

The Brookfield School Post Ofsted Action Plan 2017/2018

SLT – Senior Leadership Team; SC: Subject Coordinator; Asst: Assistant Head; DH: Deputy Head; HT: Head Teacher; NAC: No additional cost; LGB: Governing Body; T: teachers; CoG: chair of governors; BM: Business Manager


RAG assessment: **Red** – No impact; **amber** - some impact; **green** – strong impact

| Priority 1: Improve outcomes for pupils | | | Success criteria for priorities | | | |
|---|--|--------------------------|---|---|---|-------|
| 1a Ensure that gaps between pupil groups are closed | | | <ul style="list-style-type: none"> All pupil groups i.e. pp, low, middle, high ability pupils make similar levels of progress at all key stages 90% pupils will make expected or better progress by the end of July 2018 i.e. will make a minimum of 2 sub levels progress 95% achieve FFT50 | | | |
| 1b Ensure that brightest pupils are challenged appropriately | | | <ul style="list-style-type: none"> All high ability pupils make expected or better progress by end of July 2018 | | | |
| Actions | Led by | Timeframe from | Resource and cost implications | Monitoring progress and by whom | Impact and monitored by | RAG |
| Priority 1a Ensure that gaps between pupil groups are closed | | | | | | |
| All pupils baseline tested at beginning of each key stage | Pri: Asst Sec: Asst; DH | Implemented October 2017 | Time for testing and marking | KS2: Ast/KS3: Asst/KS4: DH PRIMARY: – 8/1/18 all primary pupils have been baseline tested KS3&4: 13/1/18 – all pupils baseline tested in September or on entry | HT/LGB/SIP 1/18 – accurate data from which to set targets. | Green |
| Identify all groups including low, middle, high attainers and monitor progress termly. Implement intervention programme for those not achieving | Pri: MB Sec: EB/RK All subject staff | October | | KS2: Asst/KS3: Asst/KS4: DH PRIMARY: – 8/1/18 all pupils have been 'RAG' rated and interventions implemented. High attainers new targets set w/b 8/1/18 KS3&4 – all groups identified. Tracker in place | HT/LGB 1/18 - All pupils have individual education plan. | Amber |
| See also 4f | | | | | | |

| Priority 2: Improve the effectiveness of Teaching and Learning | | | Success criteria for priority | | | |
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| 2a Ensure that lessons are appropriately differentiated | | | <ul style="list-style-type: none"> All pupils are engaged and make expected or better progress by July 2018 | | | |
| 2b Ensure that all TAs support pupils appropriately | | | <ul style="list-style-type: none"> All pupils prepared to complete own work (with support from TA) Work that is completed by or with TA support to be clearly identified in books and feedback provided | | | |
| 2c Provide more thinking time for pupils | | | <ul style="list-style-type: none"> All pupils are able to contribute to Q&A sessions | | | |
| 2d. Ensure that all pupils contribute | | | <ul style="list-style-type: none"> All pupils are confident to contribute verbally in front of class by July 2018 | | | |
| 2e Ensure presentation of pupil work is consistent | | | <ul style="list-style-type: none"> All pupils' books are of a good/high standard by July 2018 Common format implemented across school | | | |
| 2f Ensure greater focus on problem solving and reasoning throughout curriculum particularly through numeracy | | | <ul style="list-style-type: none"> Pupils make expected or better progress in Maths and Science Outcomes in Maths make expected or better progress at end of key stage 4 i.e. FFT20 | | | |
| 2g Ensure all primary pupils have a reading log and take reading home | | | <ul style="list-style-type: none"> All primary pupils show increase in fluency by July 2018 i.e. improvement of 2 years or better | | | |
| 2h Ensure all modelling is accurate | | | <ul style="list-style-type: none"> All pupils' work is accurately supported | | | |
| Actions | Led by | Timeframe from | Resource and cost implications | Monitoring progress and by whom | Impact and monitored by | RAG |
| Priority 2a Ensure that lessons are appropriately differentiated | | | | | | |
| All lessons are fully differentiated through planning and resources (evidenced through learning walks) | SC | September 2017 | | HT PRIMARY: 8/1/18 - Planning and assessment shows differentiation has been implemented. KS3&4: 13/1/18 – evidenced through learning walks autumn term 04/18 Secondary: A4L; targeted questioning; use of TAs; primary less secure | HT/LGB 1/18 - Learning walks show engagement is good at all KSs. | |
| Priority 2b Ensure that all TAs support pupils appropriately | | | | | | |

