

Action plan 3 submitted under S.114 of Education and Skills Act 2008

School Name:Willow Park School

School Number: 937/6048

Page 1 of 3

School Key Personnel

Alex Smythe – Principal	Joel Baldwin – Head teacher	Kim Preston - Director	Olly Preston - Director	Jayne White – Class teacher
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Contextual information:

The plan was initially written by the school's leaders immediately after the second Progress Monitoring visit of 15th Oct 2025.

Part 1: Quality of Education Provided – Standards 2(1)(a), 3(c), 3(d)

2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub paragraph (2) is drawn up and implemented effectively

3(c): involves well planned lessons and effective teaching methods, activities and management of class time;

3(d): shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;

(actions that have begun but need a realistic amount of time to embed and to be able to measure impact)

Standard No.	Objective	Action Proposed	To be completed by	Responsible person	Expenditure and resources	Success criteria or outcome
2(1)(a), 3(c), 3(d)	Ensure consistent implementation of curriculum and effective teaching across all staff	Conduct fortnightly learning walks with individual feedback focused on communication strategies and pupil engagement	30th Jan 2026	Alex/Joel	Time allocation for feedback meetings	Staff demonstrate improved consistency in communication and curriculum delivery; feedback logs show progress
2(1)(a), 3(c), 3(d)	Ensure curriculum is embedded and assessed effectively	Continue planning scrutiny and moderation across all pathways	30th Jan 2026	Alex/Joel	Time for scrutiny and moderation	Planning reflects curriculum intent and is consistently applied by all staff (using classroom crib-sheets); moderation records show alignment
2(1)(a), 3(c), 3(d)	Ensure assessment informs planning and demonstrates pupil progress	Analyse assessment data (Curious Roadmap, Engagement Model, Phonics, SCERTS) and use to inform planning	30th Jan 2026	Alex/Jayne	Time for analysis and meetings	Assessment data shows pupil progress; planning reflects assessment outcomes
2(1)(a), 3(c), 3(d)	Ensure staff understand pupils' needs and plan accordingly	Keep Pupil Passports up to date with progress slider showing starting points and current attainment	30th Jan 2026	Joel/Jayne	Design and implementation time	All Pupil Passports include progress slider; staff and parents can track progress visually

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Page 2 of 3

Part 8: Leadership and Management – Standards 34(1)(a), 34(1)(b)

34(1)(a): "The proprietor ensures that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently."

34(1)(b): "The proprietor ensures that persons with leadership and management responsibilities at the school fulfil their responsibilities effectively so that the independent school standards are met consistently."

(actions that have begun but need a realistic amount of time to embed and to be able to measure impact)

Standard No.	Objective	Action Proposed	To be completed by	Responsible person	Expenditure and resources	Success criteria or outcome
34(1)(a), 34(1)(b)	Deploy staff effectively based on skills and experience	Develop Staff Profiles including qualifications, interests, CPD needs, and observational notes	30th Jan 2026	Alex/Joel	Time for collation and review; use of existing staff records and observation notes	Staff Profiles are completed and used to inform deployment decisions (e.g. Key Workers); SLT can articulate rationale
34(1)(a), 34(1)(b)	Monitor and support consistent curriculum implementation	Continue learning walks and feedback loops to monitor curriculum delivery and staff-pupil interaction	30th Jan 2026	Alex/Joel	Time for observations and feedback; use of learning walk templates	Learning walk records show increased consistency; staff feedback indicates improved clarity and support
34(1)(a), 34(1)(b)	Use data to inform strategic leadership decisions	Use assessment analysis to inform SLT and Director discussions and strategic planning	30th Jan 2026	Joel/Alex	Time for reporting and meetings; access to assessment dashboards and tracking sheets	Reports show clear links between data and strategic decisions; Directors confirm understanding in minutes
34(1)(a), 34(1)(b)	Communicate progress and engage stakeholders	Communicate progress with parents via newsletters, End of Term Reflection Meetings, Whatsapp and meetings	24 th Oct 2025 19 th Dec 2025 30 th Jan 2026	Joel/Alex	Time for drafting and meetings; use of existing communication platforms	At least one communication method is used monthly; parent feedback indicates satisfaction with the frequency and clarity of updates
34(1)(a), 34(1)(b)	Ensure planning reflects pupil needs and is quality assured	Conduct half termly scrutiny of Pupil Passports and planning	24 th Oct 2025 19 th Dec 2025 30 th Jan 2026	Alex/Joel/Jayne	Time for review and feedback; access to planning folders and pupil documents	Scrutiny records show that 100% of Pupil Passports are up to date and planning reflects individual needs; feedback is shared with staff and informs next steps
34(1)(a), 34(1)(b)	Evaluate and update school self-evaluation	Update SEF to reflect Ofsted feedback and action plan; in line with new Ofsted Framework	24 th Oct 2025 19 th Dec 2025 30 th Jan 2026	Alex/Joel	Time for review and writing; reference to Ofsted framework and previous SEF	SEF is updated and shared with SLT and Directors; clearly references Ofsted feedback and outlines progress against action points

