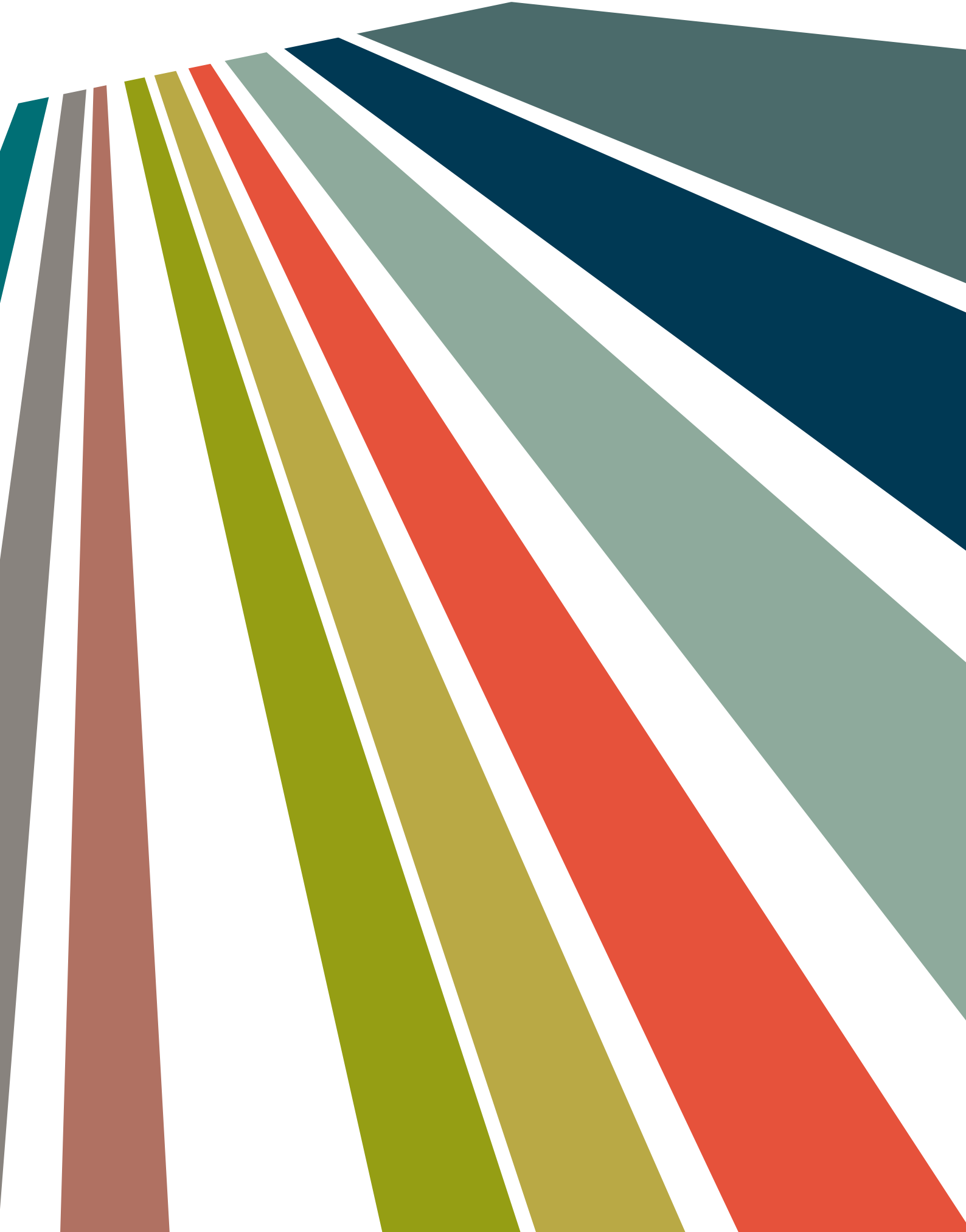


Post-Ofsted Action Plan January 2023



OFSTED AREAS FOR IMPROVEMENT (AFIs)

1

Whilst the majority of curriculum plans are well designed, leaders have not ensured that all staff routinely check for gaps in pupils' knowledge to adapt teaching before moving on to new learning. This means that some pupils struggle to connect important ideas together. Leaders must ensure that teachers implement their intentions for a knowledge rich curriculum consistently well in all subjects, so that pupils are able to know and remember more over time.

2

Leaders have not ensured that all staff routinely challenge incidents of poor behaviour both in lessons and around school. Therefore, some pupils do not trust that staff will effectively deal with behaviour if they report it. Leaders must ensure that all staff insist on high expectations of behaviour, including the use of language, to establish a culture of respect and kindness which supports all pupils to feel happy in school.

3

Students in sixth form do not effectively learn the life skills they need to manage money, be healthy or take care of their mental health. Pupils in younger years lack understanding of religious and cultural diversity beyond that of the local area. Leaders should continue to develop their plans to improve the teaching of personal development so that pupils are knowledgeable and well-prepared citizens of Britain.

4

Not all staff, pupils and parents understand the approach to leadership in the school. Staff do not always know who to ask for help with workload or raise issues with their work. Pupils and parents are not clear about who is in charge of which aspects of school life. Leaders must ensure that they actively engage with all stakeholders including parents, pupils and staff so that they understand their role in establishing the vision that leaders have for the school and the community they serve.

Introduction to the Post Ofsted Action Plan (POAP)

This Post Ofsted Action Plan has been developed in light of the graded inspection of Bay House School and Sixth Form on the 29th and 30th November 2022. The actions identified within the plan are pertinent to both Secondary Schools within the GFM (i.e. Bay House and Brune Park) in their journeys to 'Good'. The plan is divided into the following seven sections:

SAFEGUARDING RECORDING CENTRALISED AND EASY TO NAVIGATE

- a. Centralisation of recording of child protection issues
- b. Training for senior colleagues on use of the single central record
- c. Monitoring and training ref. completion of CPOMS records

STAKEHOLDER ENGAGEMENT AND BUY-IN

- a. Parent engagement
- b. Pupil engagement
- c. Staff engagement

CHECKING LEARNING AND **ADAPTIVE TEACHING** DURING THE LESSON

- a. Assessment and feedback
- b. CPD on pedagogical choices
- c. Refining and adapting curriculum sequences

POOR **BEHAVIOUR** (IN CLASS AND DURING UNSTRUCTURED TIME) AND DEROGATORY LANGUAGE BEING CHALLENGED

- a. Low-level disruption in lessons
- b. Behaviour during unstructured times
- c. Challenging of derogatory language, bullying and 'closing the loop' (effective resolution, outcome and communication)

EFFECTIVE **ATTENDANCE** STRATEGIES

- a. Improving attendance of key groups of learning (e.g. disadvantaged, SEND)
- b. Evaluating effectiveness of attendance strategies and refining
- c. Eradicate out of lesson truancy

SIXTH FORM CHARACTER AND PERSONAL DEVELOPMENT COMPLEMENTING THE WHOLE LEARNER EXPERIENCE

- a. Introduce and develop PD programme through tutor time
- b. Develop character education and world views/ SMSC for Sixth Form students
- c. Improving attendance to ensure Sixth Form students experience character and personal development

SMSC, BRITISH VALUES AND RE/WORLD VIEWS

- a. Review the RE/WorldViews curriculum offer
- b. Opportunities for learners to gain confidence in discussion faith and British Values
- c. To develop a curriculum to include financial literacy and mental health support opportunities