

# Post Ofsted School Improvement Plan 2022-23

## What does the school need to do to improve? Ofsted report 22 and 23 February 2023

- Leaders do not have a clear oversight of who is responsible for safeguarding and do not ensure that risk is appropriately identified, leading to inaction in making necessary referrals (AFI 1). This means that pupils do not always get the necessary help and support that they urgently need. Leaders need to ensure that roles and responsibilities for safeguarding are clearly defined and that leaders know the thresholds for making referrals, so that they act swiftly when concerns arise. (AFI 1)
- Some groups of pupils, including those who are vulnerable, miss too much school. Recent actions taken by leaders have only just begun to address this. Leaders need to remain sharply focused on the impact of newly implemented strategies, so that attendance rates for all are swiftly improved. (AFI 1)
- Expectations are not high enough to prevent the rise in significantly poor behaviour in the school. A number of approaches to managing the most serious behaviours, including discriminatory attitudes, have been confusing for staff. Therefore, they have not been consistently applied by all (AFI 3,4 &6). This means that many pupils and some staff feel unsafe due to ongoing violent behaviour that affects the school and local community (AFI 6). Trustees and governors should ensure that leaders have the capacity that they need to review their approach, and provide necessary training for staff, so that a more consistent and robust approach to improving behaviour is quickly adopted across the school. (AFI 6)
- The needs of pupils with SEND have not been accurately identified, assessed or met. Therefore, pupils with SEND do not benefit from a good-quality education. Leaders need to rapidly act on the plans that they have recently put in place to ensure that pupils with SEND receive the statutory support that they are entitled to. (AFI 5)
- The curriculum is in varying stages of development and, in some subjects, is not sequentially or logically planned. This means that pupils learn content in a disjointed way, finding it difficult to make connections between learning. (AFI 2) Leaders need to sharpen their oversight of curriculum planning to ensure that pupils build on knowledge securely and sequentially over time, in all subjects. (AFI 2)
- Leaders have not implemented a systematic and coordinated approach to identifying the weakest readers (AFI 2). This means that pupils who need the most support do not get the help that they need to improve and to access the curriculum fully. Leaders must ensure that systems are put in place to identify, monitor and provide intervention for those who need further support to read well. (AFI 2)

The action plan below takes a multi-layered approach to addressing the areas for improvement outlined in the Ofsted report:

## 1. LEADERSHIP & MANAGEMENT

**Link Governor: Sue Greenfield**

- Safeguarding processes are in place and followed by all confidently
- All leaders are aware of the responsibilities of their role and are being held to account in carrying them out
- Governance of the school is challenging and therefore, effective
- Leaders have the capacity to carry out their role

## 2. TEACHING & LEARNING

**Link Governor: Richard Hubbert**

- Curriculum plans are sequenced in all departments
- Lesson drop ins take place regularly with constructive feedback
- Quality Assurance processes are embedded across the curriculum
- Reading is a priority across the curriculum

## 5. SEND

**Link Governor: Sue Greenfield**

- Needs are met for all EHCP students
- SEN team is fully staffed and trained in specialist areas
- SENCO drives forward the quality first teaching programme ensuring all staff are aware of, and have access to SEN needs of students in their classes
- All students on the SEN register who are 'monitored' needs are being addressed and met in class

## 3. SAFEGUARDING

**Link Governor: Sean Wiltshire**

- Students and staff report feeling safe at school
- Safeguarding structure is consistent and followed by all
- Pastoral and Safeguarding have robust systems for information sharing

## 4. INCLUSIVITY, EQUALITY AND DIVERSITY

**Link Governor: John Barrett**

- Diversity is celebrated throughout the academic year
- Decolonising the curriculum has begun in all subjects
- Students report discriminatory behaviours that are recorded and robustly dealt with

The Ofsted report highlights student and staff feelings of safety. It highlights the processes and procedures surrounding safety and safeguarding of students. The inspection was carried out after a rather serious incident in school between two groups of students and this has affected students' perceptions of safety. This view was shared with Ofsted by students in an overwhelming majority through their visits to social spaces at the most unstructured times of the day. (AFI1, AFI3)

Students also felt that the adults don't listen, that racial connotations and racist language was common and widespread in school. Bullying happens frequently (AFI1, AFI3 and AFI 4). The following questions have been used to help us inform our milestones in addressing these concerns:

Student questionnaires:

1. Do you feel safe in school?
2. I have someone I can talk to in school if I have a problem
3. The school takes bullying, homophobia and racism seriously
4. The school effectively punishes students who are violent, aggressive or bully
5. I enjoy being at school
6. The school are good at teaching me about racism, bullying and homophobia
7. I think the teachers here are good at their job
8. I learn while I'm at school

To help us inform the milestones and progress the school is making, we will ask parents to regularly (once a term) complete the parental survey. This will inform AFI 2,3 and 5.

Key questions for parent/carers:

1. My child is well taught
2. My child knows what they have to do to improve their work
3. The school lets me know how my child is doing
4. The school rewards my child when she is doing well
5. The school has high expectations for my child
6. My child has SEND and their needs are met
7. My child receives an appropriate amount of homework
8. My child is well looked after in school
9. My child makes sure they understand the risks to wellbeing – both online and offline
10. My child feels safe at school
11. My child feels proud to be a member of the school
12. The school makes sure its students are well behaved
13. I am kept well informed of what is happening at school
14. As a parent/carer I know who to contact if I have any concerns
15. The school takes bullying seriously
16. There is a wide range of extra-curricular activities on offer
17. My child receives appropriate careers guidance and information on post-16 and post 18 choices
18. I would recommend WGS to another parent

19. Please list the things you are happy with about the school

Staff are being canvassed for their view on the changes taking place within school. Staff views on workload, wellbeing and safety are being addressed via the following questions:

1. Do you feel safer working at WGS than in terms 1-2 of 2022/23 year
2. What more do you feel can be done to improve your workload
3. Do you feel you can share your opinion in a safe and constructive environment
4. Are you happy at WGS
5. Do you feel supported by your LM
6. Do you feel you have enough time to confidently carry out your role?
7. Do you feel CPD is fit for purpose? If not, what do you feel could improve it?

Other evidence to demonstrate impact

Aside from parent, student and staff surveys to measure impact. Trust improvement teams are working intensively during term 5 and 6 at WGS and can provide a robust analysis of the quality of teaching. Curriculum intents are updated on the school website, for public scrutiny. Ofsted complaints and formal complaints to the school should be taken into consideration to measure impact in acceptance and impact of changes. Staff absence and recruitment should be taken into consideration on the impact of change and its effect on staff wellbeing.