

## OFSTED Monitoring Visit 15.10.25

### Key Findings and Progress (from Rachel Hesketh HMI)

This document summarises the key findings and progress discussed, particularly in relation to the Independent School Standards (ISS) and the school's ongoing development across several areas.

#### Curriculum and Teaching

- Curriculum Design and Mapping: The school has successfully planned and reviewed the curriculum across different subjects. The curriculum design is clearly aligned and mapped to Westbury and is informing planning.
- Key Learning and Starting Points using KLQs: Plans now clearly identify the key learning pupils need to know. This learning has been broken down by starting points to ensure the curriculum works for young people at their different needs.
- Subject Leadership Support: Subject leaders have been supported to break down subject areas into what were referred to as "pathways of learning," ensuring pupils are placed correctly for their learning needs.
- Collegiate Work: The curriculum work has been shared across schools within the group, providing confidence. The Maths lead and English colleague were able to speak well about their curriculum and ambitions.
- Intended Curriculum: The intended curriculum is being taught, as observed through lesson visits and pupil work.
- PLPs and Milestones: Pupil Learning Plans (PLPs) clearly map out learning needs and provision. Milestones are intended to track progress and are already informing pupil learning, though this work is just at the end of its first full cycle.
- Curriculum Alignment (ISS 3A): In most parts of the curriculum, the design and teaching - using KLQs to specify & support pupil progress- with clear evidence of CPD training in pedagogy & practice
  - Area for Development: In some parts, particularly around foundational knowledge (e.g., pen grip, use of verbs), the approach is not as secure. This means pupils may complete an activity rather than addressing their precise foundational needs. However, the school has already evaluated this, and work to make the curriculum more precise is ongoing.
- Self-Motivation (ISS 3B): Pupils are being encouraged and fostered in self-motivation, interest in their work, and the ability to think for themselves. This was reflected in discussions referencing perseverance and resilience.

#### Behaviour and Culture

- Behaviour Management Consistency: Behaviour management through teaching follows school policy. Consistency in approach, supported by values-driven tracking and oversight lesson-by-lesson, ensures lessons are managed.

- **Policy Implementation:** The behavior policy is now fully embedded and being implemented effectively. Expectations are clear, and staff/leaders maintain a continuous focus on consistency.
- **Impact on Culture and Data:** The work has had a significant impact:
  - The school's culture is changing.
  - There has been a reduction in pupil suspensions, with data showing this progress over time.
  - The positive recognition and celebration of success, including for incremental steps, is driving engagement.
  - There is an increase in pupils successfully reintegrating back into the school from off-site packages.
- **Proactive Approach:** Leaders are no longer in a reactionary position regarding significant behaviours, and colleagues can now deploy strategies to support young people.

## Compliance and Safeguarding

- **Equality Act 2010:** The required activities were reviewed, and the school is reported to have met the standards scheduled under the 2010 Equality Act.
- **Action Plan:** The school's action plan was reviewed in the summer and found to be fit for purpose, with a visible impact of the work being noted.
- **ISS Accountability and Management:** Systems are in place to ensure Independent School Standards (ISS) are met consistently. The leadership team has established clarity and accountability in roles to maintain these standards.
- **Local Authority Feedback:** The Local Authority is working closely with the school, sharing the planning, and can see the progress made on the actions. They did not present any new intelligence since the previous inspection.
- **Safeguarding:** The safeguarding training & scrutiny is effective and in place. The Single Central Record was compliant and fine. The recording systems have been reviewed, providing the school with greater confidence.