

## OFSTED Action Plan

Objective	Actions and staff	Success criteria	Delivery	Freq	Schedule	Resources
<p><b>Leadership and Management</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>						
1. Introduce new safeguarding recording system to enable records to be kept complete, up to date, and instantly available.	1.01 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	Twice Annually	Oct 22 Ma 23	External independent safeguarding audit review: - Navigate Training - Tracy Harrison: Safe & Sound Charity  My Concern training
	1.02 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.	JAM CLO PLT LP	One off	June PLT Sept 2022- remainder of staff	
	1.03 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	Weekly meetings	Began summer term	
	1.04 External assurance through follow on visits from independent safeguarding auditors check record keeping.	Independent safeguarding auditors report to Governors that record keeping is effective.	JAM CLO FGB	Twice Annually	Oct 22 (24 <sup>th</sup> Nov) March 23	
	1.05 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	One off	Oct 22	

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	1.06 Implement any improvements suggested by independent Safeguarding Audit	Action plan created following safeguarding audit and actions completed reported to the SLT and PLT weekly and Governors half termly	CLO FGB	Following Review	Dec 22 March 23	
	1.07 Review attendance, behaviour, child protection, and related policies	Policies updated and scrutinised and adopted by the Governors	SLT	One off	Sep 22	
	1.08 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.	SLT	Weekly (PLT)	Weekly HT/CLO supervision meeting	
	1.09 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.	JAM CLO S&C FGB	Weekly (SLT)	Weekly began September	
	1.10 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	CLO SLT	Gov Meetings	November 2022 onwards	
	1.11 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 appropriate. This must be underpinned by case studies demonstrating effective intervention.	JAM	Half Termly	Jun 2022 Oct 2022 Dec 2022 Feb 2023 Mar 2023 May 2023 Jul 2023	
	1.12 Collaboration with external providers including Designated Safeguarding Lead forum	Head Teacher and Designated Safeguarding Lead join the Head Teacher and DSL boards alongside the HTs and DSLs of External Providers so that demonstrable and measurable improvement is identified by SLT and Governors in key safeguarding indicators: attendance, behaviour and academic progress. Evidenced in weekly SLT and half termly Governor minutes.	CLO	Ongoing	Sept 2022 onwards	
2. Restructure leadership and pastoral team to	2.01 Strategic Leadership Team and Governors review of SLT structure to further increase capacity	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	One off	June 2022	Additional staffing INSET from a range of providers

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increase their capacity	2.02 Recruitment of additional teaching staff to reduce timetabled teaching time for key SLT staff	New post description and necessary training completed by June 2022	JAM	One off	June 2022	Derbyshire County Council- Safeguarding Team
	2.03 Designated Safeguarding Lead relieved of all other responsibilities and placed in overall charge of the Pastoral Leadership Team	Extend DSL level 3 training to key members of the PLT (From 3 DSL to 11 by Sept 2022)	CLO	One off	Sep 2022	
	2.04 Increase capacity through training of the pastoral team.	Recruitment complete and additional office space provided by July 2022	JAM CLO	One off	June 2022	
		Weekly SLT analysis of triangulated safeguarding, behaviour, attendance and progress data evidences measurable improvements	JAM CLO	Weekly	June 2022	
	2.05 Improved leadership capacity in the Sixth Form through addition of the DSL and Assistant Head Teacher for Curriculum to the Sixth Form Office Team	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.	HCW CLO KGT SLT	One off	Sep 2022	
	2.06 SENDCo to be added to DSL team to enhance safeguarding of SEND students	Recruitment and training complete and additional office space provided by July 2022	CJJ	One off	Sept 2022	
	2.07 New Assistant Head Teacher with responsibility for Equality, Diversity and Inclusion to take responsibility for 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.	HLG	One off	Sep 2022	
		Staff trained to deliver new materials	HLG Form Tutors	One off /Ongoing new staff	Sep 2022	
2.08 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	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	HLG CLO	Half termly	Nov 2022 Dec 2022 Feb 2023 Mar 2023 May 2023 Jul 2023		

