



St Mary's CE Primary School

Post Ofsted Action Plan April 2022 – July 2023

Priority Areas	Key Actions	Success Criteria	Led By	Evaluation/Impact
Leadership & Management: Ensure the robust application of safeguarding processes.	Categorise all safeguarding concerns reported on the school's safeguarding system (MyConcern) to allow for better identification and analysis of concerns raised. Tailor staff training to specific safeguarding areas to help better identify and meet needs.	Effective identification and analysis of prevalent and emerging needs is undertaken. Staff are subsequently well trained to identify and meet needs.	Inclusion Manager	<p>This has been regular practice since April 2022.</p> <p>There were no prevalent and emerging safeguarding concern trends identified throughout the summer term to warrant additional safeguarding training.</p> <p style="color: red;">End of Autumn 2022 Update:</p>
	Respond to all safeguarding concerns in a timelier manner with guidance sought from Haringey's Multi-Agency Safeguarding Hub as required.	Safeguarding concerns are discussed and dealt with promptly with justifications for decisions given.	Inclusion Manager	<p>This has become regular practice since April 2022.</p> <p style="color: red;">End of Autumn 2022 Update:</p>
	Add safeguarding notes to safeguarding chronologies within two days of any meeting.	Records on MyConcern show that chronologies are kept fully up to date.	Inclusion Manager	<p>This has been regular practice since April 2022.</p> <p style="color: red;">End of Autumn 2022 Update:</p>

	Complete local authority safeguarding audit to provide a clear evaluation of the school's safeguarding strengths and areas for development.	Additional areas of development will be identified and included in subsequent safeguarding action planning.	Inclusion Manager	Partially achieved. The diocesan audit document and subsequent 3 day review, which is similar in content was undertaken in the summer term. End of Autumn 2022 Update:
	Undertake an London Diocesan Board for Schools (LDBS) safeguarding review.	Safeguarding review provides for a secure evaluation of the school's strengths and areas for development, and will inform subsequent action planning.	Inclusion Manager	LDBS Safeguarding Review undertaken at the end of May 2022. Feedback shows that there is a strong culture of safeguarding at St Mary's, with any areas for improvement having been actioned throughout the summer term. End of Autumn 2022 Update:
Behaviour & Attitudes:				
(i) improve identification of behaviour incidents, including the tracking and management of them	Train staff to better use the school's behaviour analysis and reporting tool (Integris) to 'tag' behaviour incidents by using the available drop-down menus.	Staff develop a better grasp of Integris functionality, allowing for more effective use of the behaviour reporting module to inform subsequent analysis.	Deputy Head	Staff received training on this in the summer term. They now demonstrate a better understanding about how to use Integris and how this aligns to our school's positive reward system. End of Autumn 2022 Update:
	Use Integris to monitor, analyse and identify behaviour incidents and patterns	<ul style="list-style-type: none"> 'Yellow and Red' behaviour 	Deputy Head	Weekly analysis of behaviours is undertaken by the DHT and children

(ii) improve expectations of behaviour outside of lessons	across the school.	<p>incidents are robustly dealt with in line with our school's Positive Behaviour Policy.</p> <ul style="list-style-type: none"> • The identification of emerging behaviour patterns informs future support, intervention and staff training. 		<p>are identified/supported as needed. This includes communication with/support for families. This is now regular practice.</p> <p>Weekly analysis of behaviour types is undertaken to inform subsequent training of staff and support for children. This is now regular practice.</p> <p>End of Autumn 2022 Update:</p>
	<p>Revisit school's Positive Behaviour Policy and teaching strategies in all year groups.</p> <p>Engage earlier with parents as necessary.</p>	<ul style="list-style-type: none"> • Children's conduct when transitioning to and from sessions and activities throughout the day improves. • Behaviour and conduct outside of classrooms is at least consistently good and is in line with the school's behaviour expectations. 	Deputy Head	<p>Observations of behaviour and conduct evidence that transitions throughout the school day are calm.</p> <p>Swift intervention by school senior leaders means that perpetrators of inappropriate behaviours are picked up early and sanctioned/supported in line with school policies and procedures. This is now regular practice.</p> <p>End of Autumn 2022 Update:</p>
	Implement a peer mentoring programme provided by Year 10 students from a local secondary school for identified	<ul style="list-style-type: none"> • Identified children's behaviour is 	Deputy Head	Peer mentoring programme effectively used expertise from local secondary school. This will continue for Year 6

