The Ecclesbourne School Statement of Action – July 2022 to July 2023

Following the Ofsted inspection on the 17th and 18th May 2022 the overall effectiveness of The Ecclesbourne School was judged as Inadequate with serious weaknesses.

It is the responsibility of The Ecclesbourne School to prepare and publish (after approval by Ofsted) a Statement of Action providing information about:

- The actions proposed in light of the Ofsted inspection report.
- Arrangements for informing registered parents of the proposed actions and ascertaining and taking their views into account.
- The period within which the proposed actions are planned.
- The stakeholders involved in putting the action into practice

Introduction

This statement of action reflects the school's determination to take whatever steps are necessary to ensure that the School will have addressed all concerns raised in the Ofsted inspection report during the academic year, 2022-2023.

Leaders and Governors began work as soon as Ofsted inspectors left the School in May and actions already undertaken are shown on the plan. In the first instance, the Governors considered the leadership of the school, affirming the position of the Head Teacher and Chair of Governors. Ofsted made clear in their feedback to Governors that they had confidence the school has the leadership and governance capacity to address the areas identified for improvement and achieve rapid and sustained improvement. The Head Teacher and Governors considered the size, composition and membership of the strategic leadership team and acted swiftly and decisively to make significant changes with immediate effect. A new Head of Sixth Form was appointed, the Deputy Head Teacher who leads on safeguarding was freed from all other responsibilities and placed in overall charge of all pastoral staff. A new Deputy Head Teacher for Upper School was put in place alongside an Assistant Head Teacher with responsibility for Equality, Diversity and Inclusion. A new Safeguarding Governor was appointed alongside two assistant Safeguarding Governors.

Big Picture: What is the school doing to address the issues identified in the Ofsted report?
The action plan that follows sets out the detailed policies, processes and mechanisms that are being implemented by the school. However, it is important to set out plainly and simply the key 'bigger picture' actions that we are taking:

- Restructure leadership and pastoral team to increase their capacity
- Train Governors to be able to challenge and hold leadership to account more effectively
- Introduce new safeguarding recording system to enable records to be kept complete, up to date, and instantly available
- Introduce a new system to enable students to report incidents anonymously and feel confident in passing on their concerns to adults in school
- Train staff to implement the behaviour and safeguarding policies consistently
- Train staff and pupils to recognise the safeguarding risks of discrimination, sexual harassment, and bullying so they act swiftly where pupils may be at risk of harm
- Monitor behaviour, attendance and safeguarding information to ensure no child is missed
- Listen frequently to student, parent and staff feedback, sharing actions and impact so that student needs are met
- Work with external partners to measure and drive improvement
- Review curriculum plans and monitor teaching to ensure consistent practice

The statement of action plan will be a live document being reviewed and adjusted until the School has been inspected and its overall effectiveness is no longer judged to be Inadequate.

External Partners

Since the inspection, Governors and leaders have worked closely with a number of partners to gain advice and assurance to the Governors on the actions being taken, including Derbyshire County Council, National Leaders of Governance, Matthew Miller and Browne Jacobson, independent safeguarding consultants, Navigate Safeguarding and Raymond Kelly, compliance, policy and governance consultants Browne Jacobson, Peter Monk – a serving Ofsted inspector and ex- Head Teacher who also works as the DCC link advisor for schools and will provide external assurance reporting to the Governors. In addition, we are working with a

range of external training providers who are supporting staff and students with particular focus on the issues of anti-racism, equality, the avoidance of stereotyping, homophobia or misogyny. These partners include the Princess Diana Trust, the Anti-Bullying Alliance, Derby Prevent, Show Racism the Red Card, Feminista, Zebra Red and FLAIR and Safe and Sound. We will continue to work with our partners as we implement the statement of action.

Accountability

The Head Teacher and senior leaders in the School have worked with the School's governing body and wider support partners in preparing this statement of action.

Accountability and challenge will be undertaken on behalf of the school through the School's governing body meetings ensuring that interim and final deadlines are met. As part of this process, Governors will spend time in School with staff and students and will meet with designated staff to review and challenge progress. External partners will also routinely review the progress of the action plan and share their views with the governing body. The governing body will provide whatever support and challenge is necessary to ensure the required outcomes are achieved.

Arrangements to inform parents and carers

The final Ofsted inspection report was published to all parents and carers in the week commencing Monday 19 September 2022 through a letter from the Head Teacher and Chair of Governors, explaining the judgements received and providing a link to the full report on our School website.

Assemblies have been held with students to explain the impact of the report and to promote conversations about the School and its culture of safeguarding.

Consultation

After being approved by Ofsted, the statement of action will be shared with all parents and carers. This will help parents and carers understand the actions the School has already taken and will be taking over the coming months in response to the inspection outcome. It is vitally important to the School that parents and carers understand the actions being taken and that they are supportive of the process. The School will consult with parents and carers to understand their views on the statement of action.

A copy of the action plan will be sent to all parents and carers who will be asked to provide written or verbal comments during a three week consultation period. During that time the strategic leadership team will be available to meet parents on a 1:1 basis to provide any clarifications required and receive feedback. Pupils will be asked to provide feedback through their representatives on the Student & Curriculum Committee and through focus groups. The results of the consultation will be reported to parents and carers together with any resulting changes to the School's action plan. As ever, leaders will meet one to one with parents and carers where this is the most appropriate way to discuss and address concerns.