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| Ensure that TAs don't intervene too soon. Allow pupils thinking time (evidenced through learning walks and observations) | T | September - December 2017 | TA training time | SLT PRIMARY 8/1/18 – TA training required KS3&4 – 04/18: secure | HT | | p | s |
| Ensure all TAs proactively engaged – behaviour for learning | T | September - December 2017 | TA training time Planning time | SLT PRIMARY – 8/1/18 significant decline in disruption in last 4 weeks of autumn term and start of spring term. Significantly greater pupil engagement KS3&4 feedback from teachers | HT | | | |
| Priority 2c Provide more thinking time for pupils | | | | | | | | |
| Thinking time written into lesson plans. All Teachers and TAs provide thinking time (evidenced through learning walks and observations) | T TA | October 2017 | Performance management targets for teachers | SLT PRIMARY – 13/1/18 new primary curriculum provides opportunities to explore and problem solve KS3&4 not yet implemented 04/18: implemented across all key stages; not yet secure | HT | | | |
| Priority 2d Ensure that all pupils contribute | | | | | | | | |
| Teachers track reluctant contributors and share techniques to support their contributions | T TA | October 2017 | Performance management targets for teachers | SLT PRIMARY – 13/1/18 evidence in topic books shows increase in independent writing through role play and structured work KS3&4 – not yet implemented 04/18: regular discussions with staff in meetings to ensure all pupils are contributing and monitored | HT | | | |
| Priority 2e Ensure presentation of pupil work is consistent | | | | | | | | |
| Teachers and TAs closely monitor quality of pupil work and set high expectations through regular meetings | T TA | October 2017 | Performance management targets for teachers | SLT PRIMARY – 13/1/18 Regular staff meetings show greater consistency. Topic books assessed and teachers standardise KS3&4 – Implemented 1/18 | HT/LGB | | | |
| Priority 2f In maths ensure greater focus on problem solving and reasoning | | | | | | | | |

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| Develop Maths scheme of work to ensure problem solving is a key feature of all lessons | SC | October 2017 | Performance management targets for teachers | SLT PRIMARY – 13/1/18 Maths Mastery course booked. KS3&4: 13/1/18 – focus of performance management for Maths coordinator 04/18 – catch up Maths sessions in KS 3 | HT | | | |
| Ensure Maths TAs support problem solving and reasoning by providing sufficient thinking time | SC | October 2017 | NAC | SLT PRIMARY – 13/1/18 new primary curriculum provides opportunities to explore and problem solve KS3&4: 13/1/18 – Maths TA on training | HT | | | |
| Maths teacher and TAs to attend Maths Mastery Training | SC TAs | ? | ? Through Maths Hub | SLT PRIMARY 13/1/18 Training booked. HM attending primary KS1 training appropriate to our learners KS3&4: 13/1/18 – training booked for January | HT | | | |
| Priority 2g Ensure all primary pupils have a reading log and take reading home | | | | | | | | |
| All primary pupils to be issued with a reading log and reading book. Books to be readily available | Asst pri | November 2017 | £500 Project X scheme | Pri Asst PRIMARY 13/1/18 Reading records issued. New scheme implemented successfully. Pupils strongly engaged in reading programme | HT LGB | | | |
| Priority 2h Ensure all modelling is accurate | | | | | | | | |
| Teachers to ensure that all modelling is accurate, particularly SPG. Teachers to take responsibility for supporting TAs | T | October 2017 | Training for TAs Opportunities for TAs to observe best practice | SLT PRIMARY 13/1/18 TA appraisal booked and peer obs arranged KS3&4: 13/1/18 – Literacy Coordinator appointed. SPG guidance issued to all staff to ensure consistency 04/18: achieved as far as is possible. TAs undertaking functional skills ICT; next year will be undertaking English followed by Maths | HT | | | |