	upper KS2 children.	<p>positively influenced by older children.</p> <p>Children are subsequently better prepared for secondary school and beyond.</p>		<p>children in 2022-23.</p> <p>End of Autumn 2022 Update:</p>
	Re-introduce Peer Mediators in years 3-6, to support children with conflict resolution when in the playground..	<ul style="list-style-type: none"> Peer mediators are selected and trained to develop mediation skills to help resolve issues that arise in the playground. 	DHT	<p>Peer Mediator programme restarted and is running successfully amongst KS2. This is now regular practice.</p> <p>End of Autumn 2022 Update:</p>
	Work effectively with Anti-Bullying ambassadors to help support and promote a culture of inclusion and togetherness, without fear of being targeted or bullied.	<ul style="list-style-type: none"> Children develop the confidence to report incidents to staff/ parents/ friends. Children feel safe and well supported because incidents are dealt with robustly. Continue to promote St Mary's as a 'Telling School', where children are encouraged to speak out and let 	Assistant Head and Deputy Head	<p>Weekly Assistant and Deputy Head meetings to discuss pupil behaviours and recommend strategies to support both perpetrators/victims as well as whole school provision as needed.</p> <p>The number of incidents reported is low.</p> <p>Children's behaviour is consistently at least good.</p>

		others know what is happening to them and how they feel.		End of Autumn 2022 Update:
	Continue to capture children's views about their playground experiences and the extent to which they feel safe in school at Rectory Gardens. This includes speaking to girls separately from boys.	<ul style="list-style-type: none"> • Girls and boys consistently articulate that they feel safe in school. • Issues when dealt with, leads to inappropriate behaviour stopping. • Relationships strengthen between all pupil groups. • Children feel comfortable to approach any adult in school to discuss playground issues and also feel confident that the issues will be dealt with. 	Senior Leadership Team	<p>Senior Leadership Team members meet with different groups of children to find out more about their 'typical' experiences at school and the extent to which they feel safe at St Mary's. This is captured and recorded centrally. This is now regular practice.</p> <p>End of Autumn 2022 Update:</p>
Quality of Education:				
Ensure fidelity to a single phonics programme.	Undertake a phonics skills audit to inform future staff training needs.	Training is planned and delivered for all staff, who subsequently become familiar with the structure of and resources provided by	Assistant Head	<p>'Floppy's Phonics' refresher session was delivered to all Church Lane staff in summer 2022.</p> <p>Phonics teacher/leader appointed on a two day a week basis from September 2022.</p>

		<p>‘Floppy’s Phonics’, our chosen Synthetic Phonics Programme.</p> <p>Monitoring of phonics planning shows that the programme is being accurately followed at the relevant stage.</p>		<p>New staff appointed September 2022 to receive training in the autumn term.</p> <p>Ongoing monitoring of phonics planning. This is now regular practice.</p> <p>End of Autumn 2022 Update:</p>
	Provide opportunities for staff in need of phonics support to observe skilled colleagues in the delivery of phonics sessions.	Less experienced staff develop greater clarity on structure and delivery of Floppy’s phonics sessions.	Assistant Head	<p>Opportunities were provided to observe good practice from recording phonics session of a model practitioner. This recording will be used to provide support to new members of staff.</p> <p>End of Autumn 2022 Update:</p>
	Undertake weekly observations of phonics sessions throughout summer term.	<p>The quality of phonics teaching improves and impacts positively on children’s phonics progress.</p> <p>Lessons visited demonstrate that teachers consistently adhere to the structure of Floppy’s phonics.</p>	Assistant Head	<p>Phonics lesson monitoring showed improvements in the planning and delivery of phonics sessions.</p> <p>This will continue throughout the autumn term given the appointment of new school staff.</p> <p>End of Autumn 2022 Update:</p>
Quality of Education: Improve formative assessment systems and procedures	Fully implement a system of checking children’s understanding of concepts and key ideas through the use of quizzes and	Assessment is used with greater precision. Errors and	Teaching & Learning Lead.	Planning and assessment reviews and lesson visits undertaken.

	tests at timely intervals throughout learning units. This will be embedded into teachers' planning.	misconceptions are quickly identified and children's understanding is secure before learning about new concepts.		<p>Lesson visits show that teachers check for understanding to ensure that key content and relevant vocabulary has been learned and is embedded.</p> <p>End of Autumn 2022 Update:</p>
	Monitor teachers' planning and assessment to ensure fidelity to the accurate assessment of children's progress against learning objectives.		Teaching & Learning Lead	<p>Planning and assessment framework to be updated throughout the autumn term.</p> <p>End of Autumn 2022 Update:</p>
	Use assessment information to implement intervention programmes for individuals and groups of children. .		Senior Leadership Team	<p>System of pupil progress meetings allows for the effective identification of children's needs and the implementation of the most appropriate intervention.</p> <p>End of Autumn 2022 Update:</p>