

Plans

Progress with our OFSTED ACTION PLAN

December 2018



At the heart of our response to the Ofsted report is a relentless focus on the quality of teaching, behaviour for learning, and outcomes for all of our pupils. We will continue to report to you on our progress against the milestones on a termly basis.

As an all-ability community school, we are ambitious for all pupils to reach their full potential. We are also determined to close the gap in achievement between pupils from disadvantaged backgrounds and their peers.



1. TEACHING

What Ofsted said the school should do:

Improve the quality of teaching and learning to be more consistently good by ensuring that:

- Teachers' expectations of pupils are consistently high
- All pupils are given challenging work
- Standards of presentation in books reflect pupils' pride in their work

What the school is doing:

- Continuing to raise the standard of teaching. The percentage of lessons observed in which teaching promotes good progress continued to rise this term.
- We have developed a system of staff professional development which is focussed on our key priorities for improving teaching: clarity of subject knowledge, high challenge for all students, activities which ensure pace in lessons, and high quality feedback to pupils.
- Embedding the rigour of our quality assurance system, which includes regular lesson visits, book sampling and early intervention with teachers needing further support.
- Further raising the bar with regard to expectations about the standard of pupils' written work. This has already borne fruit with a clear improvement in the quality of exercise books this term.
- Continuing to develop homework by reviewing our policy next term.
- Reconfiguring our 'Epraise' rewards system to celebrate and reward excellent effort in academic work.

What you will see as a parent:

- More challenging work across all subjects, including more evidence of extended writing tasks
- More consistency in the high quality of written work in exercise books
- Greater clarity about when homework has been set and is due in, through 'Show My Homework' software
- A letter from our Assistant Headteacher, Ms Thomas early next term to outline how our reconfigured rewards' system will work

What Ofsted said the school should do:

Improve pupils' behaviour for learning further by ensuring that:

- Pupils are interested by the work they are given
- The school's good behaviour systems are applied consistently by all teachers

What the school is doing:

- Improving the quality of teaching so that it leads to better engagement of all students in lessons (as above)
- Embedding our new system of classroom behaviour rules to promote excellent behaviour for learning
- Working together to give very clear messages to students about the Core Values that we expect students to adopt when they join our school
- Embedding the revised system for behaviour across the school. We have already seen an improvement in behaviour for learning, with significantly fewer referrals and internal exclusions this term compared to the same period last year.
- Continuing to provide high quality staff training where necessary
- Embedding a new Inclusion Team of staff to provide support in promoting excellent behaviour
- Improving systems to challenge poor attendance and punctuality, and to celebrate these when they are good

What you will see as a parent:

- Evidence of good engagement in exercise books and in conversations with your child
- Regular communication regarding any behaviour issues
- Regular communication regarding attendance and punctuality issues
- Support offered at an early stage when things start to go wrong

3. PUPIL OUTCOMES

What Ofsted said the school should do:

Improve pupils' achievements by ensuring that:

- The progress of all pupils, including the most able, is boosted
- The achievement difference between disadvantaged pupils and their peers is further reduced

What the school is doing:

- Implementing a new policy to target support for the students who are aiming for the top grades (High learning Potential pupils)
- Interviewing all disadvantaged pupils to accurately diagnose their barriers to learning and how we can overcome them
- Identifying pupils who are underperforming in all year groups and ensuring that their class teachers or the House team are intervening to support them
- Supporting pupils to develop exam, revision and study skills through specific assemblies and support in lessons

What you will see as a parent:

- A range of different strategies and opportunities being offered for the most able pupils starting from January, as the new policy becomes operational
- A range of opportunities for disadvantaged pupils, ranging from the Black Caribbean 'Aspire' programme to the Year 11 Pupil Premium residential study trip
- Interventions both in the classroom and through the pastoral system to support students who are not making good progress
- An increased priority and focus on end of year exams throughout the school in Years 7 to 10

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