



BRADON FOREST SCHOOL: Action Plan Overview 2022/23

1. Quality of Education (Last Ofsted – Good)

Success Criteria:

- 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
- The T&L strategy results in consistent use of effective T&L methods observed in classrooms that ensure high quality teaching across the school. Feedback is relevant, timely and acted upon by students
- Self-evaluation demonstrates that teachers provide challenge in the classroom and opportunities to excel beyond the academic curriculum
- Inconsistency and variation between subject and cohort progress is reduced

| Action | Lead | Link Governor | BFS Strategic Objective | RAG |
|--|-----------------|---------------|-------------------------|-----|
| Improve the provision for SEND students by a co-ordinated programme of intervention packages (Lexia, ELSA, Phonics etc) and improved TA deployment. | HNS / PSY | Jim Reid | 1 | |
| Develop and launch a new Feedback Policy which draws on research evidence, student and staff voice and Athelstan Trust best practice | CKE | | 1 | |
| Develop a programme of intervention and support that improves progress at KS4 | HOF / HOS | | 2 | |
| Embed the programme of quality assurance to systematically review our educational provision (self-evaluation and monitoring is systematic and leads to continual improvements) | WIL | John Scott | 1 | |
| Further embed the lesson expectations and routines and ensure that students are challenged in the classroom | Leadership Team | | 1 | |
| Develop an Alternative Provision Curriculum for KS3 and KS4 and evaluate the impact of AP on student progress | HEA / MRR | Gemma Glover | 2 | |
| Reduce the PP gap by ensuring that quality first teaching and high expectations are embedded in teaching practice | WIL | Nick Lindley | 1 | |

2. Behaviour and Attitudes (Last Ofsted - Good)

Success Criteria:

- Attendance figures show a reduction in persistent absence
- Attendance of identified cohorts improves
- Self-evaluation shows that students 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

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| Launch the refined Attendance Policy and action plan with all stakeholders. First appraisal target relates to improvement of attendance figures. Rigorous action is taken by pastoral / teaching teams where students do not attend | WIL | | 1 | |
| Move the recording of behaviour and rewards points onto ClassCharts to better communicate to parents | HEA / Heads of Year | | 1 | |
| Develop all stakeholders' understanding of student progress and attitudes to learning by reviewing the target setting process and the reporting to parents | KSH | | 1 / 2 | |

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|--|---|-------------|-------|--|
| Develop a School Charter that encapsulates student and staff views | WIL | | 3 | |
| 3. Personal Development (Last Ofsted – Good) | | | | |
| Success Criteria: <ul style="list-style-type: none"> 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 diversity and feel confident reporting any issues Equality and diversity are celebrated, and the students appreciate and respect differences Data shows better engagement with extra and supra curricular activities | | | | |
| Launch the Exceptional@Bradon scheme to further extend the participation in extra-curricular, revision lessons, student leadership and trips and activities | KSH / Heads of House / Teaching staff | | 3 | |
| Train all staff in the mental health of young people (and adults) | WIL | | 3 | |
| Develop a project with ‘Representation Matters’ to further address the school’s focus on EDI | HNS / WIL | | 4 | |
| Increase the opportunities for staff and students to promote equality and diversity | WIL | | 4 | |
| 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 | KSH / Heads of House / Heads of Year / Heads of Subject | | 2/3/4 | |
| Undertake the biannual audit of RSE and complete the RSE action plan | CKE | | 3/4 | |
| 4. Leadership and Management (Last Ofsted –Good) | | | | |
| Success Criteria: <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 staff 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 | | | | |
| Develop the strategy for recruitment and people management that encompasses wellbeing and flexible working | HNS | | 6 / 2 | |
| 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 | |
| Devise an action plan to improve recruitment into Year 12 | KSH | | 5 | |
| Develop a raising standards approach to Year 11 | HEA | | 1 | |
| Calendar self-evaluation opportunities to enable governors to focus on the provision and progress for priority cohorts | WIL/HNS | | 1 | |
| Continue to develop a more professional site/ working environment including external works, a rolling programme of corridor and classroom painting and improved displays | HNS | | 1 | |
| Support plans created with identified subjects in order to raise standards | HNS/ LT | | 1 | |
| Completed | Partially complete | Not started | | |