Key to individuals included in the action plan
- RL: Richard Lindop, Chair of Governors
- LP: Liz Page, Safeguarding Governor
- PM: Peter McCrea Governor, Chair of Health & Safety Committee
- BP: Bradley Payne, Governor, Chair of Student and Curriculum Committee
- JAM: James McNamara, Head Teacher
- CLO: Clarissa Ourabi, Deputy Head Teacher (Pastoral & Behaviour /DSL)
- PDO: Petra Owen Moore, Deputy Head Teacher (Head of Lower School: KS3 & Deputy DSL)
- DDB: David Duncker-Brown Deputy Head Teacher (Head of Upper School: KS4 and Deputy DSL)
- SAC: Simon Carnwell, Assistant Head Teacher (Assistant Head - CPD)
- HLG: Helen Green Assistant Head Teacher (Head of Equality, Diversity & Inclusion & Deputy DSL)
- KGT: Kathryn Taylor Assistant Head Teacher (Head of Curriculum)
- DJT: David Tanser Assistant Head Teacher, (Head of Learning Services - Operations Manager)
- HCW: Hannah Weller, Assistant Head Teacher (Head of Sixth Form & Deputy DSL)
- CJJ: Cathy James (SENDCO)
- ALH: Alan Hardy (Data Manager)

Key to terms/abbreviations included in the action plan

- HMI: His Majesty's Inspector – Ofsted good practice and research publications.
- DCC: Derbyshire Local Authority
- CPD: Continuing Professional Development
- RSHE: Relationships, Sex and Health Education
- PDC: Personal Development and Citizenship – the curriculum subject responsible for the personal, social and health education of students.
- EDI: Equality Diversity and Inclusion
- FGB: Full Governing Board – the body responsible for overall strategic leadership and for holding the leadership to account.
- SLT: Strategic Leadership Team - The Head Teacher, Deputy Head Teachers and Assistant Head Teachers responsible for the executive leadership of the school.
- PLT: Pastoral Leadership Team - the team of teachers and support staff charged with ensuring the personal and social wellbeing of the school's students.
- DSL: Designated Safeguarding Lead – the senior leader with overall responsibility for safeguarding in the school.
- HT: Head Teacher
- LSO: Lower School Office – the team of Heads of Year and Progress Leaders responsible for the pastoral wellbeing of students in Years 7-9.
- USO: Upper School Office - the team of Heads of Year and Progress Leaders responsible for the pastoral wellbeing of students in Years 10 and 11.
- SFO: Sixth Form Office - the team of Heads of Year and Progress Leaders responsible for the pastoral wellbeing of students in Years 12 and 13.
- QA: Quality Assurance – the process of monitoring and ensuring the quality of academic and pastoral provision.
- NLG: National Leader of Governance – a governance professional qualified to undertake external reviews of governance and advise on improvements.

Objective	Actions and staff	Success criteria	Delivery	Schedule	Resources
Leadership and Management					
There are failings in the safeguarding culture of the school. Some pupils are victims of inappropriate sexual harassment. Some pupils do not trust that bullying, including racist, sexist and homophobic bullying will be effectively resolved. Some pupils purposefully intimidate others. This behaviour often goes unchallenged by teachers. Leaders must ensure that systems for reporting and tackling bullying and harassment are robustly reviewed and implemented so that all pupils feel safe to report concerns. Safeguarding records are not as comprehensive as they could be. Details of incidents are held in different places. Chronologies are incomplete and do not always give a true picture of the actions taken to safeguard pupils. Leaders must ensure that safeguarding processes are robust so that the designated safeguarding leader, and safeguarding team, can instantly access all the relevant information for the most-vulnerable pupils and that the information is clear, accurate and up to date. Leaders and Governors have an overly generous view of the school, they have not checked, and then made sure, that the school is one where all pupils feel comfortable and safe.					
1. Introduce new safeguarding recording system to enable records to be kept complete, up to date, and instantly available.	• Undertake external review of safeguarding	• Safeguarding review completed in October and March and reported to Governors – record keeping checks by HT/Safeguarding Governor each half term demonstrate compliance. Specified requirements for effective record-keeping agreed by Strategic Leadership Team and Governors.	JAM CLO PLT LP	Oct 22 March 23	External independent safeguarding audit review: - Navigate Training - Tracy Harrison: Safe & Sound Charity My Concern training
	• Train all staff to use My Concern – a central system for recording and analysing safeguarding records.	• Training for Pastoral Leadership Team completed in June and for teaching staff in September INSET. Weekly analysis of My Concern records demonstrates consistent use.		June 2022	
	• Case study analysis by the Designated Safeguarding lead and Head Teacher which includes arrangements for supervision of pastoral staff based on clear tasks set for their intervention with students	• Case study records analysed and improvements specified by Designated Safeguarding Lead and reported weekly to Head Teacher and half termly to Safeguarding Governor and Governor committee. Evidence in minutes.	JAM CLO LSO USO SFO LP FGB	June 2022 and thereafter weekly (SLT) Half Termly (Govs)	
	• External assurance through follow on visits from independent safeguarding auditors check record keeping.	• Independent safeguarding auditors report to Governors that record keeping is effective		Oct 2022 March 2023	

