

Ofsted Action Plan Update

Autumn Term 2022



ASPIRING TO EXCELLENCE TOGETHER



Dear Parents and Carers,

Following publication of Forest Hill School's Ofsted report in February 2022, I promised that I would provide parents with a regular update on our school action plan in clear, understandable layperson's language.

What you see in the pages which follow is:

- A reiteration of the three main areas of concern highlighted by Ofsted
- The ongoing actions we are taking to address them (which can be found in a more detailed form in the School Improvement Plan [SIP]) on the school website
- The Autumn Term update of what we have been doing this year and how we continue to address these areas for improvement

We remain firmly committed to ensuring that progress in the areas for improvement is clear for all to see, and that we are seeking advice and expertise from external experts wherever possible in order to do this.

We will receive a monitoring visit from Ofsted sometime between now and February 2023. This is not a full inspection in which gradings for the school will change, but rather a short check on progress in the three areas for improvement. The inspector who visits will write to parents to share their findings and so this, along with our regular updates, should give you a clear idea of how things are going.

I encourage you to read this document carefully in order to fully appreciate the work which is going on in school, and to contact us if you require any further information.

Best wishes



Michael Sullivan
Headteacher

1. Quality of Education

What Ofsted said:

The quality of education is inconsistent. Some subjects, such as mathematics, PE, and design and technology, are not planned well enough or are heavily focused on examination technique. In science, teaching is not sufficiently ambitious. Senior leaders should make sure that all subjects are consistently well planned and taught so that pupils' learning across the curriculum is deep and secure.*

What the school is doing:

- We have implemented shared lesson structures across the school. Every lesson starts and ends with an intro and exit slide to help develop memory recall. Every lesson also includes a period of silent independent work.
- We are reviewing the content of each subject, using both internal and external reviewers, to ensure that each subject fully covers the national curriculum and is ambitious in what is being taught.
- We are carrying out a rigorous monitoring programme every half term to ensure that both what is being taught, and how it is being taught, is of the highest quality.

Autumn Term 2022 Update:

- Each subject has reviewed its curriculum and curriculum maps are available on the school website
- There have been curriculum reviews (by external experts) of all subjects criticised in the report. All necessary improvements have been made.
- Our quality assurance processes for monitoring lessons this term shows that the FHS lesson structure is well established and that staff training on ways of building new knowledge are embedding quickly. We had our best ever GCSE results in August.
- External reviewers are confident that subject leaders can articulate the thinking underpinning their curriculum, and the way it is delivered, to a very high standard.

*The curriculum is defined as: *what is taught in a given subject.*

2. SEND Support

What Ofsted said:

Although pupils with SEND (Special Educational Needs and Disabilities) follow the same curriculum as others, they are not supported well enough in class, and teaching is not sufficiently adapted to help them learn well. Leaders and governors should ensure that support for these pupils is strengthened across the curriculum.

What the school is doing:

- We are working with a nationally recognised SEND partner to audit our SEND offer and developing an action plan to address key areas for improvement.
- We are providing more specialist SEND training for all staff.
- We are making sure that every teacher knows and understands the SEND needs of every child they teach.
- We are ensuring that all teachers know the best way to help SEND students access the learning and to make progress in their lessons.

Autumn Term 2022 Update:

- Work with 'Whole School SEND' is ongoing for this term and next
- There is a rolling programme of SEND training in place for teachers across this academic year
- Information about SEND students is now easily available with detailed notes on strategies to use with individuals
- Our quality assurance processes for monitoring lessons show a notable improvement in the quality of SEND support in lessons

3. Behaviour

What Ofsted said:

Despite recent changes to the school's behaviour policy and a reduction in recorded incidents of misbehaviour, teachers' expectations in the classroom remain inconsistent. This leads to low-level disruption, which, in turn, is sometimes unchallenged and disrupts learning in lessons. Leaders should ensure that the school's behaviour policy is applied consistently by all staff, both in lessons and around the school.

What the school is doing:

- We are working with external consultants, partner schools and the Department for Education to build upon best practice within the school.
- We have simplified our behaviour policy so that our rules, routines and expectations are easy to understand and apply.
- We continue to provide regular behaviour training for staff and regular reminders for students so that everyone is clear about our systems, rules and expectations.
- We will continue to monitor the consistent implementation of our policy and provide additional training and support for staff and students who may be finding it harder to adapt.

Autumn Term 2022 Update:

- The behaviour protocols introduced last academic year are now very well established across the school.
- We are further developing behaviour expectations to include explicit positive behaviours students should display both in classrooms and around the school.
- Behaviour around the school continues to be of a more consistently high standard in the overwhelming majority of lessons (96%) as revealed by our quality assurance processes.

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