# OFSTED Action Plan 2023

| | Target | Actions | Timescale | When we are successful… | Outcomes |
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| **Reading** | | **Reading is at the centre of the Rusper curriculum** | | | |
| | Promote a culture of reading for pleasure in school by ensuring reading is at the centre of curriculum. | **. Create a document of key readers that are covered in each class each year which align to school topics, values and curriculum drivers.**<br>- Power of Reading Texts selected and placed at the centre of new two cycle of topic planning<br><br>- Popular Read Aloud + Diversity and Inclusion key phase lists created at – INSET 5.6.23 | By April 23<br><br><br><br><br>By Jun 23 | Leaders can articulate why Reading is at the centre of curriculum design<br>"Core texts provide the glue for all subjects to link and support pupils to build schema – links between knowledge and in turn create meaningful purpose to learning"<br>"Core texts provide the context for developing school values and broader pupil development".<br><br>Core readers document completed and published. All teaching staff are confident in articulating the use and purpose of core texts and driving curriculum content and pupil development in values. | Staff have re-selected and re-sequenced POR readers to be covered across each topic period (KS1 – 2/3 weeks, KS2 – half termly/termly). Topics and linked foundation subjects will be built from these. See curriculum section.<br><br><br><br>Staff have selected read aloud books for each class across a two year cycle based on curriculum drivers. |
| | Ensure developing readers can always choose the right book to ensure accessibility, balanced with appropriate challenge. | **. Analyse remaining gaps in phonics aligned readers**<br>- Completed February 23<br><br>**. Boost stocks of phonics aligned readers aimed at age group 6-8 yrs + older interest readers**<br>- Initial audit of YR,1,2 books completed Jul 22<br>- YR,1,2 phonics readers purchased Nov 22<br>- Ongoing review of stock and need in YR,1,2<br>- Y3 set of phonics aligned readers purchased Jan 23<br>- Ongoing review of stock and need in Y3<br><br>**. Boost stocks of post phonics independent readers age/stage aligned for 7-9yrs** | By Easter 23<br><br>By end July 23 | . Stock of phonics aligned readers will be such that pupils of all ages with developmental delay in reading can always access a book that ensures accessibility and challenge.<br><br>. Relevant pupils know where and how to select appropriate reading books.<br><br>. Reading progress will be accelerated for pupils with SEN – so that gaps to peers are closing by end of key stage 2. | Stocks of phonics aligned reading books from YR to Y4 have been boosted. |

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| | | - Audit of Y3/4 classroom fiction – Feb 23<br>- Additional stocks of fiction anticipated for new library development<br>- Lit leader and class teacher discussed effective stage-based organisation in class Feb 23<br>- | | | Teachers can confidently maintain engagement and progression of independent reading with books at an appropriate level for emerging readers.<br><br>Governor monitoring review 13.3: Evidence on new phonics in stock |
| | Promote a love of reading by ensuring expectations for home reading practice are consistent across school. | . Review home reading expectations class by class.<br>- Staff meeting 28.6.23<br><br><br><br>**Focus on use of reading diaries**<br>- Review of KS2 reading diary use in alignment 14.3<br>- Staff meeting 28.6.23<br>**Focus on continuing to celebrate literature in every aspect of school culture**<br>- Staff discussion re core texts aligning with topic planning and curriculum subject foci 26.4.23 | By July 23<br><br>By July 23 | . Expectations and practice in home reading is consistent across the school<br><br><br>. All pupils are engaged fully in independent reading in line with school expectations.<br><br><br>. All pupils can clearly articulate school expectations for independent reading. | Reading Policy updated to specify the following points<br>.Book bags for every year group<br>.Clear expectations for how pupils will change reading books in school<br>.Clear expectations for amount of reading at home per week<br><br>.Clear expectations for how pupil's reading will be recorded<br><br><br><br>Vision secure for placing reading texts at the centre of topic webs – text as driver. Vison for reviewing curriculum policy with reading at centre.<br><br>Governor monitoring review 13.3 Evidence - Literacy leader Action Plan for Reading development |
| | Promote a love of reading by providing rich and exciting reading environments. | . **Plan and commission Library refurbishment**<br>- Companies engaged to measure and provide deign according to brief – Oct 22<br>- Pupil conference to gain their voice in potential library designs – 14.3.23<br>- Decision taken as to design preference – Mar 23<br>- Governor monitoring review 13.3 Evidence of quotes received. Verbal update provided by CG<br>- Governor agreement of preferred library design 25.5.23<br><br>. **Undertake staff toilet refurbishment** | Mar 23<br><br><br>Mar 23<br><br><br><br><br><br>By Aug 23 | . Library refurbishments complete and accessible by September 23.<br><br>.Pupils are excited to use the library as part of their weekly learning<br><br>.Pupils increase their independence in selecting and reading appropriate readers<br><br>. Pupils can say what books they like in the library and where to find them. | Library design is attractive, offers great storage and has incorporated pupil voice eg book tree and natural elements in design.<br><br>Reading Policy dictates where age/level fiction is stored in school |