• A clear plan and calendar to formalise analysis points and monitor leadership scrutiny	• Governors approve and endorse the effective management of safeguarding records and their analysis and use to support students. Evidence in meeting minutes.	JAM CLO FGB	Oct/Dec 2022 Feb/Mar/May/July 2023
• Implement any improvements suggested by independent Safeguarding Audits	• Action plan created following safeguarding audit and actions completed reported to the SLT and PLT weekly and Governors half termly	PLT CLO	Oct 22- Feb 23 March 23-July 23
• Review attendance, behaviour, child protection, and related policies	• Policies updated and scrutinised and adopted by the Governors	PLT CLO FGB	Jun - Sep 22
• Formal recording of weekly LSO, USO, SFO and PLT meetings focused on identification of concerns and interventions	• Minutes of pastoral meetings reviewed weekly by the Strategic Leadership Team and trends and actions identified for oversight.	PLT SLT	Weekly Sept – July 2022-3
• Weekly SLT triangulation of student behaviour, attendance and safeguarding data to identify trends and students needing support or intervention.	• Standard format adopted for recording and reporting to the SLT weekly. SLT minutes demonstrate effective use of the data to drive improvement. Demonstrable and measurable improvement in attendance, conduct, academic progress.	SLT	Weekly Sept – July 2022-3
• Governor scrutiny of triangulated safeguarding data through FGB and Students and Curriculum Committee standing items as well as half termly safeguarding governor visits to Designated Safeguarding Lead and Head Teacher.	• Governor minutes demonstrate scrutiny and its impact against the findings of the independent safeguarding reviews	JAM CLO S&C FGB	Half termly Oct/Dec/Feb/Mar/ May/July 2022-3
• Evaluation of the effective use of My Concern each half term	• Evaluation by the Pastoral Leadership Team and reported to the Strategic Leadership Team identifies high quality record keeping that underpins a proactive approach to safeguarding which records student views where	CLO SLT	Half termly Oct/Dec/Feb/Mar/ May/July 2022-3

			appropriate. This must be underpinned by case studies demonstrating effective intervention.		
2. Restructure leadership and pastoral team to increase their capacity	• Strategic Leadership Team and Governors review of SLT structure to further increase capacity • Recruitment of additional teaching staff to reduce timetabled teaching time for key SLT staff	• Review completed and staff in place by July 2022 to allow immediate attention to the areas for improvement identified in the Ofsted Report	SLT FGB	June -July 2022	Additional staffing INSET from a range of providers Derbyshire County Council-Safeguarding Team
	• Designated Safeguarding Lead relieved of all other responsibilities and placed in overall charge of the Pastoral Leadership Team	• New post description and necessary training completed by June 2022	JAM	Jun- July 2022	
	• Increase capacity through training of the pastoral team.	• Extend DSL level 3 training to key members of the PLT (From 3 DSL to 11 by Sept 2022)	JAM CLO PLT	June -Sep 2022	
	• Improved leadership capacity - addition of the DSL and Assistant Head Teacher for Curriculum to the Sixth Form Office Team	• Recruitment complete and additional office space provided by July 2022 • Weekly SLT analysis of triangulated safeguarding, behaviour, attendance and progress data evidences measurable improvements arising from restructure and training.	HCW CLO KGT SLT	July to Sep 2022 Weekly SLT/PLT Sep 22- July 23	
	• SENDCo to be added to DSL team to enhance safeguarding of SEND students	• Training complete by July 2022 • Analysis of safeguarding data and records for SEND children demonstrates effective recording and intervention. Evidenced through weekly SLT analysis and half termly reporting to Governors.	CJJ	July 2022 Sept 2022 -July 23 weekly SLT FGB Oct/Dec 2022 FGB Feb/Apr/May/Jul 2023	
	• New Assistant Head Teacher with responsibility for Equality, Diversity and Inclusion to take responsibility for	• Recruitment and training complete and additional office space provided by July 2022	HLG Form Tutors	Sep -Dec 2022	

	assembly and form time programme, Relationships and Sex Education, Personal Social and Health Education (Personal Development and Citizenship/Careers Faculty)	• Assembly, PDC and form time programme reviewed and new materials focused on tackling racist, sexist or homophobic comments and bullying developed. • Staff trained to deliver new materials			
	• Assistant Head for EDI to lead the Pastoral Leadership Team in the "SPEAK OUT!" Campaign. This is a programme to raise the awareness of all students and staff about the high priority being given to encouraging students to report bullying, racist, sexist or homophobic comments. The slogan 'Speak Out' has been chosen for the campaign following consultation with students.	• The message has been disseminated through assemblies, signage, website, parent and student communication, safeguarding leaflets and posters to ensure students have an understanding of the new procedures, anonymous reporting system and areas/personnel for student support • Student and parent surveys, safeguarding records and the opinions expressed by panels of students across the age range demonstrate measurable improvements student reporting and satisfaction with resolution of problems.	HLG CLO	Sep 2022 -Dec 2022 Half termly and reported to FGB Oct/Dec/Feb/Mar/May/July 2022-3	
3. Train Governors to be able to challenge and hold leadership to account more effectively, developing accountability procedures to ensure effective governor analysis and oversight of the impact of leadership.	• Undertake two independent external reviews of governance to be conducted by qualified National Leaders of Governance with time between them to evidence impact	• External NLG review of governance completed by NLG Matt Miller (Autumn Term) • Action Plan adopted following report to Governors • External NLG review completed by Browne Jacobson (Spring Term) • Progress against actions identified in October measured and reported on to Governors • Action Plan adopted following report to Governors	JAM RL FGB	Conducted Oct -Nov 2022 Reports Nov-Dec 2022 2nd Review Mar 23 Reports April 23 Half termly Oct/Dec/Feb/April/June	External NLG review of Governance by NLG Matt Miller (Autumn Term) External NLG review Browne Jacobson (Spring Term) HMI guidance