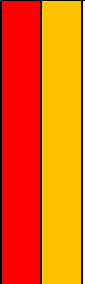
| Priority 3: Improve the effectiveness of Personal Development, behaviour and welfare | | | Success criteria for priority | | | |
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| 3a Governors ensure that exclusion is appropriately monitored and challenged rigorously | | | Exclusion is only for unprovoked assaults against staff or pupils. Governors' minutes show rigorous challenge of all exclusions by July 2018 | | | |
| 3b Governors challenge attendance and set aspirational targets with the head teacher | | | Governors' minutes show rigorous challenge of attendance | | | |
| 3c Governors monitor use of physical handling and challenge where appropriate | | | Governors' minutes show rigorous challenge of physical intervention: frequency; individual pupil reoccurrences; types; effectiveness | | | |
| 3d. Senior leaders ensure that physical handling is fully logged and monitored | | | As above | | | |
| 3e Governors and senior leaders ensure that medication is fully controlled | | | Governors minutes show that monitoring of medication is regular and ongoing – monthly. Nominated governor reports to all LGB meetings | | | |
| 3f Governors and senior leaders ensure that pupil signing in and out is rigorous | | | Governors minutes show that monitoring of pupil signing out and in is regular and ongoing – monthly. Nominated governor reports to all LGB meetings | | | |
| 3g Ensure that bound and numbered book is filled in correctly | | | Governors minutes show that monitoring of bound and numbered book is regular and ongoing – monthly. Nominated governor reports to all LGB meetings | | | |
| Actions/milestones | Led by | Timeframe from | Resource and cost implications | Monitoring progress and by whom | Impact and monitored by | RAG |
| Priority 3a Governors ensure that exclusion is appropriately monitored and challenged rigorously | | | | | | |
| Monthly exclusion data provided to HT for analysis. Data and analysis with strategies and impact presented to all LGB meetings | HT | October 2017 | NAC | HT/LGB 12/17 – data provided. Too early to determine impact. PRIMARY: 13/1/18 - No damage to school property since October; no exclusion for assault since November 2017. | LGB |  |
| Priority 3b Governors challenge attendance and set aspirational targets with the head teacher | | | | | | |

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| Weekly/monthly attendance data provided to HT for analysis. Data and analysis with strategies and impact presented to all LGB meetings | HT | October 2017 | NAC | HT/LGB 12/17 – data provided. Too early to determine impact. Significant issue 04/18 | LGB | | | |
| Priority 3c Governors monitor use of physical intervention and challenge where appropriate Priority 3d. Senior leaders ensure that physical interventions are fully logged and monitored Priority 3g Ensure that bound and numbered book is filled in correctly | | | | | | | | |
| Behaviourwatch to be updated to include physical intervention(s) used, length of time used | HT Asst | By 15/10/17 | Minimal admin cost to Behaviourwatch | HT 11/17 - completed | LGB | | | |
| Weekly data and analysis to HT. Presentation of data, analysis and further interventions to be presented to all LGB meetings | HT | October 2017 | NAC | HT 04/01/18 – not yet started | LGB | | | |
| Gov to monitor monthly 'bound and numbered' entries | HT CoG | October 2017 | NAC | HT 04/01/18 – Monitoring started | CoG | | | |
| Priority 3e Governors and senior leaders ensure that medication is fully controlled | | | | | | | | |
| New 'bound and numbered' medication book to be implemented to include number of items of medication signed in and countdown next to each issue of medication to ensure all meds are accounted for | Office staff. Authorised staff member | Immediately | Minimal cost | HT 11/17 | CoG | | | |
| Priority 3f Governors and senior leaders ensure that pupil signing in and out is rigorous | | | | | | | | |
| New pupil signing in/out protocol introduced including parent/carer/other visitor signature, time and reason for collecting/destination. CoG reports to LGB meetings | Office manager | Immediately | NAC | HT 11/17 | CoG | | | |

