

Post Ofsted Action Plan

What does the school need to do to improve? Ofsted Report 9th and 10th October 2019

- Leaders and governors have failed to understand the reasons why a large minority of pupils do not feel safe in school. Leaders' systems to accurately and thoroughly identify and evaluate pupils' views about school are not effective. Leaders, including governors, should review the ways in which the views of pupils and parents are gathered, analysed and evaluated so that they capture an accurate picture of the school.
- Leaders think that they take bullying seriously and believe that they act on it effectively. However, a large minority of pupils, and parents, do not share this view. Leaders should review and evaluate the ways in which they manage bullying so that pupils and parents can have confidence that leaders protect pupils from bullying.
- A small number of pupils present the school with very challenging behaviour. Despite some appropriate action by leaders to try to bring about an improvement, some pupils continue to behave inappropriately. Leaders need to act to ensure that no pupil is disadvantaged by the poorly behaved minority.
- Some pupils and parents are not confident that the school site is safe. However, leaders do not think that pupils or parents should be worried about site safety. Leaders should take action to listen to these anxieties and to understand them. They should take appropriate and reasonable steps to reassure pupils and parents about site safety.
- Pupils reported widespread use of homophobic and racist language. Some pupils do not report this because they do not expect staff or leaders to act. Some pupils have become hardened to such abusive language. Leaders should act to address the school culture in which such language is endemic and considered normal.

The action plan below takes a multi-layered approach to addressing the areas for improvement outlined in the Ofsted report

Focus	Action	Time Scale	Staff responsible	Milestones	Notes on progress
Safeguarding Review	North Yorkshire County Council (NYCC) to undertake an urgent safeguarding audit to identify strengths and areas for development	November 2019	RBR	Nov 2019 – Safeguarding review complete Jan 2020 – All actions identified in the safeguarding review addressed within plan March 2020 – Monitoring via parent and students voice indicates overwhelming majority feel safe in school	Safeguarding audit carried out on 9/12/19. Safeguarding deemed to be effective. All areas identified are covered within this plan
Site security 1 Risk Assessment	a) Complete written risk assessment focusing specifically on-site security. b) Risk assessment to be approved by NYCC Health & Safety (H&S)	November 2019	SCL	Nov 2019 – risk assessment carried out Nov 2019 – risk assessment approved by LA March 2020 – All actions identified in the risk assessment addressed March 2020 – Monitoring shows safeguarding to be fully effective	Risk assessment written Risk assessment given to Robin Smith NYCC and agreed
Site Security 2 Access to building	a) Investigate magnetic locking system for all external doors. b) Upgrade of CCTV system – current system has too many blind spots and picture quality is poor. c) Lockdown procedure finalised and termly lockdown practise drills in place	Immediate with timescale for install by Easter 2020		March 2020 – new door system operational	a) SCL has met with Robin Smith (NYCC H&S) and surveyed site. Discussed perimeter fencing and not viable Reviewed external doors and identified 21 need security system. NYCC have approved part funding. Ordered placed 15/1/20 9/3/2020 Install ongoing, operational week beg 23/3/20 b) SCL discussed CCTV with Contractor during site visit. Initial upgrade thoughts to be reviewed c) Lockdown policy in place with draft approved by Governors. Announced to staff lockdown to be trialled. Information to go into newsletter so staff and parents fully aware.

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Increase lunchtime supervision	<p>a) Mid-day supervisors – A and B to cover dining room and queue, C to immediately cover tennis court/field. Once all in for lunch then A to be on duty around school</p> <p>b) Senior Leadership Team (SLT) Duty – first half of lunch- no longer cover room Sci 4- students who miss after school detention to be placed in room LS2 plus repeat of after school detention (or Headteachers (HT) detention if repeat offender). Instead this member of SLT to be on field/tennis courts</p> <p>c) Duty teaching staff moved from dining hall to quad to cover all lunchtime</p> <p>d) Additional duty staff around Drama</p> <p>e) Advertise externally for additional mid-day supervisor(s) A priority</p> <p>f) All duty staff on a lunch time to be equipped with walkie-talkie and hi-vis jackets.</p> <p>g) recruit staff volunteers to switch from break duty to lunch duty</p>	<p>Immediate</p> <p>Immediate</p> <p>Immediate</p> <p>January 2020</p> <p>January 2020</p> <p>January 2020</p>	SCL/TEL	<p>Nov 2019 – Baseline pupil voice carried out to ascertain pupils' concerns around safety at lunchtime</p> <p>Jan 2020 – Additional mid-day supervisors appointed</p> <p>Jan 2020 – Lunchtime duties reviewed and increased</p> <p>March 2020 - Pupil voice carried out again to ascertain pupils' concerns around safety at lunchtime and compared to baseline. Decrease in the proportion of pupils who report feeling unsafe at lunchtime</p>	<p>a) Already actioned</p> <p>b) Detentions relocated SLT relocated</p> <p>c) already actioned</p> <p>d) actioned January 2020</p> <p>e) advertised in newsletter, to go in local press in December – one new mid-day supervisor appointed to start post lockdown</p> <p>f) all duty staff now in Hi-vis – not all staff equipped with walkie-talkies</p> <p>g) actioned January 2020</p>
Safe Spaces	<p>a) Staffing for room IT6 from 8.30 am to 8.50 and to cover full lunchtime</p>	ASAP		<p>Nov 2019 – Baseline pupil voice carried out to ascertain pupils' concerns around safety in school</p>	<p>a) Room IT 6 open from 8.30 staffed by sixth form rota for lunchtime. To re-visit capacity of</p>