	Action	Success Criteria		Timescale	
		• Final review of progress against Action Plan demonstrates all actions completed		July 2023	
	• Review of Articles of Association and adoption of model Department of Education Articles	• DfE acceptance of new Articles of Association	FGB	Submitted June 2022	
	• Revise terms of reference of governor committees	• Governor committee structure & terms of reference reviewed and revised taking in advice from external review resulting in improved quality of meeting minutes, prioritising challenge, scrutiny and links with self-evaluation	FGB	Oct 2022	
	• Review meeting minutes FGB and committees meetings		FGB	Oct 2022	
	• Calendar additional governor meetings with responsibility to oversee delivery of the Ofsted Action Plan – meetings to be half termly	• 'Strategic Stakeholder Committee' meeting minutes evidence progress against the Ofsted Action Plan	FGB	Oct 2022 Committee meets Oct/Dec/Feb/Mar/May/July 2022-3	
	• Ensure all Governors trained to a high standard including training to undertake curriculum scrutiny.	• All Governors complete Hays and NGA training • Funding provided for up to two Governors to complete National Leader of Governance training	FGB	Oct-Dec 2022	
	• Faculty Link governor role descriptions amended to fiocus on SIP priorities and all visits to be strategically focused following FGB meetings • Additional 2-3 link safeguarding governors created with role specified.	• Role descriptions completed • Training to support governor visits carried out • Governor visit records demonstrate effective oversight and impact	FGB LIB	Oct 2022	
	• Review Risk Register and Scheme of Delegation	• Risk Register and Scheme of Delegation adopted by Full Governing Board	FGB	Oct 2022	

	• Schedule impact analysis as standing item on governor agendas	• Evidence of impact analysis that informs self-evaluation	FGB	Half termly Oct/Dec/Feb/Mar/ May/July 2022-3	
4. Review all policies in light of changes to safeguarding and behaviour management practices.	• Schedule programme of review of policies.	• Comprehensive schedule of policy review and update in place, working through appropriate meetings	JAM CLO FGB	June- July 2022	External independent safeguarding audits from Navigate and Safe & Sound
	• Review all policies pertaining to safeguarding and behaviour and adopt best practice policies making use of professional consultancy	• Evidence of policy review and dissemination within meeting minutes.	SLT FGB	June- Dec 2022	Policy consultant support from Browne Jacobson
	• Train staff to implement policies effectively	• Training carried out and recorded	SAC	June – Dec 2022	
	• Monitor the effective and consistent application of policies on behaviour and safeguarding	• Case studies scrutinized at PLT, SLT and Governor meetings evidence correct and effective application of behaviour and safeguarding polices]	JAM CLO FGB	Oct 2022 onwards	
		• Scrutiny of safeguarding, behaviour and attendance data demonstrate impact of revised policies in measurable improvement over time. Evidenced in SLT and Governor minutes.	SLT FGB	Sep 22-July 23 SLT Weekly FGB half termly Oct/Dec/Feb/Mar/ May/July 2022-3	
	• Ensure school website is fully compliant and all statutory policies are up to date	• Termly compliance check demonstrates the website and policies are up to date – evidenced in SLT and Governor minutes.	ALH DJT CLO	Oct 2022 Jan 2023 April 2023	

5. Train staff to implement the behaviour and safeguarding policies consistently including identification of discrimination, sexual harassment, child on child abuse and bullying.	• Identify key areas for training based on the Ofsted report, student voice, the outcomes of external independent safeguarding audit, and our work with external partners	• External independent safeguarding audit carried out and reported to Governors October 2022. • Programme of questionnaires and interviews with panels of students from across the age range completed and priorities identified. • Meetings with external providers of training on Equality, Diversity and Inclusion carried out and training schedule drawn up. • Comprehensive awareness of student experience informing training programme – evidenced in feedback from student panels and questionnaires including student appraisal of the effectiveness of the teaching they receive around discrimination.	JAM DDB CLO HLG	June-October 2022	External independent safeguarding audit The opinion of regular student panels drawn from across the age range to determine the issues we need to tackle and the impact we are having. HMI guidance
	• HLG to complete Redhill TSH EDI training course and schedule programme of cascade training and reinforcement for all staff	• HLG Redhill course • Training programme shared with staff	HLG SAC	Sessions 1&2: Oct & Nov 2022 Sessions 3&4: Jan & Feb 2023	
	• Hays online safeguarding training for all staff on September INSET day	• Training completed and recorded	CLO EVW SAC	Sep 2022	
	• Feminista training for all staff to help them identify and respond effectively to sexist behaviour and language and child on child abuse	• Training completed and recorded and impact measured through student voice and quality assurance records of assemblies, form time and PDC lessons	CLO SAC	Sep 2022	
	• Safe and Sound training to enable staff to recognise the signs of child sexual and criminal exploitation and respond to it effectively	• Training completed and recorded and impact measured through student voice and quality assurance records of assemblies, form time and PDC lessons	HLG CLO	Nov 2022	