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| | | - Work commenced 30.523 | | | |
| | | . Undertake Hub/Library redecoration and refurbishment | By Aug 23 | | |
| | | Focus on selection of books – use of bandings into KS2<br>- Lit leader and class teacher discussed effective stage-based organisation in class Feb 23<br>- INSET to organise book bandings | | | |
| | | | By Nov 23 | | |
| | Promote a love of reading by encouraging parental engagement with reading. | . Visit other schools/literacy leads to discuss successful ways they promote parental engagement in reading at KS2.<br>- Visit to Maidenbower Junior 28.3.23<br>- Visit to Turner's Hill Primary 19.4.23 | By Easter 23 | . Ideas gained from exemplary practice in other schools and adapted for RPS practice | Maidenbower provided ideas on<br>. use of Accelerated Reader to band books<br>. clear expectations for amount of reading at home stipulated in policy<br>Turner's Hill provded ideas on .<br>book banding using the Pie Corbett recommendations |
| | | . Develop reading promotion at home with a list of actions / incentives to promote reading at home.<br>- Staff meeting 28.6.23<br>- Parent meeting to discuss reading at home | By Nov 23 | . A clear vision for parental engagement in pupil reading in school and at home specified in policy and evidenced in action. | Reading Policy updated to include an appendix of top tips for listening to pupils read, supporting their sight reading and asking them questions about their reading (differentiated for pupil age) |

## Foundation Curriculum

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| | | **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<br>- See specific details below | Jan - Oct 23 | Teachers can articulate the sequence of intended knowledge gain in every subject and in the context of every lesson from YR to Y6 at RPS. | Next Steps:<br>. ensure effectiveness from staff voice use point of view<br>. ensure effectiveness from pupils outcomes and assessment monitoring 23-24. |
| | | Re-write Science knowledge progression<br>- Doc completed Feb 23:<br>- Evidence demonstrated at Governor monitoring review 13.3 | INSET Feb 23 | Understand progression of substantive biological, physical and chemical scientific knowledge. | Knowledge and vocabulary progression in place to aid planning and delivery via improved teacher knowledge of whole school curriculum aims |
| | | Re-write History knowledge progression<br>- Doc completed Feb 23:<br>- Evidence demonstrated at Governor monitoring review 13.3 | INSET Feb 23 | Understand progression of substantive knowledge in UK history and World history. | Knowledge and vocabulary progression in place to aid planning and delivery via improved teacher knowledge of whole school curriculum aims |