| Priority 4: Improve the effectiveness of leaders and managers | | | Success criteria for priority | | | |
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| 4a Ensure that governors clarify status of MAT | | | <ul style="list-style-type: none"> All issues regarding MAT and finances are resolved to satisfaction of Education and Skills Funding Agency. Company solvent If council contract continues, all appropriate structures in place for sustainable future operation/appropriate levels of finance to ensure viability | | | |
| 4b Ensure that there is a clear MAT governance structure | | | <ul style="list-style-type: none"> Clear Trustee – director – governor – school leadership structure in place with appropriate scheme of delegation for all levels of leadership. All stakeholders understand functions of each level of leadership. Representatives of each layer accessible to stakeholders | | | |
| 4c Governors provide appropriate level of challenge to head teacher | | | <ul style="list-style-type: none"> LGB minutes show that in pupil outcomes; teaching and learning; pupil welfare, behaviour and attendance and leadership, a rigorous level of challenge is recorded ensuring that post Ofsted issues are addressed and school continually improves in all areas | | | |
| 4d Governors ensure that the website is DfE compliant | | | <ul style="list-style-type: none"> New website is fully DfE compliant with all appropriate information and policies. | | | |
| 4e Governors ensure that recruitment of all staff is appropriate and meets requirements of safeguarding (Keeping Children Safe in Education 2016) | | | <ul style="list-style-type: none"> All appointments follow rigorous recruitment process Impact and monitored by CoG in monthly meetings | | | |
| 4f Senior leaders ensure that progress and attainment for all groups is monitored and steps taken to close gaps | | | <ul style="list-style-type: none"> Governors minutes show that progress and attainment data is scrutinised and that rigorous challenge is provided to the HT in all meetings A continuous cycle of identification, strategy, implementation, review, challenge ensures that all pupils meet or exceed expected outcomes by July 2018 | | | |
| Actions/milestones | Led by | Timeframe | Resource and cost implications | Monitoring progress and by whom | Impact and monitored by | RAG |
| Priority 4a Ensure that governors clarify status of MAT | | | | | | |
| Priority 4b Ensure that there is a clear MAT governance structure | | | | | | |
| Provide ESFA with all relevant documentation and accounting | BM HT | Immediately | Solicitors fees Accounting fees | HT 10/17 - ongoing | Directors | |

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| Ensure short term measures to control HIBOS spending. Move to single account model | BM | Immediately | Barclays Business Account | BM, HT 12/17 - completed | Directors | | | |
| Publish governance structure i.e. trustees, directors, governors, leadership and scheme of delegation | Direct ors | October 2017 | NAC | HT 11/17 | Directors | | | |
| Priority 4c Governors provide appropriate level of challenge to head teacher | | | | | | | | |
| Governors attend training to ensure challenge and rigour is built in to all LGB functions | Extern al revie wer | October 2017 | Training costs | External reviewer Govs booked on to: Ofsted; Finance and budgeting; Prevent Strategy training; Chairs training; GDPR; SEND; Gov responsibilities in school improvement | Directors | | | |
| LGB meeting structure has standing questions built into proceedings to ensure that the four Ofsted headings are scrutinised at all board meetings | Extern al revie wer | October 2017 | Training costs | External reviewer 03/18 external review and training | Directors | | | |
| External review of governance to be undertaken | Extern al revie wer | October 2017 | External reviewer costs | Autumn term – not undertaken. No reviewer available March 2018 – reviewer appointed – review underway | | | | |
| Priority 4d Governors ensure that the website is DfE compliant | | | | | | | | |
| Ensure that the following is on the website <ul style="list-style-type: none"> pupil premium data PRIMARY and KS4 results and progress data % of pupils who have achieved 5 or more 'good' level 2 results Updated behaviour policy Year 7 catch up funding Sports premium | HT | Immediately | NAC | CoG 04/01/17 – new website commissioned and under development. All statutory documentation ready or under review | LGB | | | |
| Priority 4e Governors ensure that recruitment of all staff is appropriate and meets requirements of safeguarding (Keeping Children Safe in Education 2016) | | | | | | | | |