	Actions	Success Criteria	Lead	Timescale	Monitoring
	• Zebra Red training and teaching materials to improve teaching of how to recognise and respond to stereotyping and to teach students its impact	• Safeguarding and behaviour data demonstrates low and reducing incidence of racist, sexist or homophobic incidents.	HLG SAC	Phase 1: June 2022 Phase 2: Nov-Dec 22	
	• Prevent training to help staff with strategies on the management of racist, homophobic or sexist incidents in the classroom.	• Training completed by all classroom staff and recorded. Monitoring of learning walk, behaviour and safeguarding data evidences effective practice and impact	SAC HLG Sally Siner	Oct 2022	
	• Prevent training on the completion of Prevent assessments and risk assessments to help students avoid radicalization.	• Low incidence of radicalization and accurate and effective risk assessments where necessary are completed and monitored by the Pastoral Leadership Team through their weekly meetings.	SAC HLG Sally Siner	Nov 2022	
			JAM CLO	Sept 2022 – July 2023	
	• Regular bulletin and safeguarding update briefings for staff and for students and their parents and carers each half term focusing on key safeguarding risks and how to avoid or deal with them.	• Positive feedback from staff, students and parents/carers evidenced through surveys and feedback forms.	SLT PLT FGB	Oct/Dec/Feb/Mar/ May/July 2022-23	
	• Impact analysis of the training through staff voice and safeguarding records.	• Impact analysis evidenced through PLT, SLT and Governor meetings			
6. Ensure that systems for reporting and tackling bullying and harassment are robustly reviewed and implemented so that all pupils feel safe to report concerns.	• Review of arrangements for capturing and responding to student voice	• Scheduled calendar of student voice analysis drawn up feeding into action plans and adapted as the need arises based on evaluation of impact	JAM CLO HLG	Sept 2022-calendar Oct/Dec/Feb/Mar/ May/July 2022-3	• External independent safeguarding audit • Anonymous reporting software/ application
	• Recruit and train peer Anti-Bullying Ambassadors	• Anti-Bullying Ambassadors recruited and trained	HLG	Oct/Nov 2022	

			• Evidence of student usage of the Anti-Bullying Ambassadors demonstrates they are effective in providing students with a safe and accessible source of support	HLG	Half termly and reported to SLT/Govs: Nov-July 2022-3	
		• Trial and implement anonymous bullying reporting system for student use	• This was carried out in the summer term and students' views consulted. The Tootoot anonymous reporting app was purchased and rolled out to all students in September 2022	CLO ALH PLT SLT FGB	Trial July-Sep 2022 Use ongoing from Oct-July 2022-3 Monitored by PLT/SLT weekly and FGB half termly	
		• Training provided for all staff so that teachers are rigorous about recognizing and responding to all incidents of bullying, harassment, sexism, racism, homophobia	• Behaviour, SLT call-out and safeguarding records demonstrate impact – staff usage is consistent and effective	JAM CLO	Sep 2022	
		• Zero tolerance approach for the recording and reporting of such incidents – staff understand they must use the SLT 'Call Out' button for these behaviours so that they are always escalated.	• Student voice reports that demonstrate confidence in systems and actions related to bullying and harassment	LSO USO SFO	Sep 2022	
		• Review of PDC and assembly programme to ensure clear and consistent messaging on bullying and discrimination	• PDC programme reviewed and changes implemented. Student voice evidences impact.	HLG	June -Dec 2022	
		• Use the "Respect' 'Anti-Bullying' and 'Inclusion' awards as a driver for improvement.	• "Respect' 'Bronze Anti-Bullying' and 'Inclusion' awards completed.	HLG CLO	Nov 2022	

The objectives included in this action plan will ensure:

- Leaders ensure that there is a strong culture of safeguarding.
- Governors and trustees hold leaders effectively to account for the impact of their work.
- Governors and trustees assure themselves accurately about the effectiveness of the school's arrangements to safeguard pupils.
- Leaders and staff have a suitable understanding of statutory guidance and their responsibilities to keep pupils safe.
- Leaders ensure that accurate records are maintained of the school's work to protect and support pupils.
- Leaders check that all staff have knowledge of safeguarding risks including identification of discrimination, sexual harassment, child on child abuse and bullying and understand their responsibilities to take action where pupils may be at risk of harm.
- Students are confident about reporting bullying and harassment and that it will be effectively resolved.

