



Together we learn, together we succeed

## OFSTED Action Plan 2023

	Target	Actions	Timescale
<b>Reading</b>	<b>Reading is at the centre of the Rusper curriculum</b>		
	Ensure developing readers can always choose the right book to ensure accessibility, balanced with appropriate challenge.	. Analyse remaining gaps in phonics aligned readers	By Easter 23
		. Boost stocks of phonics aligned readers aimed at age group 6-8 yrs + older interest readers	By end July 23
		. Boost stocks of post phonics independent readers age/stage aligned for 6-8yrs	
	Promote a love of reading by ensuring expectations for home reading practice are consistent across school.	. Review home reading expectations class by class. Practice is consistent across the school	By July 23
		. Consult with staff and specify expectations for home reading expectations in Y3-Y6 <ul style="list-style-type: none"> <li>- Focus on selection of books – colour scheme gradings into KS2</li> <li>- Focus on use of reading diaries</li> <li>- Focus on continuing to celebrate literature in every aspect of school culture</li> </ul>	By July 23
	Promote a love of reading by providing rich and exciting reading environments.	. Plan and commission Library refurbishment	Mar 23
		. Conference pupils to gain pupil voice in fiction and non-fiction book stocking	Mar 23
		. Undertake staff toilet refurbishment	By Aug 23
		. Undertake Hub/Library redecoration and refurbishment	By Aug 23

Foundation Curriculum	Teachers know what we are teaching and why		
	Clearly identify and sequence the knowledge we want children to learn in each Foundation subject from YR through to Y6.	. Teachers work collectively to review and rewrite knowledge maps for each subject, including specified statements for Y1,Y3,Y5	Jan - Oct 23
		Science	
		History	
		Geography	
		PSHE	
		Computing	
		Art	
		DT	
		RE	
		PE	
		MFL	
		Music	
	Ensure the timetabling structure of when and how curriculum projects are delivered enables our children to best engage with and retain what they learn.	. Work with WS consultant to review curriculum implementation.	February 23
		1. Map knowledge in Science, History, Geography, PSHE	
		2. Produce a 2 yr map of central (POR) texts for each class, assigning key curriculum focus eg history or science	
		3. Map knowledge for Computing, Art, DT, RE, PE, MFL	
		4. Re-sequence all long term curriculum plans	
		5. Consider the weighting of subject coverage within a topic and redesign timetables	
	Ensure effective curriculum leadership for all subjects through a planned schedule of monitoring practice, assessing impact and subsequent action planning.	6. Conceive the appropriate unit structure for how we connect learning across subjects ie our vision for unit/project/topic.	Feb 23 + other dates tbc
		. Work with WS consultant to review best practice for subject leadership.	
		. Adhere to school vision of collective knowledge/practice/management in a small primary school is best achieved together not by separate leaders ie teachers work as collective to write, implement and monitor the provision for each subject.	
		. Full curriculum monitoring schedule for 23-24 and subsequent annual cycles in place.	By July 23

Safeguarding	<b>Safeguarding management and practice at RPS is exemplary</b>		
	Ensure our Single Central Record is fully compliant and up to date	<ul style="list-style-type: none"> <li>. Ensure any outstanding checks for existing 3<sup>rd</sup> party staff are in place</li> <li>. Reorganise the SCR using colour to categorise groups of staff</li> <li>. Continue work to ensure all required information is sought and added to the SCR in a timely manner (ID check, right to work, overseas, qualifications, risk assessment, contract received, ref 1 and 2, DBS number, barred list, medical clearing, prohibition check)</li> <li>. Leaders establish a termly monitoring schedule of the SCR</li> </ul>	January – February 23 February 23  On-going  Due Mar, July December 23
	Strengthen staff understanding of statutory processes including referrals to external agencies	<ul style="list-style-type: none"> <li>. School review of the use of paper and electronic logging systems ensuring all staff are consistently trained and able to effectively use the systems</li> <li>. Staff training on identifying need via ‘Continuum of Need’ descriptors, the subsequent levels of support applicable and where their role fits in.</li> <li>. Increase Designated Safeguarding Team capacity               <ul style="list-style-type: none"> <li>- Mr Avey, Mr Snook, Mrs Caplin, Mrs Matthews</li> </ul> </li> <li>. Develop the ‘team approach’ to designated safeguarding lead working; including weekly meetings to discuss concerns, and agree/delegate actions arising.</li> </ul>	February 23  May 23  Jan 23  Jan 23 onwards
	Ensure diligence and accuracy in record keeping, including leader’s rationale for decision making and resolution/outcomes	<ul style="list-style-type: none"> <li>. Review the use of CPOMS safeguarding software.               <ul style="list-style-type: none"> <li>- Categories for recording are refined/adapted for purpose</li> <li>- Assignment of incidents / tasks is adapted for purpose</li> <li>- Expectations communicated to staff</li> </ul> </li> <li>. Training to consider more efficient use of CPOMS               <ul style="list-style-type: none"> <li>- How categories are used</li> <li>- What is logged</li> <li>- Assigning of actions</li> <li>- Matching of the schools graduated response to safeguarding</li> </ul> </li> </ul>	Feb 23     Feb 23

	Ensure appropriate protocols for information sharing are followed.	<p>. Sensitive information is shared with staff on a need to know basis only, verbally or via secure document.</p> <p>. Safeguarding case study information for governors provides surface level information only, and protects individual identity</p>	<p>Ongoing</p> <p>Ongoing</p>
	Reduce persistent absence	<p>. Review attendance policy, with specific regard to first day absence response</p> <ul style="list-style-type: none"> <li>- Add a flowchart for school response to first day absence process.</li> <li>- Include escalation routes for pupils with safeguarding concerns.</li> <li>- Include a process for calling local schools that siblings attend to check</li> </ul> <p>. Use risk assessments to identify if when school would contact external agencies eg police, social services in the event of concern</p> <ul style="list-style-type: none"> <li>- Identify pupils who would benefit from risk assessments and complete</li> </ul> <p>. Use school's MIS system to record a chronology of when a pupil is not in and any contacts the school may have made. Include next steps/actions.</p> <p>. Consider and adopt appropriate positive incentives to promote attendance</p> <p>. Monitor attendance responses as part of Leader's termly Safeguarding review</p>	<p>By April 23</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>Mar, Jul and Dec 23</p>