



**Wilberforce Primary**

The best in everyone™

Part of United Learning

## Post Ofsted Action Plan: A summary for Parents

*July 2016-July 2017*

## **Introduction**

Ofsted inspected Wilberforce Primary School on 3<sup>rd</sup> and 4<sup>th</sup> May 2016. The school was deemed to be requiring special measures in accordance with section 13 (3) of the Education Act 2005 because it was failing to give an acceptable standard of education to its pupils.

The key findings of the inspection are outlined as follows:

### **Summary of key findings for parents and pupils**

#### **This is an inadequate school**

- Senior leaders do not have a clear vision of how they want to improve the school and how they are going to achieve their aims.
- Staff morale is low. There are divisions in the staff team which have resulted in a decline in the quality of provision.
- Frequent changes in staffing have resulted in inconsistencies, particularly in key stage 2 and the early years provision.
- Pupils' books show that, over time, progress in reading, writing and mathematics at key stage 2 requires improvement.
- Pupils do not attend school often enough and the school's strategies to address this have been unsuccessful.
- Leaders do not check the quality of teaching and learning. Pupils' progress, especially in key stage 2, has slowed because leaders do not take action to improve weaker teaching.
- Teachers and other adults have low expectations of pupils in terms of both their behaviour and their learning. As a result, behaviour has declined and pupils' achievement has been affected.
- Behaviour in and out of lessons is poor. Pupils show a lack of respect for adults and talk over them in class. Low-level disruption is endemic.
- The number of serious behaviour incidents is very high and has not reduced. The school's strategies to improve behaviour are ineffective.

#### **The school has the following strengths**

- Governors, supported by the multi-academy trust have identified the decline in standards and have started to tackle these issues.
- Safeguarding procedures are rigorous and effective.
- Disadvantaged pupils in 2015 achieved as well as others in the school. The gaps between disadvantaged pupils and others currently in the school are not significant.
- A broad, balanced curriculum is in place, which provides for pupils' spiritual, moral, social and cultural development.
- Pupils learn about safety and know how to keep themselves safe. They have the opportunity to take on responsibilities in school.
- Pupils in key stage 1 are making good progress in reading, writing and mathematics.
- Pupils in the early years enjoy interesting activities both indoors and outdoors.

### **What does the school need to do to improve further?**

The Key areas of improvement needed to improve the school as identified by Ofsted were:

- Leaders, managers and those responsible for governance should set a clear vision for the school's future that is communicated to and shared by leaders, members of staff, parents and pupils.
- Improve leadership and management, by:
  - ensuring that the principal and senior leaders work together to develop a strong team ethos
  - supporting middle leaders to develop their knowledge and experience so that they can be held accountable for areas of the school's work.
- Improve the quality of teaching, learning and assessment and therefore pupils' outcomes, by:
  - developing a culture of high expectations which is clearly understood by adults and pupils
  - ensuring that leaders check the quality of teaching and take action to improve it
  - making sure that teachers use assessment information to precisely plan activities that will secure faster progress for groups of pupils
  - ensuring that the most able pupils are set challenging activities which enable them to reach their full potential.
- Improve the behaviour of pupils both in and out of lessons, by:
  - ensuring that a clear behaviour policy is in place, understood by pupils and consistently applied
  - reducing the number of serious behaviour incidents
  - eliminating low-level disruption in lessons
  - setting up and embedding routines that support the positive behaviour of pupils.
- Improve the attendance of pupils and reduce the number of pupils who are persistently absent from school.

### **Arrangements to keep parents updated about our progress**

A copy of the report was published on the Ofsted website on 11<sup>th</sup> July and a copy was placed on the school website the same day.

This is the summary of the action plan prepared by school leaders.

There will be termly updates to inform parents of the impact of these plans and the progress of the school towards the removal of special measures. Routine parent forum are planned across the year to provide opportunities for parents to air their views on the actions being taken

by Leaders and Governors.

**Here are the actions that United learning has taken since the inspection:**

- Initial continuity of leadership support to the school for the summer term
- Secured Executive Headteacher support longer term
- HR support in completing the staffing re-structure
- Support in the development of a post Ofsted action plan
- Partnership working meetings and collaborative planning with teacher unions and other professional associations
- Collaborative planning meetings with Westminster LA
- Business Partner strategic planning for deficit recovery
- A Pupil premium review June 9<sup>th</sup>
- A Safeguarding Audit - June 2016
- An EYFS audit- July 12<sup>th</sup> 2016
- Data analysis support from an Education partner

**Additional Commissioned Support from United Learning to help the school to address the areas of weakness identified by Ofsted:**

United Learning Regional School Improvement Leader to work as Executive HT based in the school each week working with the Acting Headteacher and Deputy Headteacher.