Objective	Actions and Staff	Success criteria	Delivery	Schedule	Resources
Quality of Education (Student and Curriculum Sub-Committee) A few subjects are not well planned and implemented. This means that some pupils and sixth form students do not acquire the knowledge and skills they need in these subjects. Some pupils do not remember previous learning. Leaders must ensure that all subjects are well planned and implemented. They must continue to ensure that all pupils, including disadvantaged pupils, remember the knowledge and skills they have learned in order to excel. Assessment is least effective in the few subjects where curriculum planning is not as clear.					
7. Review curriculum plans to ensure consistent practice and to identify precisely the important knowledge and skills that pupils must learn and remember.	• In all subjects, leaders must ensure a well-planned curriculum which sets out what pupils should learn and remember, the curriculum has been precisely planned out and there are no inconsistencies in what teachers intend for each year group to learn.	• Updated curriculum plans that clearly identify knowledge and skills • Consistency in the use of curriculum plans within subjects evidenced in lesson observations and learning walks/book checks	KGT CLT	May 2022 (then half termly) Sept 2022 -half termly	Subject networks Coordination HMI guidance Peter Monk (Ofsted Inspector – DCC school improvement service)
	• Subject leaders all to develop clear plans and -crucially – communication about the learning journeys students will experience in their subject. This will ensure all subject areas have a clear plan for the content and skills to be covered and share it effectively with students and parents.	• Subject curriculum plans evident in display in each Faculty, in subject website curriculum pages and in parent communication including QR codes in interim and full student reports • Subject curriculum plans clearly identify where topics are revisited and reinforced	KGT CLT	June 2022 Review Oct 2022	
	• Training and assurance will be provided by an independent serving Ofsted inspector (Peter Monk) who will conduct thorough reviews of each Faculty reporting to the SLT and Governors and help share good practice.	• Detailed evaluative reports to SLT and Governors with actions identified for improvement evidence the quality of provision. • Deep Dives carried out in Maths, Humanities, English, Creative Arts, Technology, Business and Computing, and Sports/Wellbeing during the autumn and Spring Terms.	KGT SLT FGB KGT CLT	Oct 2022 onwards Oct 2022 onwards	
	• Training for Curriculum Leadership Team and Teaching & Learning Community (TLC) focused on	• Training completed and recorded in Faculty and CLT minutes.	KGT SMC	Sept -July 2022 via CLT calendar	

	identifying and disseminating outstanding curriculum and teaching/learning will be a standing item on all Faculty and Curriculum Leadership Team agendas so that the best practice from the strongest Faculties is shared to those who need support most.	All Faculties can evidence good practice that they have adopted based on the recommendation of the Teaching & Learning Community		
	Training for Governors focused on identifying outstanding curriculum and teaching/learning will be undertaken so that Governors can participate in regular sampling of teaching, learning and curriculum with school leaders	Training delivered by Director of Teaching and Learning and impact evidenced I records of governor visits and participation in learning walks and work scrutiny.	KGT SMC	Dec 2022
	Engagement with subject networks – Heads of Subject to join and learn from external subject teacher networks identifying strong Faculties in other schools to partner with	All Faculties can evidence membership of and benefits of subject networks. This must be recorded in Faculty minutes and CLT minutes.	CLT	Nov 2022
	School vision/intent integration to make sure that all subjects align with the whole school curriculum policy and intent	Quality Assurance by The TLC and the Assistant Head Teacher – Curriculum checks and confirms that Faculty curriculum pages and their delivery align with the whole school policy and intent.	KGT	Nov 2022
	Assurance of the quality of teaching, learning and curriculum through the calendar of lesson observations, learning walks (which involve subject leaders and link leaders and Governors sampling a range of lessons) and work scrutiny (where subject leaders and link SLT/Governors sample student workbooks)	Written records of the QA process evidence the impact of curriculum, through learning walks, observations, work scrutiny and student voice. The QA records will be shared and discussed at CLT and SLT and should evidence consistency across subjects and a high level of curriculum ambition. Ofsted 'Outstanding' criteria will be the benchmark for QA.	KGT CLT PLT	Nov 2022

	Quality assurance processes and performance management targets will focus on curriculum	Performance management targets reviewed by Assistant Head Teacher - Curriculum demonstrate alignment of targets with whole school focus on curriculum	KGT	Oct 2022	
	The quality and ambition of the curriculum will additionally be assessed through review of curriculum documentation such as schemes of work and website subject pages.	Evidence of curriculum documentation is matched by that of lesson observation and work scrutiny.	KGT CLT	Nov 2022	
	Regular questionnaires and student panels will help assess the student experience of their curriculum and its impact on their learning	Student levels of satisfaction with the curriculum are high and rising.	KGT	Oct 2022 onwards	

The objectives included in this action plan will ensure:

- In all subjects, leaders have ensured a well-planned curriculum. This helps teachers to be clear about what pupils should learn and remember. In all subjects the curriculum has been precisely planned out and there are no inconsistencies in what teachers intend for each year group to learn.
- In all subjects curriculum plans identify the important knowledge and skills that pupils should be taught. This means that all teachers share the same expectations about the content that pupils must learn and remember.
- Curriculum leaders ensure that curriculum plans precisely identify the important knowledge and skills that pupils must learn and remember in each subject.

