



Fearnhill School Ofsted Action Plan 2019 – Summary

Overview

Following the Ofsted inspection of Fearnhill on the 12th and 13th February 2019, a full review of current and planned improvement actions took place. This is to ensure that as a school we are addressing the right areas and that our strategic focus continues to match the priorities identified in the report. The full Ofsted Action Plan links closely to our Self Evaluation Form (SEF) and the School Improvement Plan for 2019-20 (SIP). The Action Plan is reviewed and updated on a monthly basis. What follows is a summary of actions in place for each area identified for improvement in the report. There are ten areas for improvement, falling under the categories of leadership and management (L&M), quality of teaching, learning and assessment (QTLA) and personal development, behaviour and welfare (PDBW).

L&M

1. *leaders focus on the progress pupils make and hold teachers accountable for pupils' achievements*
 - Data cycles are currently used to identify actions to take for underachieving students and groups through the RAP process, scheduled updates and reports to SLT, governors and external advisors. Growing the confidence of middle leaders to hold staff to account is part of the NLE support during May 2019. Reviewing and updating accountability processes is a priority in the SIP for 2019-20 to embed this work further.

2. *leaders make use of the information from assessment systems to support teachers' understanding of how to improve pupils' progress*
 - A review of the assessment system during 2018-19 has led to more precise understanding by parents and students, but teachers' planning is not yet consistently informed by assessment in some subjects. Effective curriculum planning is a whole school focus during the summer of 2019, and training of senior middle leaders (SMLT) is focused upon ensuring best practice across all faculties. This will be rigorously checked through a revised meeting format during 2019-20, as well as ongoing partnership work with HfL advisors. The newly appointed deputy headteacher will have this as a key priority in his role.

3. *middle leaders' actions contribute well to improving standards across the school*
 - The report confirms the direction of travel with a new leadership structure in place. The newly appointed deputy headteacher will embed the development work undertaken during May 2019. The SIP for 2019-20 will focus closely on continued improvement of middle leadership at Fearnhill.

4. *leaders use the pupil premium funding to improve the outcomes achieved by disadvantaged pupils*
 - the external review of Pupil Premium at Fearnhill in November 2018 led to the current action plan. Latest monitoring indicates that the achievement gap is closing across the school, but this work also links closely to the role of effective planning for all students – see point 2 above.

5. *leaders use the funding for pupils with SEND to improve the support they are given so that they make good progress from their different starting points.*
 - The report identifies some good practice; this is being embedded across the school to ensure consistency. The revised approach to inclusion since September 2017 has improved behaviour by SEND students. The next step is to improve data analysis and holding of staff to account by the SENCO. HfL advisory support is planned to help with this, along with the work on planning, assessment and the role of middle leaders described above.

QTLA

6. *teachers use assessment information to plan learning that is suited to the different abilities of pupils, including boys, disadvantaged pupils and pupils with SEND.*
 - Some good practice is identified in the report; consistency is the issue. The actions planned for target 2 will support improvement in this area, with the newly appointed deputy headteacher focusing on rigorous, informed planning in all subject areas. External support from HfL will help monitor this during 2019-20. INSET time has been focused on improving planning for vulnerable learners during 2018-19.

PDBW

7. *ensuring that disadvantaged pupils and those pupils with SEND attend school regularly*
 - The strategy implemented in September 2017 has shown improvement and this remains a high priority for 2018-19 and onwards. SEND and PP attendance is on an improving trend but is not yet good enough. External NLE support to broker shared best practice with other schools, along with continued use of appraisal targets linked to attendance for teaching and support staff will continue in 2019-20. The evidence of improved engagement in lessons and extracurricular activities by PP and SEND students also helps in this area.

8&9. *reducing incidents of low-level disruption in lessons that disrupt learning and raising expectations of pupils' behaviour around the school*

- Behaviour is on an improving trend, with incidents reduced by more than half since 2017-18. High levels of engagement by students from all groups in clubs and extracurricular activities, targeted work with key individuals and external agencies, rigorous monitoring and student voice have contributed. In September HfL will deliver 'High Performance for All' training to the whole staff, helping to embed the growing culture of the highest possible expectations of all students and a growth mindset by all adults at the school.

10. *improving pupils' attitudes to learning.*

- A culture of challenge and high expectations is growing in the school. The SIP for 2019-20 has this as its key priority, with the focus on moving from compliance to active engagement by all students. This will inform all INSET, monitoring of teaching for independent, student-led learning with high challenge, extracurricular activities and the school's rewards policy. Student voice will continue to inform school improvement.

E Ellis

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