Director of Primary Education to regularly provide QA of Regional school improvement Leaders impact and monitor effectiveness of the strategic plan.

SEND review Autumn 2016 by London leadership Strategy.

Leadership support for SENCO: Commissioned from London leadership Strategy for the year.

Recruitment of substantive Headteacher for the school.

Regular team around the school meetings with a particular focus on HR and finance.

UL agreed an extended period of time for school to reach a balanced budget position to allow school improvement costs to be covered.

Support for the further development of assessment through United Learning Hub activity.

Support for the development of the computing curriculum through IT business partner.

Brokered support for governor development from UL company secretary and additional governor from outstanding provision (Foxfield )

Leadership support for EYFS by arrangement with Westminster excellence cluster.

Support for the further development of teacher assessment by to include cluster moderation activity with Westminster schools.  
 Support to develop coaching and mentoring provision in order to improve the quality of teaching and learning across the school.  
 Commissioned teaching school to support improvements in quality of teaching and provision for NQTS.

**The Specific monitoring roles of United learning, The Local Governing Body and School leaders**

**United Learning:**

The Primary Director will take responsibility for regularly quality assuring the work of the Regional School Improvement Leader and the progress of the strategic plan.

The Head of School Improvement (Primary) will take responsibility for quality assuring the impact of commissioned support to the school .

The Regional School Improvement leader will be based within the school each week in order to work closely with the school leadership to secure rapid improvement.

**The Local Governing Body:**

In addition to its routine strategic leadership through termly LGB business meetings , the LGB has established a Standards /action plan review committee to take direct responsibility for monitoring the impact of leadership in the delivery of the strategic plan. This will take the form of a monthly scrutiny meeting at which school leaders and other invited stakeholders attend to present the outcomes of actions taken to secure rapid improvement .

**School Leaders :**

The Headteacher, Deputy Headteacher, SENCO and Key Stage leaders will work closely with the RSIL to implement the actions identified below. As the senior leadership team they will meet regularly to contribute to school self evaluation through the routine monitoring of the impact of the key actions they take to rapidly improve the school and secure good outcomes for all pupils.

**The Specific Actions Identified by the school are as follows:**

<p>A. Rapidly improve the effectiveness of leadership and management</p>	<p>The effectiveness of leadership and management will be 100% good by July 2017.          It will be secured by the following focus:</p> <ul style="list-style-type: none"> <li>• Setting a clear and shared vision that is communicated effectively to stakeholders</li> <li>• Building a cohesive and strong leadership team at all levels, to drive rapid improvement</li> <li>• Ensuring that leaders' view of how well the school is doing is robust and accurate</li> </ul>
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	<ul style="list-style-type: none"> <li>• Establishing robust procedures to check upon staff performance and hold all to account for pupil achievements</li> <li>• Developing comprehensive monitoring and programmes of extensive support to rapidly improve the quality of teaching, learning and the use of assessment.</li> <li>• Implementing and embedding a behaviour for learning policy to restore good and safe behaviours across the school</li> <li>• Developing a strategy to improve the attendance of pupils and reducing the Persistent Absence</li> <li>• Develop effective processes to include parent and pupil voice and greater involvement of parents and pupils in decision making</li> </ul>
<p>Key Actions to secure good leadership</p>	<ul style="list-style-type: none"> <li>✓ Appoint strong leaders to drive rapid school improvement</li> <li>✓ Ensure that school is fully staffed for September 2016</li> <li>✓ Establish a programme of leadership development to support leaders at all levels</li> <li>✓ Develop a comprehensive and impactful attendance strategy</li> <li>✓ Commission a full review of teaching and learning</li> <li>✓ Develop effective routines for capturing pupil and parent voice</li> <li>✓ Revise arrangements for performance management of all staff</li> </ul>
<p>B. Rapidly improve the effectiveness of teaching, learning and assessment</p>	<p>Teaching will be 100% good by July 2017</p> <p>The effectiveness of teaching, learning and assessment will be secured by the following focus:</p> <ul style="list-style-type: none"> <li>• Developing a culture of high expectations</li> <li>• Ensuring that teachers make precise use of assessment to inform planning and provision for pupils</li> <li>• Ensuring that teachers plan cohesive programmes of study to challenge to abilities of all learners</li> <li>• Ensuring that the most able pupils are set challenging activities which enable them to reach their full potential</li> <li>• Redesign the curriculum to enhance teaching and learning through inspirational learning projects (ILPs)</li> <li>• Align coaching and mentoring to all teachers in order to drive rapid improvement</li> </ul>