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	slogan 'Speak Out' has been chosen for the campaign following consultation with students.	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	Ongoing	Nov 2022		
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.	3.01 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)	JAM RL FGB	One off	Conducted Oct 2022 Report Nov 2022	External NLG review of Governance by NLG Matt Miller (Autumn Term) External NLG review Browne Jacobson (Spring Term)
			Action Plan adopted following report to Governors	JAM FGB	One off	Dec FGB Meeting	
			External NLG review completed by Browne Jacobson (Spring Term)	JAM RL FGB	One off	2nd Review Mar 23 Reports April 23	
			Progress against actions identified in October measured and reported on to Governors	JAM FGB	Half termly	Nov 2022 Dec 2022 Feb 2023 Mar 2023 May 2023 Jul 2023	
			Action Plan adopted following report to Governors	JAM FGB	One off	Sep 2022	
			Final review of progress against Action Plan demonstrates all actions completed	JAM FGB	One off	July 2023	
	3.02 Review of Articles of Association and adoption of model Department of Education Articles	DfE acceptance of new Articles of Association	FGB	One off	Sep 2022 (awaiting acceptance)		
	3.03 Revise terms of reference of governor committees	Governor committee 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	One off	Oct 2022		
3.04 Review meeting minutes FGB and committees meetings	FGB		One off	Oct 2022			

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	3.05 Calendar additional governor meetings with responsibility to oversee delivery of the Ofsted Action Plan – meetings to be half termly	Meeting minutes evidence progress against the Ofsted Action Plan	FGB	Half Termly	Nov 2022 Dec 2022 Feb 2023 Mar 2023 May 2023 Jul 2023		
	3.06 Ensure all governors trained to a high standard including training to undertake curriculum scrutiny.	All governors complete NGA training	FGB	One off	Oct 2022		
		Funding provided for up to two governors to complete National Leader of Governance training	FGB	One off			
	3.07 Devise and adopt Faculty Link governor role descriptions and Link safeguarding governor role specified.	Role descriptions completed		One off	Mar 2023		
		Training to support governor visits carried out		One off	Mar 2023		
		Governor visit records demonstrate effective oversight and impact		Ongoing	Mar 2023		
	3.08 Review Risk Register and Scheme of Delegation	Risk Register and Scheme of Delegation adopted by Full Governing Board	FGB	One off	Jan 2023		
	3.09 Include impact analysis in governor oversight committee minutes	Evidence of impact analysis that informs self-evaluation	FGB LIB	One off	Jan 2023		
4	Review all policies in light of changes to safeguarding and behaviour management practices.	4.01 Schedule programme of review of policies.	Comprehensive schedule of policy review and update in place, working through appropriate meetings	JAM CLO FGB	One off	June- July 2022	Policy consultant support from Browne Jacobson External independent safeguarding audits from Navigate and Safe & Sound
		4.02 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	Ongoing	Oct 2022	
		4.03 Train staff to implement policies effectively	Training carried out and recorded	JAM	Ongoing	Oct 2022	
		4.04 Monitor the effective and consistent application of policies on behaviour and safeguarding	Case studies scrutinized at Governor meetings evidence correct and effective application of behaviour and safeguarding polices]	JAM CLO FGB	Ongoing	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	Ongoing	Oct 2022 onwards	
		4.05 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 CLO	Termly	Oct 2022 Feb 2023 May 2023	