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| | | **Re-write Geography knowledge progression**<br>- Doc completed Mar 23:<br>- Evidence demonstrated at WS Curriculum meeting 27.4.23 | 8th March | Understand progression of substantive knowledge in physical and human geography. | Knowledge and vocabulary progression in place to aid planning and delivery via improved teacher knowledge of whole school curriculum aims |
| | | **Re-write Art knowledge progression**<br>- Doc completed May 23: | 10th May | Understand progression of substantive knowledge in generating ideas, formal elements and knowledge of artists | Knowledge and vocabulary progression in place to aid planning and delivery via improved teacher knowledge of whole school curriculum aims |
| | | **Re-write DT knowledge progression**<br>- Knowledge progression completed May 23<br>- Vocab progression outstanding | 24th May | Understand progression of substantive knowledge in design, make, evaluate sequences and relevant technical elements. | Knowledge progression in place to aid planning and delivery via improved teacher knowledge of whole school curriculum aims |
| | | **Re-write RSHE knowledge progression**<br>- School Pathway profile on E4S completed Mar 23 5.6.23<br>- School Curriculum Objective Builder completed June 23 5.6.23<br>- RPS RSHE Leader and WS RSHE advisor work together to build personalised curriculum sequence: unit overview + knowledge progression mostly drafted – 20.6.23 | INSET 5.6.23 | Understand progression of substantive knowledge in the areas of digital literacy, relationships and sex ed, physical wellbeing and mental wellbeing | Clear understanding of key content required in the 4 cornerstones of PSHE RSE<br><br>Knowledge progression in place to aid planning and delivery via improved teacher knowledge of whole school social context, pupil needs and curriculum aims |
| | | **Re-write Music knowledge progression**<br>- Doc completed 14.6.23 | 14th June | Understand progression of substantive knowledge in relation to listening & appraising, composing and performing music. | Knowledge and vocabulary progression in place to aid planning and delivery via improved teacher knowledge of whole school curriculum aims |
| | | **Re-write MFL knowledge progression** | | Understand progression of substantive knowledge in Spanish vocabulary development, spoken and written dialogue | |
| | | **Re-write PE knowledge progression** | INSET Sep 23 | Understand progression of substantive knowledge in gymnastics, games, dance, athletics, swimming and outdoor adventure activities | |
| | | **Re-write Computing knowledge progression** | INSET Sep 23 | Understand progression of substantive knowledge in computer science, information technology and digital literacy | |
| | | **Re-write RE knowledge progression** | INSET Oct 23 | Understand progression of substantive knowledge in religious practices, viewpoints and moral/cultural influence of world religions. | |
| | Ensure the timetabling structure of when and how curriculum projects are delivered enables our children to best engage | **. Work with WS consultant to review curriculum implementation.**<br>- 9.2.23: 1st curriculum session completed with DE – action plan developed. See report 1<br>- 27.4.23: 2nd curriculum session with DE – intent of centralising texts and creating | February 23 | Leaders can articulate vision for curriculum development. "All teachers can say what their purpose is and why they are teaching an objective in context of knowledge progression" "All pupils can know and remember more" | |

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| | with and retain what they learn. | | umbrella units with leading subjects (science, history and geography) validated. See report 2 | | |
| | | 1. **Map knowledge in Key foundation subjects Science, History, Geography, PSHE**<br>- Completed as scheduled<br>- Science and History maps still need vocab<br>- All maps still need bold statements of deeper learning for extension / upper y group<br>- PSHE still outstanding | By April 23 | Leaders can articulate why these subjects being developed first "These are the key topic/unit/project driver subjects". Teachers can articulate the sequence of intended knowledge gain in every subject and in the context of every lesson from YR to Y6 at RPS. | As above |
| | | 2. **Produce a 2 yr map of central (POR) texts for each class, assigning key curriculum focus eg history or science**<br>- Completed as scheduled<br>- Texts subsitituted in Y3/4 to include more diversity and text range | April 23 | Leaders can articulate why Reading is at the centre of curriculum design "Core texts provide the glue for all subjects to link and support pupils to build schema – links between knowledge and in turn create meaningful purpose to learning" "Core texts provide the context for developing school values and broader pupil development". | |
| | | 3. **Conceive the appropriate unit structure for how we connect learning across subjects ie our vision for unit/project/topic.**<br>Discussed and initial framework completed – aligning texts with science, geography and history topic leader subjects<br>Completed as scheduled | April 23 | Half termly topic/projects driven by core text with driving subjects emphasised. | Vision for curriculum half termly topics driven by core text and linked foundation subjects realised with long term plan draft |
| | | 4. **Consider the weighting of subject coverage within a topic and redesign timetables**<br>- Completed as scheduled. See row 1, this section | INSET 5.6.23 | Timetables achieve<br>- Flexibility<br>- Avoid cognitive overload by de-congestion of foundation subjects<br>- Effective coverage | |
| | | 5. **Map knowledge for Art, DT & music**<br>- Art and DT maps completed | By June 23 | | |
| | | 6. **Re-sequence all long term curriculum plans**<br>- Science, history, Art, DT and Geography units all re-sequenced – May 23<br>- Computing, RE, PE and Music units re-sequenced – June 23 | INSET 5.6.23 | 2 year cycle of topics with unit coverage for every subject in each class complete and published. | Long Term plan docs |
| | | 7. **Map knowledge for Computing, RE, PE, MFL** | By October 23 | Leaders can articulate why these subjects developed later "These are the key topic/unit/project driver subjects". | |