<p>Key Actions to secure good teaching, learning and the use of assessment</p>	<ul style="list-style-type: none"> <li>✓ Develop teacher profiling to triangulate judgements on teacher quality</li> <li>✓ Implement roll out of Classroom monitor assessment tool</li> <li>✓ Refine long and medium term new curriculum plans to support teacher planning across school</li> <li>✓ Evaluate the effectiveness of the curriculum on outcomes: curriculum review scrutiny of pupil outcomes, planning and pupil voice.</li> <li>✓ Put individual Teacher improvement plans and coaching in place to support teachers</li> </ul>
<p>c. Rapidly improve the Personal development, behaviour and welfare of pupils.</p>	<p>Personal development and welfare will be 100% good by July 2017 by the following focus:</p> <ul style="list-style-type: none"> <li>• Improving the attendance of pupils and reducing the number of pupils who are persistently absent by 1.5%</li> <li>• Rigorous Implementation of a clear behaviour policy</li> <li>• Establish the highest expectations for behaviours for learning</li> <li>• Ensuring that children develop the ability to take responsibility for their own behaviour choices both inside and outside of the classroom</li> <li>• Establishing and embedding safe routines to promote positive behaviours and attitudes across the school</li> </ul>
<p>Key Actions to secure good personal development, behaviour and welfare of pupils</p>	<ul style="list-style-type: none"> <li>✓ Promote high attendance for staff and pupils</li> <li>✓ Embed New policy and protocols for managing attendance</li> <li>✓ Introduce and embed New Behaviour for learning policy</li> <li>✓ Implement CPOMS safeguarding/pupil welfare tool</li> <li>✓ Develop pupil leaders within school</li> <li>✓ Establish systems to develop pride in the learning community</li> <li>✓ Refresh pupil/parent pride in Wilberforce- introduction of new uniform for school</li> </ul>

<p>D. Rapidly Improve the outcomes for pupils</p>	<p>Good outcomes for pupils will be secured by the following focus:</p> <ul style="list-style-type: none"> <li>• Increasing the proportion of pupils working at age related expectations across the school</li> <li>• Reducing the gaps between pupil groups, including disadvantaged groups both in school and Nationally</li> <li>• Increasing the rates of progress made by pupils across the school</li> </ul>
<p>Key Actions to improve the outcomes for pupils</p>	<ul style="list-style-type: none"> <li>✓ Rapidly Improve the quality AND consistency of teaching and learning across the school so that it is at least good.</li> <li>✓ Rapidly increase standards of attainment and maximise progress for all pupils particularly SEND and PP/Disadvantaged/LAC (6) across KS1 and 2</li> <li>✓ Increase the % of pupils working at AGE related expectations in ENGLISH, (Reading, writing, grammar, punctuation and spelling) and Mathematics across every year group</li> <li>✓ Ensure that pupil premium funded children make good progress compared to others nationally</li> <li>✓ Ensure that leaders identify and support all pupils vulnerable to good progress through targeted interventions to close the gaps</li> <li>✓ Identify all pupils who are significantly under-attaining as a result of SEND ,provide learning journey plans &amp; bespoke programs of work to ensure rapid progress is made to close the gaps</li> <li>✓ Staff training on moderation using UL exemplification of KPIs in English, Maths and science</li> </ul>
<p>E. Rapidly Improve Early years provision so that it is at least good</p>	<p>The effectiveness of early years provision will be 100% good by July 2017 by;</p> <ul style="list-style-type: none"> <li>• Securing effective leadership of early years</li> <li>• Securing effective teaching and learning within early years</li> <li>• Establish and embed routines and high expectations of behaviour for learning</li> </ul>

	<ul style="list-style-type: none"> <li>• Create a bespoke learner led EYFS curriculum</li> <li>• Secure accurate and timely formative assessment</li> <li>• Attaining GLD above National levels ; 70% 2017</li> <li>• Relative to pupil starting points the gaps are closing rapidly between B/G , disadvantaged groups and others</li> </ul>
<p>Key Actions to secure a good Early Years provision</p>	<ul style="list-style-type: none"> <li>✓ Establish new leadership of EYFS and baseline the quality of provision</li> <li>✓ Raise the attainment of pupils in EYFS</li> <li>✓ Improve the attendance of EYFS pupils</li> <li>✓ Enrich the learning environments to 'ignite learning' by creating inviting areas of learning</li> <li>✓ Implement an assessment process which will accurately identify childrens baselines into F1 and F2</li> <li>✓ Implement a formative assessment system which will effectively gather appropriate evidence to support planned teaching and the evaluation of learning</li> <li>✓ Rapidly establish routines and high expectations of behaviours for learning</li> <li>✓ Develop a learner led EYFS curriculum which is rich in communication /PHSCE /Emotional development opportunities</li> <li>✓ Implement bespoke CPD for EYFS practitioners</li> </ul>