Objective	Actions and staff	Success criteria	Delivery	Schedule	Resources
Behaviour and Attitudes					
The behaviour policy is not implemented consistently. Leaders and teachers do not ensure that some pupils' poor behaviour, including the use of inappropriate language and harassment, is effectively dealt with. Some pupils repeatedly get away with behaving badly. Leaders must ensure that that all pupils have confidence in the behaviour policy, that it is fair and consistently applied.					
Pupils say that if they have a problem about bullying or feel unsafe they have someone in school to speak to. However, some pupils have stopped telling their teachers about their problems. Some pupils have lost confidence that they will be taken seriously. They do not trust that the problem will be solved.					
Some pupils use inappropriate language or exhibit intimidatory behaviour. Staff do not effectively address this poor behaviour. Consequently, some pupils are left feeling unheard and unsafe.					
8. Monitor behaviour, attendance and safeguarding information to ensure no child is missed, ensuring the highest standards of behaviour and safety through thorough review of policy and practice.	• Use FLAIR school culture external review to identify the strengths and areas for improvement in the existing school culture • Undertake a programme of listening to students, parents and carers through surveys and small group student panels to identify key areas for improvement in behaviour management • Training for all staff on effective behaviour management using the Robin Launder online behaviour programme. • School led CPD based on the reviewed and improved behaviour policy to ensure all staff have the clear understanding of their responsibilities necessary to achieve	• FLAIR school culture external review completed and reported to Governors • FLAIR Action Plan delivery • Baseline snapshot listening exercise undertaken and priorities for action identified and shared with Governors • Repeated each term and action plan modified so that improvement is measured and reported on to SLT and Governors. • Whole school/all staff behaviour training delivered and reinforced through regular briefings and staff bulletins. • Evidence of behaviour data	JAM CLO HLG JAM CLO HLG JAM DDB SAC JAM DDB SAC JAM	Oct-Dec 2022 Nov-June 2022-3 Sep/Oct 2022 Feb 2023 May 2023 July 2023 June 2022 Sep/Oct 2022 Oct 2022	• Student voice completed to help identify potential improvements. • Monitoring records show secure identification and reporting. • Student voice outcomes that indicate good communication channels. • The behaviour policy is consistently applied throughout the school • Student voice evidences consistent application of behaviour policy and high standards of behaviour • Monitoring records

	outstanding behaviour consistently across all Faculties. • Training for non-teaching staff on duty at lunch times so they are able to identify and address bullying and poor behaviour • Identify and equip student leaders to reinforce the principles of outstanding behaviour and provide an accurate and current student's-eye picture of the behaviour climate.	demonstrates impact through increased and more accurate reporting of incidents. Trend should be to fewer incidents over time. • Evidence of staff evaluation of training demonstrates a high level of satisfaction with the training provided.	CLO LIB JAM CLO PDO HCW HLG		show effective tracking and analysis of behavior incident and trends. • External 'My Concern' training • Tootoot anonymous reporting tool • HMI guidance • External review and independent safeguarding audit • HMI guidance
				Oct 2022 onwards	
		• Peer mentors, wellbeing student ambassadors, house captains, Sixth Form prefects, buddy readers, anti-bullying ambassadors, Co-Head Prefects, student councilors recruited and trained.		Sept 2022	
	• Introduce an anonymous reporting tool (Tootoot) to encourage students to come forward and seek help when they experience bullying or discrimination.	• Records of monthly meetings with student leaders and panels to discuss behaviour with the Head Teacher, Designated Safeguarding Lead and lead safeguarding governor demonstrate the impact of the behaviour policy.	JAM CLO LP	Trial July-Sep 2022 Use ongoing from Oct-July 2022-3 Monitored by PLT/SLT weekly and FGB half termly June- Sept 2022	
		• Analysis of Tootoot referrals demonstrates high level of student confidence in the system through number of incidents reported and successful outcomes recorded. Data	CLO ALH	Sept-July 2022-3	

	scrutinized and recorded in PLT, SLT and Governor meetings.		
• Review the behaviour policy in line with statutory changes making use of external independent safeguarding audit and training	• Review completed and policy implemented.	JAM CLO FGB	June -Oct 2022
• Ensure behaviour policy is implemented consistently across all staff and all groups by implementing learning walks that focus on behaviour then analysing and acting on findings.	• Evidence of learning walks and reported behaviour incidents demonstrates effective and consistent application of the policy. Recorded in SLT and PLT minutes and reported to Governors.	JAM PLT SLT ALH CLO PLT	Half termly analysis and action PLT/SLT Oct/Dec/Feb/Mar/May/July 2022-3
• Ensure that rewards and sanctions are used correctly across all cohorts and sub-groups of students so that good behaviour is properly rewarded and recognized. Use SIMS Parent App to inform parents about rewards and good conduct.	• SIMS Parent App rolled out. Parent and student voice demonstrates impact of rewards for good behaviour. Analysis of rewards data evidences consistent and effective application across year group cohorts and all staff.	JAM SLT PLT FGB	Sept-July 2022-3
• Identify and act on trends in behaviour by making analysis of behaviour data, together with pastoral, academic and attendance data a standing item on all pastoral and senior leadership meetings with follow on reporting of the trends, interentions and impact to Governors	• Minutes of PLT, SLT and Governor meetings show impact of identification of trends and actions taken.	CLO PLT	Half termly analysis and action PLT/SLT Oct/Dec/Feb/Mar/May/July 2022-3
• Implement individual action plans for students with particular identified needs and students identified as at risk of exclusion	• Case studies evidence impact – analysis by PLT and reported to SLT weekly.		Sep-July 2022-3