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| | | | Teachers can articulate the sequence of intended knowledge gain in every subject and in the context of every lesson from YR to Y6 at RPS. | |
| | Ensure effective curriculum leadership for all subjects through a planned schedule of monitoring practice, assessing impact and subsequent action planning. | . **Work with WS consultant to review best practice for subject leadership.**<br><br>. **Adhere to school vision of** ==individual== **and** ==collective== **subject leadership**<br>Rationale for team foundation subject leadership is<br>*Collective foundation subject knowledge/practice/management in a small primary school is best achieved together ie teachers work as collective to write, implement and monitor the provision for each subject*<br>- Individual subject leadership in Literacy, Maths, Science and PSHE<br>- Team subject leadership in History, Geography, Art, DT, Music, Computing, PE, RE and MFL<br>- Shared with advisers on 9.2.23, 27.2.23 and with governor monitoring on 13.3.23.<br>- Curriculum Development meeting 27.4.23 discussed the need for clear subject leadership framework/policy. Small Schools project examples<br><br>. **Full curriculum monitoring schedule for 23-24 and subsequent annual cycles in place.** | Feb 23 + other dates tbc<br><br>On-going<br><br><br>By September 23 | Rusper has an effective adapted model of subject leadership to match limited capacity.<br><br>Effective Intent = RPS context and aims can be articulated by all teachers for every subject<br><br>Effective Implementation = RPS foundation curriculum design and timetabling rationale can be articulated by all teachers<br><br>Effective Impact = An annual cycle of monitoring for every RPS foundation subject which involves<br>• all teachers agreeing effective methodology for assessment of<br>• all teachers + allocated governors reviewing work examples for progress against knowledge progressions<br>• allocated teachers + governors gaining pupil voice about specific subject provision – monitoring timetable<br>• planned learning walk schedule for foundation subjects | Rationale for team subject leadership based on limited staffing capacity shared with advisers on 9.2.23, 27.4.23 and with **governor monitoring on 13.3.23** |

## Safeguarding management and practice at RPS is exemplary

| Safeguarding | | | | | |
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| | Ensure our Single Central Record is fully compliant and up to date | . Safeguarding audit by WS safeguarding consultants<br>- Completed by AH and CW – JAN 23. Report and action plan received. | January 23 | RPS will have a clear plan of next step actions for safeguarding compliance | |
| | | . Ensure any outstanding checks for existing 3rd party staff are in place<br>- Jan 23: SCR compliance plan formed – all actions complete / on track<br>- Completed by AH and CW – JAN 23. Report and action plan drafted and received. | By end of February 23 | SCR is compliant everyday | SCR is compliant at every check January, March, May |
| | | | February 23 | SCR is colour-coded for teachers, support staff, regulated activity adults, governors, contractors, agencies | |
| | | . Reorganise the SCR using colour to categorise groups of staff<br>- Compliant on 28.2.23 when checked by WS consultant | On-going | SCR is compliant everyday | |
| | | . 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)<br>- Compliant on 28.2.23 when checked by WS consultant<br>- Compliant on 21.3.23 when checked by RPS Safeguarding Governor + Head<br>- Compliant on 25.5.23 when checked by Head<br>- | Due Mar, May, July 23 | SCR is checked once per half term, and is compliant for the day of checking every time | |
| | | . Leaders establish a termly monitoring schedule of the SCR<br>- Safeguarding monitoring on 22-23 Monitoring calendar<br>- Safeguarding monitoring on 23-24 Monitoring calendar | | | |
| | Strengthen staff understanding of statutory processes including referrals to external agencies | . Safeguarding audit by WS safeguarding consultants<br>- Completed by AH and CW – JAN 23. Report and action plan received | January 23 | RPS will have a clear plan of next step actions for effective management of safeguarding concerns and incidents | Completed by AH and CW – JAN 23. Report and action plan received |

