

## OFSTED action plan

### What does the school need to do to improve?

- 1. The school's curriculum is not yet sufficiently well planned and sequenced in some subjects. Not all subjects have a clear progression of learning for pupils mapped in. Leaders should ensure there is time and training for staff to fully plan and develop subject curriculums.**

Actions:

- Heads of subject will prepare a sequence of learning document for each subject showing topics, assessments, and the prior knowledge that each topic builds upon. This will be shared with all parents via the Kingsmead website by January 2023.
- The Senior Leadership Team will lead a deep dive into each subject area, which will include challenging questions on the model for curriculum progression.
- The requirements of Scheme of Work preparation will be increased. All relevant aspects of planning and sequencing will be detailed on the document.

- 2. Leaders and teachers do not have full knowledge of the reading ability of all pupils. As a result, teachers do not always have knowledge of what a pupil's reading need might be. Leaders need to ensure there is support for all pupils and training for teachers.**

Actions:

- The school will identify the starting points of all students by introducing the diagnostic reading assessment by Lexplore. We will start with students in Lower School. Using data from the Lexplore assessment, we will identify students that may need further interventions 1:1 or in small groups.
- Linking Lexplore with our new Oliver library system, we will promote reading to challenge students at all reading levels.
- In lessons we will explicitly teach tier 2 vocabulary and introduce more subject-specific texts to encourage reading across all subject areas.

**3. Pupils with SEND do not consistently benefit from precisely identified support. This means that sometimes, pupils do not know and remember as much as they could. Leaders must ensure that the quality of support and its impact is robustly reviewed so that these reliably meet the needs of all pupils with SEND.**

Actions:

- Fully embed the use of Provision Map to share the information available about SEND students and their specific needs. What they need in terms of support and how this should look in the classroom. This will include professional's reports, student support plans and student passports – a mechanism for sharing the student's voice.
- Develop the role of the Teaching Assistant both in and outside of the classroom. How is this resource used across the school. Support teaching staff to plan for and deploy the allocated support effectively. Where in class support is not available staff are equipped with up-to-date knowledge on key needs (ASD, ADHD, Dyslexic traits, Sensory and SEMH needs) and how best to support students with these needs in class.
- Effective use of data (progress, attendance, and behaviour) and subsequent tracking of progress of SEND students. What support is in place, what is the impact and how do we know. This tracking takes place to identify actions required to narrow the gaps between SEND and non-SEND students.

**4. A few pupils do not behave as well as they should. Staff do not always receive the support they need when dealing with behaviour. Leaders need to ensure the behaviour systems are applied consistently and staff are supported in managing pupil behaviour.**

Actions:

- The school has implemented an updated relationships & positive behaviour policy
- The use of Class Charts will be launched with parents/carers, so they are better informed about their child's positive contribution to the school and their daily behaviour record.
- The school application to the DfE Behaviour Hub has been turned down due to the high volume of need. This should however be possible from January 2023.

**5. Leaders have not ensured school systems and policies are followed consistently. This means that systems of quality assurance are not embedded securely enough to have a clear impact. Leaders should refine their quality assurance processes to ensure that systems and policies are having a significant impact.**

Actions:

- Subject level quality assurance processes will be developed to include lesson observation, book scrutiny, meeting with focus groups of pupils and a scheme of work scrutiny. Through this we will secure a deeper understanding of our departmental provision.
- Subject level scrutiny regarding the use of planned and allocated support for SEND students. How needs are being met in the classroom and how is information about students' needs used to inform planning and assessments
- Pastoral level scrutiny regarding the use of planned tutor time to ensure that this is efficient and effectively used.

**6. There is not a clear and consistent approach to communicating with parents. As a result, some parents do not feel well informed about their child's education or how the school is supporting their child. Leaders need to communicate more effectively with parents so that they understand the work the school is doing with their children.**

Actions:

- Heads of Department and leaders of each area of school life will communicate on a rota with parents to ensure that our provision is more fully understood. Parents/Carers will be able to ask questions in return if required.
- The full 2022-3 reporting calendar will be shared with parents by email with clear a narrative outlining how each child's target and current grades are formed.
- Use of live platform of ClassCharts and Provision Map launched with parents/carers to share the information, live student support plans and their related targets and demonstrate their availability to all staff. The live Class Charts platform will provide parents/carers with a daily update on their child's behaviour, allocated home learning and provide a direct method of communication to their child's teachers and key support staff.