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## THE ANNEX SCHOOL ACTION POINTS

Following a focused audit visit from an external consultant on 19.11.2015:

### L&M/Safeguarding

- Ensure that the DSL and staff have all been trained to standards approved by the LSCB
- Follow up with the local Prevent Team what they offer in terms of training for staff and pupils
- Ensure staff have signed that they have read Part 1 of KCSIE
- Ensure the SCR includes the recent checks
- Update the safeguarding policy and all other welfare and safety policies (H&S, first aid, fire safety have not changed since your last inspection; however you now need a risk assessment policy; you need to ensure your fire safety file is up to date; as well as your premises risk assessments, pupil risk assessments, fire risk assessment and risk assessments for off-site visits)
- Review the e-safety policy, procedures and training in the light of the two documents emailed to you (HMI on e-safety and DfE/Home Office on use of social media)
- Familiarise yourselves with the inspector guidance '*Inspecting safeguarding in early years, education and skills settings*' to understand the inspection approach

### L&M/Curriculum

- Update the curriculum policy, following DfE guidance, including:
  - Careful mention of providing a modified NC rather than a broad and balanced curriculum when required by the statement of SEN/EHC plan
  - Outline of PSHCE and how it targets SMSC standards (British values, equalities)
  - Outline of careers education: brief summary of provision in KS3 and KS4/5
  - Outline of 24-hour provision between school and home
  - Individualisation of education programmes, hence potentially two main pathways: academic and vocational, and occasionally a mix of both
  - Support given to post-16 students attending college to enhance their learning
  - Outline of curriculum enrichment activities (some may be repeated annually; others may vary from year to year) and which area of the curriculum they support; where speakers are invited to speak about political issues, explain how you ensure there is no bias and speakers have no extremist leanings



- Update the PSHCE policy as indicated above and provide evidence of active promotion of British values and contributions to/engagement with the wider community as discussed
- Update the careers policy as indicated above and prepare solid evidence
- Ensure you have schemes of work for all subjects taught in KS2, KS3, KS4 and KS5

### **L&M/SMSC/Behaviour/Personal Development**

- Ensure all teaching staff have a copy of Teacher Standards 2015 and are told to adhere to part 2, Code of Conduct
- Prepare careful case studies that highlight improvement in behaviour, social skills and emotional development; indicate other features where applicable: leadership; team skills, etc
- Ensure behaviour logs (including bullying and instances of racism) are analysed to identify patterns and improve systems; do they provide a general picture of reduction in incidents and show improvement in individual behaviour patterns?
- Ensure pupils, through class discussion, are able to speak about the protected characteristics of the Equality Act respectfully and show understanding of how the law protects all citizens of this country
- Ensure pupils can extend this to people who have different political views, beliefs, social and ethnic backgrounds from theirs
- Ensure pupils can talk and write about what they gained out of the active promotion of British values and engagement with the wider community

### **L&M/Teaching and assessment**

- Update the assessment policy and procedures, including tracking of achievement, behaviour, effort, as discussed
- Give pupils time to respond to marking, and so evidence how they improve their work in the light of comments; evidence how pupils are helped to catch up
- HT to monitor pupils' progress by analysing the tracking documents at regular intervals and pupils' books (evidence by using a book to record monitoring comments and feedback to staff); evidence progress meetings (brief minutes with action to take)
- HT to monitor teaching and learning by observing lessons; evidence by completing observation forms based on Teacher Standards, written feedback given to staff with two targets for further development and follow-up visits to check on improvement; evidence that CPD is linked to observations of pupils' progress, teaching and learning



- HT to appraise staff using documentation based on Teacher Standards
- HT/Director to appraise SENCO

### **L&M/Outcomes**

- Prepare careful case studies in which you show individual pupils' progress from KS2 to end of KS4, outlining the time spent out of education prior to joining the school, and explaining what caused the dips in achievement and how long it took the school to put the pupil back on track; highlights all achievements, including shouldering responsibilities and winning awards; include evidence of the impact of SALT and other specialist support on achievement
- Focus on progress and attainment in literacy and numeracy
- Where pupils have left the school, show their destination, with feedback from colleges, line manager at work and the pupil himself (looking back; what did the school bring him? What difference did it make to his life and his future?)
- Ensure your evidence of pupils' current attainment and progress is up to date

### **L&M/Capacity for further improvement**

- The HT and proprietor demonstrate that they know the school well, and that
- strategic planning (school development plan) is rooted in accurate self-evaluation that involves all staff, pupils, parents and placing authorities (how do you collect the views of the stakeholders?)

### **L&M/Governance**

The proprietor/director needs to ensure she can evidence that she fulfils the following criteria (minutes of meetings; mini reports from the headteacher; review of assessment and progress data and feedback given to the HT, etc)

- work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition
- provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school
- provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school
- understand how the school makes decisions about teachers' salary progression and performance
- performance manage the headteacher rigorously
- understand the impact of teaching, learning and assessment on the progress of pupils currently in the school



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- ensure that assessment information from leaders provides her with sufficient and accurate information to ask probing questions about outcomes for pupils.