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| | | . Accredited Safer Recruiting Training for Head (update) + School business manager and one governor<br>- SBM – Jan 23<br>- Head – May 23<br>- Governor | Jan 23 | | |
| | | . Accredited Safeguarding Training for all DSLs<br>- Safeguarding L3 training<br>- Harmful sexual behaviour<br>- Prevent<br>- Online Safety | By Sep 23 | All DSLs will have externally accredited training in line with KCSiE by Sep 23 | |
| | | . Staff training on identifying need via 'Continuum of Need' descriptors, the subsequent levels of support applicable and where their role fits in.<br>- 22.2 Safeguarding Training delivered by AH | Mar 23 | All staff will have improved understanding of the WS continuum of need and how actions are decided according to threshold descriptors. | 22.2 Staff shared and consolidated understanding of safeguarding role and school priorities |
| | | .Staff Training on CPOMs protocols and effective incident reporting<br>- 29.3 Safeguarding Training delivered by AH | | All staff have an improved understanding of Safeguarding incident reporting | 29.3 School discussed CPOMs protocols and the completion of an incident report under new category headings. This has led to a reduction in low level behaviour reports and a less clogged CPOMs system |
| | | . Safeguarding displays containing key school information in every room. Include<br>-DSL team photos + ethos<br>-CPOMS protocols<br>-School priroities<br>-IFD & LADO contacts<br><br>- In place June 23 | March 23 | | More frequent referrals to IFD since Jan 23 |
| | | . Increase Designated Safeguarding Team capacity:<br>Mr Avey, Mr Snook, Mrs Caplin, Mrs Matthews<br>- DSL team have met each week since beginning of January 23. Discussing cases and agreeing/delegating actions<br>- DSL team have met each week since beginning of January 23. Discussing cases and agreeing/delegating actions<br>- | | DSL Team will have clearly defined roles for safeguarding management and subsequent action according to threshold requirements eg<br>NA deals with all CP escalations | More enquiries to SiE advice line |
| | | -Shared training sessions to develop shared understanding of levels of needs descriptors, neglect tools, harmful sexual behaviours tools inc Brook Traffic Light<br>- 23.3.23 DSL team discussed 'Levels of Need Descriptors' in relation to current cause for concern. | Jan 23<br><br>Jan 23 onwards | DSL Team collectively understand the 'tools' to aid decision making about next steps of support.<br>Understanding of<br>- Levels of need Descriptors<br>- Neglect Tools including 'Day In The Life' | |

