feb 2018
	To carry out lesson observations in all classes with some external moderation of judgments by other Symphony school staff. Report to be produced for LGB (Local Governing Body)	Teaching inconsistencies to be addressed. To ensure that the correct level of challenge is taking place in lessons	Symphony Trust, MB, and Senior Leadership team February Half term 9.2.18
	Peer observations and support of Good/ Outstanding practice to be shared from within The Meadow Community Primary and from other Symphony schools	To remove inconsistencies in teaching and learning across the school to ensure that all pupils receive good or better teaching	Senior leadership team and CEO On-going from 19.2.18
	Data to submitted half termly via OTrack and Symphony Assessment System and benchmarked against other schools	Assessment not used to inform planning and to raise standards and pupil outcomes in lessons.	Senior Leadership Team On-going from 9.2.18
	To improve differentiation in classes so that children are sufficiently challenged and that learning opportunities are maximised	Teachers do not always set work that is matched to children's' abilities	HT and HoS Planning and lessons to be observed from 19.2.18
	To improve the provision for	Disadvantaged pupils do not achieve well. At the end of key	Audit of provision and Separate PP (pupil



	disadvantaged by children ensuring that targeted funding directly impacts on pupil outcomes, raising the standards reached by this group of learners.	stage 1, no disadvantaged pupil has attained at greater depth in reading, writing or mathematics for the past two years.	premium) action plan to be presented to LGB by March 23 rd 2018
	To introduce more explicit differentiation into English and Maths lessons as to maximise learning opportunities for all abilities. To also scrutinise schemes of work and planning to ensure that they are challenging the pupils.	Teachers often set work which is not matched to the needs of pupils.	HT and Senior Leadership Team Audit of schemes used and planning. New schemes in place by Autumn 2018.
	To improve the way in which the Symphony Assessment System is used, ensuring that children's books have assessment grids completed, that assessment is monitored rigorously by OTrack, that self-assessment takes place in books against succinct learning objectives	To better support children through accurate targeting and feedback. Assessment to be brought into line with the Trust to ensure that moderation can take place.	Symphony Teaching School. Work Sampling etc ongoing from Jan '18
	To equip all governors with ASP (Analyse School Performance), OTrack and SAS understanding.	LGB can better hold school to account for attainment and data. To also have a better overview of national expectations of school performance and ask challenging questions related to this.	LGB Training in Autumn 2018
	To implement a more rigorous level of behaviour management across the school but with a particular focus on upper KS2	Although BfL (behaviour for learning) is good in lessons pupils, especially in Y6 are pupils' levels of behaviour and respect outside of these situations is not good enough. Pupils can be disrespectful to non teaching staff and the current behaviour policy is not dealing with the issues.	Implemented Spring 2018 Monitored by LGB and Senior Leadership Team
	To improve the fabric and appearance	To help increase the levels of pride within the school. To help	From Spring 2018, starting with tidying



	of some communal areas of the school	all stakeholders value and respect the school. To value the importance of pupil's work and to improve the general appearance of the building and grounds	communal areas, refurbishment of entrance hall and library areas. On going – turning into school refurbishment plan Senior Leadership Team and LGB
	To create a parents' forum with a representative demographic of the school community	For parents to meet and have a voice about school issues that bother them. This will have termly/ half termly agendas set by a chair person but driven by parent class representatives	Summer 2018, Monitored by FGB and HT
	To create a simple form of school self evaluation that is realistic and easy to share with stakeholders	Leaders' analysis of the school's current performance is not accurate. In particular, their evaluations of the quality of teaching and of pupils' attainment and progress are too optimistic	Created by March and published and shared upon website. Senior Leadership Team, FGB and Trustees- March 2018
	To remodel the LGB based on skills and willingness to succeed	To have a more effectively LGB that counts on the many as opposed to relies on the few to carry out rigorous monitoring and evaluation of the school's performance by being a critical friend	FGB CoG and Trustees Spring 2018

*Key to colours

	Leadership and Strategic Development
	Teaching and Learning
	School Pride and Stakeholder Engagement