

Weston St Mary CE Primary Post-OFSTED Action Plan 2017/18

Priority for Development:

7. Personal Development,
Behaviour and Welfare

Monitored by: Vanessa Cook

- 7i) Ensure that an effective behaviour policy is in place, is well-understood by all staff and is consistently applied.
- 7ii) Minimise the incidents of poor behaviour, within and outside the classrooms.
- 7iii) Ensure pupils learn how to lead safe and healthy lives and are prepared well for life in modern Britain.

Success Criteria:

- a) The school has a clear behaviour policy which is consistently applied by all staff.
- b) Incidents of poor behaviour have been reduced to a minimum.
- c) Pupils have the age appropriate knowledge to help them lead safe and healthy lives. (see success criteria for priority 3)
- d) Pupils have the knowledge and skills appropriate to prepare them well for a life in modern Britain.

Key Performance Indicators to check progress and impact of priority

Date	October 2017	February 2017	July 2017
Key Performance Indicator	<p>Monitoring activities identify that the behaviour policy is consistent applied by all adults.</p> <p>Monitoring activities identify that pupils have a good understanding of the school's core values and that these influence the way they view their behaviour and that of others.</p> <p>Monitoring activities shows that pupils have an age appropriate understanding of how to keep themselves safe and healthy, including using the internet</p>	<p>Monitoring and tracking activities show a rapid reduction of incidents of poor behaviour.</p> <p>Monitoring of exclusions show clear support from ladder of intervention is being used (LA integration team)</p> <p>Monitoring activities show that all staff have successfully completed a variety of safeguarding training with regard to Prevent/Extremism and other national priorities. Safeguarding annual update completed Jan 2018</p>	<p>The overall priority success criteria above have been met.</p> <p>Monitoring of attendance shows that the whole school attendance data is in line with national, or better. Persistent absence monitored and reported to Local Authority by ILB. HMI expressed no concerns about absence. May 2018.</p>

	<p>safely.</p> <p>Monitoring of attendance shows improving trend, including persistent absenteeism.</p>		
<p>Monitoring activities linked to above (how)</p>	<p>ILB member visits to see summary reports from the monitoring activities above</p> <p>ILB member understands leaders planned actions in response to findings.</p> <p>ILB member understands and obtains evidence that follow up actions have had an impact</p> <p>Tour of classrooms to see some of the evidence identified within the monitoring summaries.</p> <p>Pupil interviews conducted by ILB</p>	<p>ILB visit to see evidence that training specified above has taken place and tracking systems for behaviour.</p> <p>ILB member visits to see summary reports from the monitoring activities above.</p> <p>ILB member understands leaders planned actions in response to findings.</p> <p>ILB member understands and obtains evidence that follow up actions have had an impact</p> <p>Tour of classrooms to see some of the evidence identified within the monitoring summaries.</p> <p>SEA scrutinised all logs 27.2.18</p>	<p>ILB member visit to see evidence of performance against main success criteria at the top of this priority.</p>
<p>Who and when</p>			
<p>Additional Information</p>	<p>27.2.18 – SLT report positively about the impact of their policy to ensure that children are staying safe and know what to do in challenging situations – recently a child was empowered to report a case of domestic abuse to the police. SEA advised that this case study should be included in both the SEF and SIAMS SEF. Staff are to be commended on the significant improvement to personal development, behaviour and welfare.</p>		

Priority	Objectives	Tasks/Actions	Lead	Resources	Time-Line	Success Criteria / Desired Impact on pupils	Monitoring (who and when)	Evaluation (monitoring findings & evidence of impact)
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Personal development and welfare	School values impact on the behaviour and attitudes of pupils and adults	<ol style="list-style-type: none"> 1. 6 core school values to be established (and focus on 1 each half term) 2. Core values to be shared with staff, children and parents 3. Core value canvases to be created and displayed around school to raise pupil awareness. 4. Core value posters to be designed, purchased and displayed around school to raise pupil awareness. 5. Termly newsletter to be shared with parents to identify value. 6. Collective Worship planning to be linked to value every half term. 7. Children to identify others who have shown value and display on values tree. 	AF/RW		Sep 17	Children to have understanding of the 6 core values.	SLT, Governors	<ul style="list-style-type: none"> • Core values have been established and are regularly referred to. • School has requested SEA support in evaluating CW. • Newsletters also support the promotion of the school values to ensure that home are aware • Children have yet to be fully engaged in identifying others who display the core values.
			AF/RW		Sep 17	Children link values to their daily lives.		
			AF/RW		Sep 17			
			AF/RW		Sep 17			
			AF/RW	Time	Sep 17 (and half termly afterwards)			
			AF	£100 for posters and canvases	Sep 17			
			AF/RW		Nov 17			
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Safeguarding curriculum	To ensure pupils are aware of the possible dangers they face online and how to use the internet safely.	<p>8. Computing curriculum to be written to incorporate e-safety learning.</p> <p>9. Acceptable use policy written and shared with staff.</p> <p>10. Information for parents and children about e-safety to be added to website.</p> <p>11. Digital Leaders' roles to be shared with children.</p> <p>12. Digital Leaders' to apply and be selected.</p> <p>13. Digital Leaders' to begin training on e-safety</p> <p>14. Digital Leaders' to deliver e-safety collective worship to rest of school.</p> <p>15. Updates for parents through monthly newsletters.</p>	<p>RW/CC</p> <p>RW/AF</p> <p>RW/CC</p> <p>RW/CC</p> <p>RW/CC</p> <p>RW/CC</p> <p>RW</p>	<p>Time (CC to be released from Whaplo de)</p>	<p>Oct 17</p> <p>Oct 17</p> <p>Sep 17</p> <p>Feb 17</p> <p>Feb 17</p> <p>Feb 17</p> <p>Feb 17</p> <p>Oct 17 and then monthly.</p>	<p>Children have age appropriate knowledge on how to keep themselves safe online.</p>	<p>SLT, Governors</p>	<ul style="list-style-type: none"> Although the curriculum has been delayed, other activities have ensured that e-safety has been part of the children's learning.