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| | | -Planned release for pairs of DSLs to attend DSL network. | | - WS Harmful Sexual Behaviour flowchart<br>- Brook Traffic Light tool for Sexual behaviours | |
| | Ensure diligence and accuracy in record keeping, including leader's rationale for decision making and resolution/outcomes | . School review of the use of paper and electronic logging systems ensuring all staff are consistently trained and able to effectively use the systems.<br>- Safeguarding Training delivered by AH – 29.3.23<br><br>. Review the use of CPOMS safeguarding software.<br>- 8.3.23: DSL team reviewed CPOMs<br><br>. Create a 'Protocols for effective use of CPOMs' document for staff.<br>Categories for recording are refined/adapted for purpose<br>Assignment of incidents / tasks is adapted for purpose<br>Expectations communicated to staff<br>- CPOMS Protocols doc created & shared with staff 10.3.23<br>- CPOMS protocols document displayed in every room in school 21.3.23<br><br>Training to consider more efficient use of CPOMS<br>- How categories are used<br>- What is logged<br>- Assigning of actions<br>- Matching of the schools graduated response to safeguarding<br>- Safeguarding Training delivered by AH – 29.3.23 | Feb 23<br><br>Mar 23<br><br><br><br>Mar 23 | Protocols for CPOMS use doc to include<br>- A description of what to report aligned with the Safeguarding definitions of 'PREVENT' & 'PROTECT'<br>- A refinement and description of Tabs for categorisation of incident<br>- A scaffold for how to record incidents based on the training<br>- Tips to include no use of initials<br>- Who and how to alert<br><br><br>Staff confident in use of CPOMS – specifically<br>- How categories are used<br>- What is logged<br>- Assigning of actions<br>- Matching of the schools graduated response to safeguarding | CPOMS Protocols doc created & shared with staff 10.3.23<br><br>CPOMS reports reduced and more focussed<br><br>CPOMS weekly review drives DSL meeting |
| | Ensure appropriate protocols for information sharing are followed. | . Sensitive information is shared with staff on a need to know basis only, verbally or via secure document.<br>- Information in staff Briefing reduced from jan 23<br>- Information in Staff Briefing reduced further to a RAG rated list of concern pupils – June 23<br><br>. Safeguarding case study information for governors provides surface level information only, and protects individual identity | Ongoing<br><br><br><br>Ongoing | All sensitive information is only shared among staff on a need to know basis and shared securely.<br><br><br>Any relevant safeguarding case study information is shared at superficial level ie no personally identifiable details. Content of reporting to focus on action and outcome. | Child Spot' information in weekly Briefing is restricted in terms of content. Info focusses on what to look out for, not context and detailed information of incidents<br><br>Governors now receive surface level reports of incident category, school action and resolution. |

| | Reduce persistent absence | **. Review attendance policy, with specific regard to first day absence response**<br>**-Add a flowchart for school response to first day absence process.**<br>**-Include escalation routes for pupils with safeguarding concerns.**<br>**-Include a process for calling local schools that siblings attend to check**<br>- 20.3.23: Flow chart planned and drafted<br><br>**. Use risk assessments to identify if when school would contact additional external agencies eg social services, traveller services etc in the event of concern**<br>- Risk assessment added to School Attendance Policy. Ratified June 23<br>- Ongoing Identify pupils who would benefit from risk assessments and complete<br><br>**. 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.**<br>- 13.3.23: School Admin lead established use of Communication records on Bromcom to record outbound contacts to parents.<br>- 20.3.22: School Admin Lead ensured chronological records of outbound comes can be collated and downloaded as a report<br><br>**. Consider and adopt appropriate positive incentives to promote attendance**<br><br><br>**. Monitor attendance responses as part of Leader's termly Safeguarding review** | By April 23<br><br><br><br><br><br><br><br>On going<br><br><br><br>On going<br><br><br>On going<br><br><br><br>Mar, Jul and Dec 23 | Policy adapted to include details as required<br>- Add a flowchart for school response to first day absence process.<br>- Include escalation routes for pupils with safeguarding concerns.<br>- Include a process for calling local schools that siblings attend to check<br><br>Risk assessments in place for specifically vulnerable pupils<br><br><br><br>Effective chronological record keeping in place<br><br><br><br>Positive incentives in place. Over pupil attendance percentage improving. Persistent absence percentage improving.<br><br>Weekly attendance monitoring from HT. Termly attendance monitoring from specific governor. | |

| Month | Overall | Persistent |
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| **Dec 22** | 92.7 | 25.4 |
| **Jan 23** | 92.9 | 21.2 |
| **Feb 23** | 93.5 | 16.8 |
| **Mar 23** | 93.6 | 12.6 |
| **May 23** | 93.8 | 12 |
| **June 23** | 93.7 | 15.3 |
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