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5	Train staff to implement the behaviour and safeguarding policies consistently including identification of discrimination, sexual harassment, child on child abuse and bullying.	5.01 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 December 2022.	JAM DDB CLO HLG	One off	Sept 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. Pastoral & Safeguarding Group HMI guidance
			Programme of questionnaires and interviews with small panels of students from across the age range completed and priorities identified.	JAM DDB CLO HLG	Ongoing	Sep 2022 ongoing	
			Meetings with external providers of training on Equality, Diversity and Inclusion carried out and training schedule drawn up.	JAM DDB CLO HLG	Ongoing	Sep 2022 ongoing	
			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	Ongoing	Sep 2022 ongoing	
		5.02 Schedule programme of cascade training and reinforcement	Training programme shared with staff	SAC	One off	Oct 2022	
		5.03 Hays online safeguarding training for all staff on September INSET day	Training completed and recorded	CLO EVW	One off	Sep 2022	
		5.04 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	One off	Sep 2022	
5.05 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	One off	Nov 2022			
5.06 Zebra Red training and teaching materials to improve teaching of how to recognise and respond to stereotyping and to teach students its impact	Training completed and recorded and impact measured through student voice and quality assurance records of assemblies, form time and PDC lessons	HLG	One off	June 2022			
5.07 Prevent training to help staff with strategies on the management of racist, homophobic or sexist incidents in the classroom.	Safeguarding and behaviour data demonstrates low and reducing incidence of racist, sexist or homophobic incidents.	SAC HLG	One off	Oct 2022			

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	5.08 Prevent training on the completion of Prevent assessments and risk assessments to help students avoid radicalization.	No incidents of radicalization and accurate and effective risk assessments where necessary are completed and monitored by the Pastoral Leadership Team through their weekly meetings.	HLG	One off	Nov 2022		
	5.09 Use collaboration with External Providers to identify best practice and share expertise.	Head Teacher and Designated Safeguarding Lead attendance External Provider meetings and subsequent sharing of good practice evidenced in minutes of the SLT and PLT.	JAM CLO	Ongoing	Sept onwards 2022		
	5.10 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.	CLO	Ongoing	Oct 2022		
	5.11 Impact analysis of the training through staff voice and safeguarding records	Impact analysis evidenced through PLT, SLT and Governor meetings	SLT PLT FGB	Ongoing	Oct 2022 onwards		
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.	6.01 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	Ongoing	Sept 2022 onwards	External independent safeguarding audit
		6.02 Recruit and train peer Anti-Bullying Ambassadors	Anti-Bullying Ambassadors recruited and trained	HLG	Annual	Oct/Nov 2022	Anonymous reporting software/application
			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	Ongoing	Nov/Dec 2022 onwards	
		6.03 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	One off	Sep 2022	
		6.04 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	Ongoing	Oct 2022	
		6.05 Zero tolerance approach for the recording and reporting of such incidents – staff understand they must use the SLT ‘Call Out’ button for these behaviors so that they are always escalated.	Student voice reports that demonstrate confidence in systems and actions related to bullying and harassment	LSO USO SFO	Ongoing	Oct 2022 onwards	
		6.06 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	Ongoing	Sep 2022 onwards	

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	6.07 Use the “Respect’ ‘Anti-Bullying’ and ‘Inclusion’ awards as a driver for improvement.	“Respect’ ‘Bronze Anti-Bullying’ and ‘Inclusion’ awards completed.	HLG CLO	One off	Nov 2022	
<p>The objectives included in this action plan will ensure:</p> <ul style="list-style-type: none"> <li>• Leaders ensure that there is a strong culture of safeguarding.</li> <li>• Governors and trustees hold leaders effectively to account for the impact of their work.</li> <li>• Governors and trustees assure themselves accurately about the effectiveness of the school’s arrangements to safeguard pupils.</li> <li>• Leaders and staff have a suitable understanding of statutory guidance and their responsibilities to keep pupils safe.</li> <li>• Leaders ensure that accurate records are maintained of the school’s work to protect and support pupils.</li> <li>• 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.</li> <li>• Students are confident about reporting bullying and harassment and that it will be effectively resolved.</li> </ul>						