9. Pupils feel confident in passing on their concerns to adults in school	• Student voice: whole-school student review on Equality, Diversity & Inclusion so that students are consulted and co-create our policy	• Policy on Equality, Diversity and Inclusion consulted on and adopted	HLG	Autumn Term 2022	• Student voice • External review • Tootoot • PLT CPD • DCC
a. Develop effective reporting systems and a culture in which students report concerns about the behaviour of others. b. Develop effective reporting systems and a culture in which students report personal concerns.	• Consult with students to develop system of reporting that: -encourages students to report incidents of poor behaviour in a culture of proactive reporting (developing an ethos of responsibility - not being the bystander); -ensures anonymity where appropriate; -provide means of analysing the use & effectiveness of the system and the nature of events	• Tootoot anonymous reporting system adopted and rolled out to students (following consultation with students June/July 2022, implemented in September)	ALH CLO HLG	June - Sep 2022	
	• Review effectiveness of 'Speak Out' awareness raising campaign; the procedures and impact, using Tootoot usage data and student voice. Use the reporting power of Tootoot to a. Evaluate the student use of the system; b. Review the nature and pattern of concerns and drive development of PSHE & RSE and intervention initiatives; c. Discover site hotspots or unsafe areas d. Support student mental health; e. Identify pastoral or safeguarding concerns to add to MyConcern.	• Student usage data demonstrates a high level of confidence in the system and consistent usage across the age range and groups of students. • Evidence of pastoral and leadership meetings demonstrates impact of referrals in case studies of successful resolution of issues and incidents. • Half termly report to Governors demonstrates a) to e).	CLO HLG PLT JAM CLO FGB	Sep-Dec 2022 Jan-Mar 2023 April-July 2023 Sept -July 2022-3 Half termly (Oct/Dec/Feb/ Mar/May/July 2022-3)	

	• Construction of new Student Welfare Hub and expanded pastoral office and private meeting space and new large medical room with private safe space.	• Construction completed by September 2022.	JAM	June -Aug 2022	
	• Student Welfare Hub staffed daily to enable students to find a confidential listener. Use 'Speak Out!" campaign (see above) to raise awareness of open door policy: providing access to Student Welfare Team, SLT and PLT School Nurse and Safeguarding Leads.	• Records of student usage demonstrate effectiveness of the provision. Analysis of age, gender and group demonstrates effectiveness across the student population.	CLO HLG SLT PLT	Reviewed weekly by SLT/PLT Oct 2022 – July 2023	
	• Student access to daily staffed "quiet space" class rooms list	• Records of student usage demonstrate effectiveness of the provision. Analysis of age, gender and group demonstrates effectiveness across the student population.	PLT	Reviewed weekly by PLT Oct 2022 – July 2023	
	• Student active listener team trained and available for peer mentoring	• Anti-bullying ambassadors, well-being ambassadors and peer mentors trained.	HLG CLO PDO	Nov 2022	
	• Revisit and further improve PLT training on listening to concerns, and providing effective, high-quality pastoral support for students.	• PLT training on listening to concerns, and providing effective, high-quality pastoral support for students completed and recorded. Using 'mental health first aiders' as vehicle.	PLT	June – Nov 2022 () Nov 2022 Jan 2022	
	• Revisit student voice to evaluate the impact of change and drive next steps in terms of school culture,	• Student voice evidences confidence in the reporting culture and that students feel	HLG JAM CLO	Oct 2022 onwards (see schedule above)	

		behaviour and inclusion.	happy to report concerns. Students understand the wide range of support available and use it - evident in usage data and case studies and student voice. • Analysis points of triangulated data is evident in leadership meeting minutes (including Governor meetings), so that leaders have a good understanding of current issues and can improve student safety	FGB SLT	Sept-July 2022-3 Weekly SLT Gov half termly Oct/Dec/Feb/Mar/ May/July 2022-3)	

The objectives included in this action plan will ensure:
- Leaders are confident that when bullying occurs, policies and procedures are in place and followed so that it will be dealt with effectively by adults in the School. In instances where students or parents/carers disagree the School can explain and justify the approach it has taken in those circumstances.
- Students understand that homophobic and other discriminatory language is not tolerated in School.
- Leaders are confident that when such language is used policies and procedures are in place and followed so that it will be dealt with effectively by adults in the School.
- Students are confident about reporting concerns.

Objective	Actions and Staff	Success criteria	Delivery	Schedule	Resources
Personal Development (Student and Curriculum Sub-Committee) There is a clear personal, social and health education (PHSE) curriculum in place. Pupils benefit from a range of opportunities and responsibilities. Leaders are reviewing this curriculum to make it even better. They recognise the need to ensure that pupils receive the information they need at the right time. Pupils, including those who are disadvantaged or have SEND, are given help to successfully move to the next stage of their education, employment or training.					
10. To ensure PHSE & RSE continues to be an effective well-planned curriculum with a range of opportunities and responsibilities for students	• Review PHSE & RSE curriculum, assembly programme and form time to strengthen teaching of anti-homophobic and other discriminatory language and sexual harassment • Further strengthen teaching of School vision and code of conduct through PHSE curriculum • Develop student leadership posts in Upper and Lower School including Anti-Bullying Ambassadors	• Improved curriculum map following on-going reviews. • Student voice evidences clear understanding of issues of homophobic and other discriminatory language	HLG CLO DDB PDO	June 2022 Sept 2022 ongoing	• Network groups HMI guidance

The objectives included in this action plan will ensure:
- Students understand the issues surrounding homophobic and other discriminatory language and that it is not tolerated in school.
- Students receive the information they need at the right time.
- The school's curriculum supports pupils to develop an appropriate understanding of the safeguarding risks they may face