Safeguarding curriculum	To ensure pupils are aware of a wide range of dangers and how to keep themselves safe.	<p>16. Bullying policy to be shared with parents.</p> <p>17. Rainbow boxes to be established in classes and explained to children.</p> <p>18. School to participate in Anti-Bullying Week.</p> <p>19. Anti-Bullying to be log set up.</p> <p>20. PDW assembly to take place 1 x per week to cover a range of safety issues.</p> <p>21. Acceptable use log to be established</p> <p>22. Inappropriate use of internet to be logged in acceptable use log.</p> <p>23. Further action to be taken in regard to individual incidents as required.</p>	RW/ AF	Time	Oct 17	Children have age-appropriate knowledge of how to keep themselves safe.	SLT, Governors	<ul style="list-style-type: none"> • Good progress has been made on this aspect of the action plan. Well done!
			RW		Sep 17			
			RW/ AF		Nov 17			
			AF		Sep 17			
			AF		Oct 17			
			AF		Sep 17			
			AF/ RW		Sep 17			
			AF/ RW		Sep 17			
	To ensure pupils have age-appropriate knowledge of SRE.	<p>24. Purchase 'Teaching SRE with confidence in primary schools' (3rd Edition)</p> <p>25. Engaging use of puberty expert (for Year 5 and 6)</p>	RW/ AF	Time Transport between schools	Oct 17	Children have age-appropriate knowledge of SRE.	SLT, Governors	<ul style="list-style-type: none"> • Resources have been ordered but are not yet in school. • Resources now in school 27.2.18 • Limitations to pupil numbers available mean that Year 5 will participate in SRE education in Autumn term 2018 – 11.07.2018
			RW/ AF		Nov 17			
Priority	Objectives	Tasks/Actions	Lead	Resources	Time-Line	Success Criteria / Desired Impact on pupils	Monitoring (who and when)	Evaluation (monitoring findings & evidence of impact)

	To have a clear understanding of British Values (democracy)	<p>26. Establish school parliament and worship council</p> <p>27. Opportunities for school parliament and worship council to participate in/lead collective worships to be built into the CW programme.</p> <p>28. Meet with Whaplode equivalent to share ideas.</p>	RW/ SA SA RW		Oct 17 Dec 17 Apr 18	Children to have an understanding of British Values (democracy).	SLT, Governors	Parliaments to meet in Autumn of 2018.
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	<p>To ensure a school behaviour policy is implemented consistently in order to eradicate incidents of poor behaviour.</p>	<p>29. A clear behaviour policy is established.</p> <p>30. The behaviour policy is shared with parents, pupils and staff.</p> <p>31. The implementation of the behaviour policy to be monitored via:</p> <p>31a. Lesson observations</p> <p>31b. Drop-ins (including lunch and play times)</p> <p>32. Findings of monitoring activities to be acted upon and staff supported to address areas for development.</p> <p>33. Behaviour incidents are tracked and monitored via:</p> <p>34. Behaviour log</p> <p>35. Racist incident log</p> <p>36. Bullying incident log</p> <p>37. Red Card log (kept by class teachers)</p>	<p>AF/ RW</p> <p>AF/ RW</p> <p>AF/ RW</p> <p>AF/ RW</p> <p>AF/ RW</p> <p>AF/ RW</p>	<p>Time</p>	<p>Oct 17</p> <p>Oct 17</p> <p>Oct 17</p> <p>Nov 17</p> <p>Oct 17</p>			<ul style="list-style-type: none"> This is in place but not yet established – Oct 17
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	To ensure a school behaviour policy is implemented consistently in order to eradicate incidents of poor behaviour. (cont.)	<p>38. Behaviour questionnaire to be issued to parents and carers.</p> <p>39. Behaviour questionnaire to be issued to children.</p> <p>40. Issues arising from parent and pupil questionnaires to be addressed and impact to be monitored.</p> <p>41. Questionnaires for parents/carers and pupils to be reissued and results to be compared.</p> <p>42. Positive behaviour systems to be simplified/put in place to celebrate good behaviour (team points, star of the week certificates, attendance awards.)</p>	AF/ RW AF/ RW AF/ RW AF/ RW AF/ RW	Time	Oct 17 Nov 17 Apr 17 Oct 17		SLT. Governors	<p>04.12.17 - Due to the delayed implementation of the Behaviour policy, the questionnaire has not yet been issued. After discussion with the ILB, it has been agreed that this will take place in Jan.</p> <p>May 2018: Parents response during HMI was positive.</p>
	<p>To continue to monitor attendance to improve percentages of attendance.</p> <p>To continue to monitor persistent attendance to improve percentages of attendance.</p>	<p>43. Consistent monitoring of attendance to be established, using school systems.</p> <p>44. Attendance certificates for year groups.</p> <p>45. Tracking of absence weekly.</p> <p>46. Responding to persistent absence.</p> <p>47. Tracking of absence monthly and reporting to Governors.</p>	AF/ RW AF/ RW AF/ RW AF/ RW	Time	Oct 17 Oct 17 Oct 17 Oct 17 Oct 17	Attendance is in line with or better than national.	SLT, Governors, LAAT	<ul style="list-style-type: none"> Two families who have persistent absence impact negatively on the school's efforts to raise attendance.