<table>
<thead>
<tr>
<th>Recommendation 1</th>
<th>Improve pupils’ Reading and Writing Skills</th>
</tr>
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<tbody>
<tr>
<td>Recommendation 2</td>
<td>Improve pupils’ independent learning skills</td>
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<td>Recommendation 3</td>
<td>Review the school’s timetable to ensure suitable time is allocated to developing pupils’ Reading and Scientific skills, both with the Core subjects across the curriculum</td>
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<td>Recommendation 4</td>
<td>Ensure that teachers assess pupils accurately and plan learning that challenges them at an appropriate level</td>
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<td>Recommendation 5</td>
<td>Ensure leadership team’s job descriptions are clear about their roles and they are held accountable for their responsibilities</td>
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<tr>
<td>Recommendation 6</td>
<td>Ensure that leaders evaluate the quality of teaching and learning thoroughly and act robustly on findings</td>
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**Our Post Inspection Action Plan – Parent version**
*(Our recommendations will be reviewed on a half termly basis)*

**Recommendation 1**
- Parent Workshops to support reading at home
- New reading diaries Year 1 to Year 6
- Reciprocal Reading at school
- Change in Reading Culture
- Timetables Spelling and Handwriting time throughout the week
- Spellings for homework/weekly Spelling “test”
- Changes in the delivery of Read Write Inc.

**Recommendation 2**
- To develop a culture of independent learning across school
- Pupils in Foundation Phase continuous provision
- Teachers planning to ensure that pupil voice is a focus for independent learning
- Learners to become even better at self and peer assessment

**Recommendation 3**
- School timetables amended to schedule time for handwriting practice, regular spelling practice x4 and Reciprocal Reading, additional Science allocation
- Extended learning time in afternoon sessions – no official KS2 break (pm sessions), Foundation Phase “Pause for Play”
- Shorter class assembly to replace our Thursday whole school assembly

**Recommendation 4**
- Teachers’ assessments ensure accuracy
- All teachers’ planning reviewed

**Recommendation 5**
- All job descriptions of teaching staff will be reviewed. Job descriptions of Senior leaders will reflect designated responsibilities. Half termly review meetings with Governing Body to review progress towards Estyns’ recommendations

**Recommendation 6**
- All leaders evaluate teaching and learning thoroughly and if there are shortcomings, they are dealt with robustly
- Teachers to capture good learning and good teaching and report upon pupil progress to Senior leaders every half term

**Actions**
- Reading Buddies at Breakfast Club
- Reading Ambassadors
- Competitions/Quizzes
- Reading events
- Building a greater resilience for National Tests
- New systems for Testing Spelling/Reading at school
- After School Reading Club (HMS Heroes)
- Children who have Individual Education Plans to have progress monitored by new data system “Edukey”
- Independent learning opportunities to be a real focus in all classes
- Independent learning group (children) to be established at school
- Improved concentration for Foundation Phase by promoting enhanced thinking skills
- Annual school calendar amended to maximise learning time. Key school events to be led by specific year groups
- Harvest – Year 4
- Remembrance – Year 5
- Christmas Production – Foundation Phase
- Easter – Year 3
- End of Year Celebration – Year 6
- Timetabled class Community Assemblies for parents
- Children of all abilities are accessing work that is challenging with a toolkit of strategies to support those who need it
- No real change for children

**Note:** A Head Boy and Head Girl have been appointed (at the new School Council’s request)