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| Creation of recruitment flow chart and roles and responsibilities | HT Office Mana ger | November 2017 | NAC | HT 04/01/18 – not yet started 04/18 Safer recruitment Policy updated and amended to include complete process | LGB | | |
| Scrutiny of processes and appointments by LGB | CoG | November 2017 | NAC | LGB | Directors | | |
| Priority 4f Senior leaders ensure that progress and attainment for all groups is monitored and steps taken to close gaps | | | | | | | |
| Termly data for all groups is collected and analysed for trends. Subsequent strategies implemented for individual pupils and groups: PP; low, middle and high achievers; LAC; FSM. Data, strategies, impact reported to LGB at every meeting | HT SLT | October 2017 | NAC | Pri Asst/DH/HT KS3&4: 04/01/17 – termly data collated and analysed for trends. L/M/H group from Jan 2018. | LGB | | |
| Regular pupil progress meetings with all teachers to discuss individual and group progress, gaps, interventions and impact | SLT SCs T | October 2017 | NAC | SLT 04/01/17 – regular staff meetings in primary and KS3&4 to look at all individual pupils and their progress and intervention impact. L/M/H group from Jan 2018. 04/18: progress meetings well established; | HT | | |

| Additional Priorities | | | Success criteria for priority | | | |
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| 5a Improving behaviour | | | <ul style="list-style-type: none"> Individual behaviour management strategies are applied Behaviour management policy (old or new) is consistently applied by all staff Consequences are consistently applied A significant reduction in violent incidents ie > 30% in 2017-2018 | | | |
| 5b Staff safety | | | <ul style="list-style-type: none"> Assaults against staff significantly reduced ie > 30% in 2017-2018 | | | |
| Actions/milestones | Led by | Timeframe | Resource and cost implications | Monitoring progress and by whom | Impact and monitored by | RAG |
| 5a Improving behaviour, particularly in the primary provision | | | | | | |
| Ensure individual education plans and risk assessments are implemented and all individual pupil behaviour management is based on these documents | KS leaders | | NAC | DH/HT PRIMARY: 13/1/18 - All pupils have positive handling plan with parental involvement. Significant decrease in risks noted since October half term. KS#&4: 13/1/18 – all individual risk assessments completed. All IEPs completed. THRIVE started. | LGB |  |
| Ensure all staff consistently apply the behaviour management policy | PRI Asst Sec asst | From September 2017 | NAC | DH/HT PRIMARY: 13/1/18 – Greater consistency in use of behaviour policy evidenced in management of behaviour incidents and decrease in exclusion KS3&4: 13/1/18 – New behaviour policy adopted. All staff | LGB |  |

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| | | | | consulted. | | | |
| Ensure consequences are clear to all and consistently applied | PRi Asst Sec asst | From September 2017 | NAC | HT/DH PRIMARY: 13/1/18 - consequences more consistently applied – ensuring discussion with child re issues on each occasion. KS3&4: 13/1/18: behaviour policy under review. Completion of consultation – Feb half term | LGB | | |
| 5b Staff safety | | | | | | | |
| Consistently apply agreed consequences for assaults against staff | HT | From September 2017 | NAC | HT Only assaults against staff and other pupils now result in exclusion. All incidents reviewed by HT before decision taken. | LGB | | |
| Consistently apply follow up for assault with parents\carers | HT | From November 2017 | NAC | HT/SLT Telephone calls happen consistently. All exclusion is followed up with a readmission meeting. | LGB | | |
| Most appropriate handling techniques learned and implemented by all staff | SLT | From January 2018 | TBC | SLT New handling technique being explored by RK Decision to stay with Team Teach but to adopt advanced course for secondary staff – for September 2018 | LGB | | |