

HMIe Recommendation	Strengthen arrangements for monitoring the progress of children with additional support needs, including those with individualised educational programmes
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Reasons for inclusion as a priority	“Targets for those children with individualised educational programmes (IEPs) need to be set and reviewed more effectively.” (p.4)
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Key Actions	Staff Responsible	Timescale	Success Criteria (Intended Outcome/Impact)
Plan and undertake audit to prioritise needs of all children requiring ASN	DHT/PT SfL	June/August 09	<ul style="list-style-type: none"> • Children’s needs identified and prioritised more appropriately • SfL staff timetables in place to support identified needs of specific children. Clearer targets set for pupils with IEPs. • Enhanced understanding and support for linking the learning, using the team approach. • Simple proforma to record findings used to facilitate future planning • More focused reviews of all children to ensure needs are being met.
SMT to allocate staff and time, in addition to class provision	HT/DHT/SfL staff	Termly	
Plan children’s learning, including IEPs, Action plans and extra support to raise improvement, with all staff	All staff	Ongoing to June 10	
Regular discussions with staff and children about their feelings and progress	SMT	Ongoing to June 10	
Increase the rigour of monitoring of targets set, by SMT	SMT	Ongoing to June 10	

Training/Resource Needs (Indicate estimated costs and staff time)	
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Evaluation of Progress	Next Steps
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HMIe Recommendation	Use procedures for monitoring children’s attainment to build more effectively on prior learning.
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Reasons for inclusion as a priority	“In a few lessons work is too easy for higher achieving children.” (P4)
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Key Actions	Staff Responsible	Timescale	Success Criteria (Intended Outcome/Impact)
Establish regular planned opportunities to share key information of children’s present level of attainment with class teachers	All staff	June and August 09	<ul style="list-style-type: none"> • Staff have relevant knowledge of children to begin next stage of children’s learning journeys. • Effective planning in place for all children’s needs. Able pupils challenged more appropriately. • Children can talk about their learning, using mind maps, learning intentions and learning journeys. • Effective feedback for staff and children and robust knowledge of learning taking place 3-12.
Plan regular meeting to consider how to build on children’s prior learning, using long term. medium term and short term planning	All staff	Throughout session	
Involve pupils in the planning processes.	All staff	Throughout session	
SMT to monitor whole process through classroom learning visits and use of SEEMIS.	SMT	June 10	

St Thomas Primary School

HMIe Report Action Plan

June 2009