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Objective	Actions and Staff	Success criteria	Delivery		Schedule	Resources	
<p><b>Quality of Education (Student and Curriculum Sub-Committee)</b></p> <p>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.</p> <p>Assessment is least effective in the few subjects where curriculum planning is not as clear.</p>							
7	Review curriculum plans to ensure consistent practice and to identify precisely the important knowledge and skills that pupils must learn and remember.	7.01 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	KGT CLT	One off	May 2022	Subject networks Coordination HMI guidance Peter Monk (Ofsted Inspector – DCC school improvement service)
			Consistency in the use of curriculum plans within subjects evidenced in lesson observations and learning walks/book checks	KGT CLT	Ongoing	Sept 2022 - half termly	
		7.02 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	KGT CLT	Ongoing	June 2022 Review Oct 2022	
			Subject curriculum plans clearly identify where topics are revisited and reinforced	KGT CLT	Ongoing	June 2022 Review Oct 2022	
		7.03 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	KGT SLT FGB	Ongoing	First QA fortnight Nov 2022/ Second Feb 23	
			Deep Dives carried out in Maths, Humanities, Sixth Form, Student Voice, English, Creative Arts, Technology, Business and Computing, and Sports/Wellbeing during the autumn and Spring Terms.	KGT CLT	Ongoing	Oct 2022 onwards P Monk Jan 23 (operation)	

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	7.04 Training for Curriculum Leadership Team and Teaching & Learning Community (TLC) focused on 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.	Training completed and recorded in Faculty and CLT minutes.	KGT SMC	Ongoing	Sept 2022 ongoing
		All Faculties can evidence good practice that they have adopted based on the recommendation of the Teaching & Learning Community	KGT SMC	Ongoing	Sept 2022 ongoing
	7.05 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 in records of governor visits and participation in learning walks and work scrutiny. (Need to arrange visits)	KGT SMC	Ongoing	Jan 2023
	7.06 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	Ongoing	Nov 2022
	7.07 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	One off	Nov 2022
	7.08 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	Twice Annually	Nov 2022 Mar 2023
	7.09 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	One off	Oct 2022
	7.10 The quality and ambition of the curriculum will additionally be assessed through review of curriculum documentation such as schemes of	Evidence of curriculum documentation is matched by that of lesson observation and work scrutiny.	KGT CLT	Twice Annually	Nov 2022 Feb 2023

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	work and website subject pages.					
	7.11 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	Ongoing	Nov 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.

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<b>Behaviour and Attitudes</b>						
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.	8.01 Use FLAIR school culture external review to identify the strengths and areas for improvement in the existing school culture	FLAIR school culture external review completed and reported to Governors	JAM CLO	One off	Nov 2022	<ul style="list-style-type: none"> <li>Student voice completed to help identify potential improvements.</li> <li>Monitoring records show secure identification and reporting.</li> <li>Student voice outcomes that indicate good communication channels.</li> <li>The behaviour policy is consistently applied throughout the school</li> </ul>
	8.02 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	Baseline snapshot listening exercise undertaken and priorities for action identified and shared with governors	JAM CLO HLG	Ongoing	Oct/Nov 2022 – Half Termly	
		Repeated each term and action plan modified so that improvement is measured and reported on to SLT and Governors.	JAM CLO HLG	Ongoing	Oct/Nov 2022 – Half Termly	
	8.03 Training for all staff on effective behaviour management using the Robin Launder online behaviour programme.	Whole school/all staff behaviour training delivered and reinforced through regular briefings and staff bulletins.	JAM DDB SAC	One off	June 2022	
	8.04 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 outstanding behaviour consistently across all Faculties.	Evidence of behaviour data demonstrates impact through increased and more accurate reporting of incidents. Trend should be to fewer incidents over time.	JAM	Ongoing	Nov 2022	
8.05 Training for non-teaching staff on duty at lunch times so they are able to identify and address bullying and poor behaviour	Evidence of staff evaluation of training demonstrates a high level of satisfaction with the training provided.	JAM CLO LIB	One off	Jan 2023		

