

Sully Primary School Post Inspection Action Plan

Estyn recommendations:

Recommendation 1: Address the health and safety issue raised during the inspection

Recommendation 2: Strengthen teaching to ensure that it meets the needs of all individual learners

Recommendation 3: Develop pupil independence, including when using the outdoors

Estyn Recommendation 1: Address the health and safety issue raised during the inspection - (Ensure all perimeter fencing is the necessary height to maintain maximum site security and monitor and prevent entry and exit by pupils and visitors effectively).	
Success Criteria	Planned Tasks (how we will achieve this):
All fencing meets the required height standard (1.8m) - to be checked with VoG H & S Team Lowered car park gate. Installation of security fence between carpark and upper playground to further create a safer school environment.	Car Park gate to be lowered to minimize gap between bottom of the gate and ground. (August 2022) - this has been actioned August 2022. Inner security fencing to be installed around the car park - cordoning off the upper playground and car park area of the school - this has been actioned August 2022. VoG Health and Safety Team to assess outer perimeter fence and replace all lower fencing which backs onto neighbouring homes with 1.8m security fencing. Continue to keep all external gates locked throughout the day and all internal gates padlocked. Replace padlock system with fob system to make it an easier safety operating system.

Estyn Recommendation 2: Strengthen teaching to ensure that it meets the needs of all individual learners	
Success Criteria:	Planned Tasks (how we will achieve this):
<p>All pupils make appropriate progress from their starting points identified in their baseline results (compare September results to May/June results).</p> <p>More able pupils attain above normal expectations in literacy and maths and other areas of the curriculum (measured through National Test, RWI and other assessment data).</p> <p>Greater percentage of pupils to achieve 115+ in National Numeracy Procedural, Reasoning and Reading assessments (compared to 2021-22 data).</p> <p>Greater percentage of pupils in Reception to Year 2 completing the RWI programme (compared to 2021-22 data).</p> <p>Teachers have a deeper understanding of what great teaching looks like.</p>	<p>SLT to carry out termly book looks and individual pupil progress meetings with teachers to monitor the levels of challenge pupils are set and progress being made..</p> <p>Teachers to have one day per term to meet individually with pupils to track/review their progress and set/review achievable targets.</p> <p>Teachers to create appropriate timetables for support staff with a balance of classroom, and small group support for all learners</p> <p>SLT to carry out regular learning walks to ensure that a universal provision approach forms the basis of all classroom pedagogy e.g. number lines, cubes, word books etc accessible to all pupils.</p> <p>SLT to arrange targeted support for teachers to further develop their pedagogical skills where necessary.</p> <p>SLT to carry out regular book looks to ensure appropriate differentiated provision is taking place.</p> <p>Staff to receive updated RWI training.</p> <p>Staff to receive training in the use of using concrete and virtual manipulatives in the teaching of maths.</p> <p>Staff to receive further training in the use of authentic maths activities to further develop mathematical understanding/skills.</p>

	<p>Staff to identify 'more able' pupils in each class.</p> <p>Continue to assess the academic progress of all pupils at identified points during the year.</p> <p>Continue to develop staff skills in line with the 12 pedagogical principles.</p>
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Estyn Recommendation 3: Develop pupil independence, including when using the outdoors	
Success Criteria:	Planned Tasks (how we will achieve this):
<p>Pupils from Nursery to Year 3 have equity in accessing a well equipped indoor and outdoor learning environment with key areas available for independent learning.</p> <p>A higher percentage of independent (self-chosen) study tasks are completed by pupils in Year 4, Year 5 and Year 6</p> <p>Nearly all pupils demonstrate a higher level of resilience and self motivation when working on self-selected activities within the classroom and in outdoor learning areas..</p>	<p>Organise specific outdoor areas for Year 2/3 and Y3 as a progression from Year 1 and 2.</p> <p>Resource Y2/3 and Year 3 outdoor areas - to include individual areas such as maths, writing, library, construction.</p> <p>Develop effective timetables for pupils in Year 1 - Year 3 to access outdoor learning on a more regular basis.</p> <p>Ensure planned outdoor learning activities afford pupils opportunities to access independent learning.</p> <p>Provide resources for all PS1 and PS2 classrooms to be set up to allow pupils independent access to learning e.g. writing table, maths corner, book corner.</p> <p>Further develop the use of mission-led independent learning opportunities in Y4-6 using 'major', 'minor' model.</p>

	<p>Arrange staff training for staff to gain a deeper understanding of good teaching and learning which encourages children and young people to take increasing responsibility for their own learning.</p> <p>Ensure all staff understand the need to help students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise</p> <p>Ensure teachers provide opportunities for pupils to choose how to respond to certain tasks within their learning</p>
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