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Page 3 of 3

Standard No.	Objective	Action Proposed	To be completed by	Responsible person	Expenditure and resources	Success criteria or outcome
34(1)(a), 34(1)(b)	Monitor pupil engagement and curriculum pitch	Regular (fortnightly) learning walks to focus on pupils' engagement in learning and relevance of the pitch of planning in Maths and Reading/Phonics	24 th Oct 2025 19 th Dec 2025 30 th Jan 2026	Alex/Joel	Time for observations and feedback; use of curriculum pitch criteria	Learning walk records show consistent implementation; 80%+ of observations indicate appropriate pitch and pupil engagement Ongoing
34(1)(a), 34(1)(b)	Ensure curriculum planning shows progression	Scrutiny of planning to ensure long-term planning demonstrates progression and is reflected in medium and short-term plans	24 th Oct 2025 19 th Dec 2025 30 th Jan 2026	Alex/Jayne/Joel	Time for scrutiny and documentation; access to planning formats and progression maps	Planning documentation shows clear links between long-, medium-, and short-term plans; progression is evident across subjects
34(1)(a), 34(1)(b)	Use pupil progress meetings to inform planning	Pupil progress meetings, half termly, to triangulate evidence and identify next steps	24 th Oct 2025 19 th Dec 2025 30 th Jan 2026	All staff	Time for meetings and preparation; use of pupil progress tracking tools	Meeting records show triangulation of evidence for all pupils; next steps are documented and reflected in updated planning
34(1)(a), 34(1)(b)	Analyse assessment data to inform interventions	Analysis of phonics assessments to identify individual progress	24 th Oct 2025 19 th Dec 2025 30 th Jan 2026	Alex/Jayne	Time for analysis and reporting; access to phonics assessment data	Assessment data shows individual pupil progress; outcomes inform targeted interventions/therapies, with evidence of impact in subsequent reviews
34(1)(a), 34(1)(b)	Report assessment outcomes to inform leadership	Analyse assessment data and report to Directors termly	24 th Oct 2025 19 th Dec 2025 30 th Jan 2026	Joel/Alex	Time for reporting and meetings; use of assessment analysis templates	Second termly report is submitted; includes comparative analysis with previous data and identifies trends or concerns for Director review
34(1)(a), 34(1)(b)	Monitor compliance with Independent School Standards	Directors to implement and maintain a structured monitoring cycle covering all ISS areas	24 th Oct 2025 19 th Dec 2025 30 th Jan 2026	Olly/Kim	Time for monitoring and reporting; use of ISS monitoring schedule and templates	Monitoring records show coverage of all ISS areas; feedback informs SLT actions and strategic planning
34(1)(a), 34(1)(b)	Use monitoring outcomes to drive improvement	Directors to provide written feedback following each monitoring visit, with actions tracked by SLT	24 th Oct 2025 19 th Dec 2025 30 th Jan 2026	Olly/Kim/Alex	Time for documentation and follow-up; use of feedback forms and action tracking logs	Feedback documents are completed and reviewed; SLT actions show response to identified areas
34(1)(a), 34(1)(b)	Engage in curriculum review and quality assurance	Directors to participate in curriculum review discussions and QA cycles	24 th Oct 2025 19 th Dec 2025 30 th Jan 2026	Joel/Alex/Olly/Kim	Time for meetings and review; access to curriculum documents and QA records	Directors contribute to curriculum development; meeting minutes show engagement and impact