



BRADON FOREST SCHOOL: Action Plan Overview 2021/22					
2. Quality of Education (Last Ofsted – Good)					
Success Criteria: <ul style="list-style-type: none"> The plan for the curriculum is ambitious and is designed to give all learners, particularly disadvantaged and SEND students, the knowledge and cultural capital that they need to succeed in life Subject leaders and teachers develop the school’s curriculum intent and implementation, and it is visibly embedded securely and consistently across the school The T&L strategy results in consistent use of effective T&L methods observed in classrooms that ensure high quality teaching and learning across the school Self-evaluation demonstrates that teachers have good subject knowledge and maximise opportunities for students to learn through effective classroom management. Inconsistency and variation between subject and cohort progress is reduced 					
	Action	Lead	Link Governor	BFS Strategic Objective	RAG
1a	Undertake a curriculum review (with working party) to ensure an ambitious and broad curriculum design that meets the needs of all our learners	MDD		2	
1b	Implement a Teaching and Learning Strategy that clarifies a T&L vision and the principles of T&L at Bradon Forest School (linked to The Great Teaching Toolkit)	DIP		2	
1c	Develop a KS3 assessment and reporting strategy.	MDD / subject leaders		1	
1d	Implement a programme of quality assurance to systematically review our educational provision (self-evaluation and monitoring is systematic and leads to continual improvements)	WIL		1	
1e	Investigate and implement a (recovery) reading programme that enables all students to access the full curriculum	WIL / PSY		2	
3. Behaviour and Attitudes (Last Ofsted - Good)					
Success Criteria: <ul style="list-style-type: none"> A clear and effective behaviour strategy is in place with defined consequences that are applied consistently and fairly by all staff Self-evaluation shows that pupils feel safe, and that bullying, discrimination and peer-on-peer abuse – online or offline – is dealt with quickly, consistently and effectively Students behave consistently well with highly positive attitudes to learning Attendance of identified cohorts improves 					
2a	Implement and embed a modified behaviour strategy – clarify expectations of staff at all levels and responses to uniform and behaviour.	HEA		1	
2b	Investigate and develop improved recording and monitoring of behaviour including communicating rewards to parents and students	HEA / Heads of Year		1	
2c	Develop all stakeholders’ understanding of student progress and attitudes to learning by reviewing the target setting process and the reporting to parents	MDD/ Subject Leaders		1	
2d	Undertake an attendance audit with the EWO service to action plan for improved attendance	MDD		1	
4. Personal Development (Last Ofsted – Good)					
Success Criteria: <ul style="list-style-type: none"> The school achieves the Mental Health Award in recognition of its commitment to improving mental health The school meets GATSBY benchmarks and provides students with a range of engaging career opportunities The House system is refreshed, and a calendar of events and opportunities is created Students are educated about a range of RSE issues and feel confident in reporting any peer-on-peer abuse Equality and diversity are celebrated, and the students appreciate and respect differences 					

3a	Develop a wide-ranging extra-curricular provision including DofE that gives opportunities for students to broaden their horizons	HNS		2/3 /4	
3b	Complete the Mental Health Award	DIP / MAA		3	
3c	Increase the amount of counselling support the school provides	HNS		3/4	
3d	Continue to develop a varied careers programme to meet GATSBY benchmarks	BRY		2/3	
3e	Ensure a range of aspirational events and opportunities to build character are available to all year groups including trips, visits and speakers and House opportunities / competitions	HNS / Heads of House / Heads of Year		2/3/4	
3f	Undertake the biannual audit of RSE and complete the RSE action plan	DIP		3/4	
3g	Increase the opportunities for staff and students to promote equality and diversity	WIL		4	
5. Leadership and Management (Last Ofsted –Good)					
<p>Success Criteria:</p> <ul style="list-style-type: none"> Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. All school leaders model the school vision of challenge and excellence- this is evident in curriculum plans as well as in daily interactions A focused and highly effective programme of CPD enables staff to make improvements in the teaching of the curriculum Safeguarding audit shows effective safeguarding with clear actions to support improvement where necessary Recruitment to Year 7 and 12 improves 					
4a	Develop a strategy for people management that encompasses wellbeing and flexible working (become a FWAS participant school)	HNS		6	
4b	Develop a professional learning programme that challenges staff to excel in their chosen subjects, areas or leadership (linked to Athelstan Trust CPD offer, new NPQs and ECF)	WIL		1	
4c	Devise an action plan to improve recruitment into Year 7 and 12	DIP/ HNS		5	
4d	Raise awareness of sexual harassment and peer-on-peer abuse across the school community by ensuring all stakeholders are educated and aware of reporting procedures	HEA		3/4	
4e	Calendar self-evaluation opportunities to enable governors to focus on the provision and progress for priority cohorts	WIL/HNS		1	
4f	Implement an online system for reporting, tracking and monitoring safeguarding concerns	HEA			
4g	Undertake a SEND review to assess current provision and action plan for changes	HNS/ MRR	Jim Reid	1/2/3/4	
Ofsted Codes	Outstanding	Good		Requires Improvement	
Indicates actions linked to Ofsted targets					