

Summary of LHEA Action Plan in response to June 2017 Ofsted Inspection

Ofsted findings: The school is judged to be inadequate because Leadership and Management were inadequate at the time of inspection. The other main areas of Quality of Teaching Learning and Assessment; Personal Development Behaviour and Welfare and Outcomes for Pupils were judged to require improvement.

School response to date

- The school has submitted a detailed plan to Ofsted as to how it intends to address concerns raised by inspectors and has already met with the Regional Schools Commissioner to discuss this. Progress will be scrutinised, monitored and judged by Her Majesty's Inspectors (HMI) who will make regular visits to the school.
- The school has already appointed experienced specialists in teaching and learning and behaviour support who will work with teachers and provide support and training to ensure that teaching is consistently high quality.
- A highly experienced education consultant is working in the school to support the headteacher and other leaders in ensuring that plans are successfully implemented.
- A focus group, chaired by an experienced independent former headteacher, is being set up which will meet half-termly and be responsible for judging progress, challenging the management and reviewing and allocating resource.

The table below briefly summarises the actions the school is taking/will take, over the coming weeks and months to improve the experience and quality of teaching received by pupils. As we identify ways in which further improvement can be made we may need to make further changes. Parents will be kept informed through monthly newsletters from the headteacher and a summary of progress following every HMI visit.

Area and summary of concerns	Action being taken/planned
<p>Leadership and management</p> <ul style="list-style-type: none"> • Lack of breadth in the curriculum • Accuracy of school publications and website. • Governance issues 	<p>Specialist teachers for Art, Music, Design Technology and Food and Nutrition have been appointed and these subjects are taught on a nine-week carousel to years 7-9 for this academic year. A curriculum review will take place in the first half of the Autumn term.</p> <p>The School Prospectus has been re-written and posted on the website. The school website will be updated in the Autumn term 2017.</p> <p>An independent review of the Trust and Governing body will be conducted this term. This will address leadership and monitoring systems (including monitoring of pupil progress across all subjects) and re-establish clear lines of accountability for ensuring improved progress. Proposed changes to be agreed and implemented by Jan 2018. A plan to ensure that public sector equalities duties are met will be agreed and adopted by Jan 2018.</p>
<p>Quality of teaching, learning and assessment</p> <ul style="list-style-type: none"> • Quality of teaching including engaging pupil interest is too inconsistent 	<p>Senior leaders to set clear expectations of lesson structure and learning outcomes with a programme of visits to classrooms and feedback to teachers. Subject leaders will monitor the quality of teaching and learning in their departments and provide regular updates to Senior Leaders. All subjects have action plans in place. Lead practitioners will support teachers, provide training and set targets where necessary. Areas of teaching to be monitored and supported include: subject knowledge, the setting of high expectations, ensuring pace and appropriate levels of challenge for all</p>

<ul style="list-style-type: none"> • Ensure that low level disruptive behaviour does not interrupt or prevent learning. • Teaching in Mathematics 	<p>pupils, the use of questioning. A programme of training to cover these areas will be put in place for all teachers and TA's according to need.</p> <p>The Focus group will review the quality of teaching half termly. Teaching that is consistently not secure will be addressed through the schools' capability procedures. HMI will report on the quality of teaching.</p> <p>Staff will employ a zero tolerance of disruption to learning. Sanctions and interventions as described in the School Behaviour policy and on pages 18/19 of the Student Planner will be applied by all teachers. The school has employed a behaviour intervention manager who will work with staff to support 'behaviour for learning'. Greater emphasis will be placed on rewarding good work and attitudes to learning as described on p.17 of the Student Planner.</p> <p>An action plan is in place and an external independent review (in addition to the measures described above) will be commissioned to assess progress in December 2017.</p>
<p>Personal development, behaviour and welfare</p> <ul style="list-style-type: none"> • To better manage and support pupils who have additional behavioural needs • Further improve behaviour in lessons and around the site 	<p>The school has appointed Heads and Assistant Heads of Year who will take responsibility for the progress and behaviour of pupils in their year groups. Training for staff will be provided by the newly appointed Pastoral Lead and Behaviour Interventions Manager who has extensive experience of providing programmes of support for pupils. Progress will be measured through the reduction in the number of behavioural interventions required over time.</p> <p>With increased numbers of staff available this year the duty system has been revised to ensure improved supervision on corridors and stairwells between lessons and at break times. Transition between lessons has been improved by a greater staff presence particularly in getting pupils into and departing classrooms. This will result in less disruption and a more effective start to learning. Expectations are regularly reinforced during assembly and form tutor time with pupils being encouraged to take greater pride in themselves and responsibility for their behaviour.</p>
<p>Outcomes for pupils</p> <ul style="list-style-type: none"> • Preparation for pupils taking 'new' subjects in KS4 • Ensure that the progress of all groups of pupils within the school is monitored effectively. 	<p>Subject specialists are now in place for all key stage 4 subjects with teaching plans taking account of a lack of experience in key stage 3. Progress of pupils will be rigorously monitored against GCSE specifications by subject leaders, Senior Leadership Team and the Focus Group, Emphasis will be placed on examination preparation and the school will work with outstanding practitioners from other schools to moderate progress judgements and provide additional resource/expertise as necessary.</p> <p>Systems for managing data and tracking progress of different groups have been reviewed and will be able to provide quality information and evidence to governors, trustees and HMI.</p>