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8.06 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.	Peer mentors, wellbeing student ambassadors, house captains, Sixth Form prefects, buddy readers, anti-bullying ambassadors, Co-Head Prefects, student councilors recruited and trained.	JAM CLO PDO HCW HLG	One off	Oct 2022 onwards	<ul style="list-style-type: none"> <li>• Student voice evidences consistent application of behaviour policy and high standards of behaviour</li> <li>• Monitoring records show effective tracking and analysis of behavior incident and trends.</li> <li>• External 'My Concern' training</li> <li>• Tootoot anonymous reporting tool</li> <li>• HMI guidance</li> <li>• External review and independent safeguarding audit</li> <li>• HMI guidance</li> </ul>
	Records of regular supervision meetings to monitor behaviour and safeguarding with the Head Teacher, Designated Safeguarding Lead and safeguarding governor demonstrate the impact of the behaviour policy.	JAM CLO LP	Ongoing	Nov 2022 onwards	
8.07 Introduce an anonymous reporting tool (Tootoot) to encourage students to come forward and seek help when they experience bullying or discrimination.	Analysis of Tootoot referrals demonstrates high level of student confidence in the system through number of incidents reported and successful outcomes recorded. Data scrutinized and recorded in PLT, SLT and Governor meetings.	CLO ALH	Ongoing	Sept 2022	
8.08 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	Ongoing	Sep 2022	
8.09 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	Ongoing	Nov 2022 onwards	
8.10E nsure 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.	ALH CLO PLT	One off	Oct 2022 onwards	
8.11 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, interventions and impact to Governors	Minutes of PLT, SLT and Governor meetings show impact of identification of trends and actions taken.	JAM SLT PLT FGB	Ongoing	Sep 2022 onwards	

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	8.12 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.	CLO PLT	Ongoing	Oct 2022 onwards	
9 Pupils feel confident in passing on their concerns to adults in school  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.	9.01 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	One off	Feb 2023	<ul style="list-style-type: none"> <li>• Student voice</li> <li>• External review</li> <li>• Tootoot</li> <li>• PLT CPD</li> <li>• External Provider</li> <li>• DCC</li> </ul>
	9.02 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	One off	Sep 2022	
	9.03 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.	CLO HLG	Ongoing	Oct-Dec 2022	
		Evidence of pastoral and leadership meetings demonstrates impact of referrals in case studies of successful resolution of issues and incidents.	PLT	Ongoing	Sept 2022	
		Half termly report to Governors demonstrates a to e.	JAM CLO FGB	Ongoing	Half termly (Nov/Jan/Feb /April/June)	
9.04 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	One off	June 2022 ongoing		

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	9.05 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	Ongoing	Oct 2022	
	9.06 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	Ongoing	Oct 2022	
	9.07 Student active listener team trained and available for peer mentoring	Anti-bullying ambassadors, well-being ambassadors and peer mentors trained.	HLG CLO PDO	One off	Nov 2022	
	9.08 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.	PLT	Ongoing	Nov 2022 ongoing	
	9.09 Revisit student voice to evaluate the impact of change and drive next steps in terms of school culture, behaviour and inclusion.	Student voice evidences confidence in the reporting culture and that students feel 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.	HLG JAM CLO	Ongoing	Feb 2023	
		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	Ongoing	Oct 2022 onwards	

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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.

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Objective	Actions and Staff	Success criteria	Delivery		Schedule	Resources
<b>Personal Development (Student and Curriculum Sub-Committee)</b> 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	10.01 Review PHSE & RSE curriculum, assembly programme and form time to strengthen teaching of anti- homophobic and other discriminatory language and sexual harassment	Improved curriculum map following on-going reviews.	HLG CLO DDB PDO	One off	June 2022	• Network groups HMI guidance
		Student voice evidences clear understanding of issues of homophobic and other discriminatory language	JAM HLG	Ongoing	Sept 2022 ongoing	
	10.02 Further strengthen teaching of School vision and code of conduct through PHSE curriculum	Student voice evidences clear understanding of issues of homophobic and other discriminatory language	JAM HLG	Ongoing	Sept 2022 ongoing	
	10.03 Develop student leadership posts in Upper and Lower School including Anti-Bullying Ambassadors	Recruited and trained	CLO HLG	One off	Oct 2022	
The objectives included in this action plan will ensure: <ul style="list-style-type: none"> <li>• Students understand the issues surrounding homophobic and other discriminatory language and that it is not tolerated in school.</li> <li>• Students receive the information they need at the right time.</li> <li>• The school’s curriculum supports pupils to develop an appropriate understanding of the safeguarding risks they may face</li> </ul>						

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