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	b) Area by Art/ Drama to form part of duty rota at lunchtime c) Before School SLT early bird to end by 8.30, SLT duty team to cover Dining hall, modern foreign languages (MFL) entry and bus bays from 8.30 d) promote Library as quiet space for more vulnerable pupils			Jan 2020 – Before and after school duties reviewed and increased Jan 2020 – the use of safe spaces introduced and promoted in school March 2020 - Pupil voice carried out again to ascertain pupils' concerns around safety in school and compared to baseline. March 2020 – Pupil voice carried out to get feedback on the effectiveness of safe spaces	staffing – to be part of Year 10 prefect duty – rota in place from 9/3/20 b) –pupils to be reminded this area is out of bounds by lunchtime duty staff and highlighted in assembly. c) SLT on around school duty now including Drama area on rota. Additional duty staff in place from 1 p.m. -actioned January 2020 (d) Duty staff aware and promoting library
Staff Training	a)1 x Deputy Designated Safeguarding Lead (DSL) to trained to L3 b) All staff to complete refresher training in Child protection and Prevent c)Ensure DSL and other Deputy DLS's to ensure refresher trained is completed in a timely manner d)Ensure regular Friday morning safeguarding briefings for all staff are built into Continuous Professional Development (CPD) programme e) Ensure clear lines of referral are displayed around school f) Extend use of CPoms to all staff to ensure timely, well recorded and confidential referrals are made	TEL	asap	Jan 202 Deputy DSL training complete Jan 2020 additional staff training completed March 2020 safeguarding refresher training completed	a) SJA completed b) completed c) JAM to do refresher d) Autumn half termly briefings completed. TEL to lead 7 th Feb e) in place f) ongoing – additional training also identified. Highlighted with staff January training day
Governors	a) Annual safeguarding report to be completed and presented to full Governors	Jan 2020	TEL	Jan 2020 safeguarding report delivered to Governors	a) Written and being presented by TEL at next full Governors meeting – actioned Jan 2020

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	b) Additional Safeguarding training for Governors c) Safeguarding to feature more prominently on Governor meeting agendas	Jan 2020 ongoing		Jan 202 all Governors have completed additional safeguarding training led by NYCC	b) Safeguarding training organised for Governors meeting Jan 2020 – actioned 21 st January 2020 c) Is a regular feature of the agenda
New Student Roles	a) School Prefects – Y10/11 b) Sixth Form Buddies – 2 buddies per Key Stage 3(KS3) tutor group, to attend one session per week. Buddies to provide additional support around bullying. Could be extended to individual buddies for more vulnerable pupils in other year groups. c) Respect ambassadors – all year groups, would need training d) Student Voice - Safety a discussion point with senior students to raise any concerns	January 2020	SCL/JAM	Jan 2020 20+ prefects recruited from Y10 Feb 2020 sixth form buddies recruited and active within KS3 tutor groups	a) EST to lead on recruitment process – launched Year 10 assembly 22/1/20. Deadline 31 st January. 9/3/20 - 20+ prefects recruited b) JAM to coordinate. TEL to organise training with SJA – JAM/DFA met with Year 12 and recruited 15 students. Further training to happen. 9/3/20 - all KS3 tutor groups now have 2 sixth form buddies c) TEL to recruit via assemblies and tutor time – MHE to lead assemblies w/b 27 th January on ‘respect’ theme week and introduce respect ambassadors. TEL to discuss with MHE. Link to random acts of kindness, more high profile in tutor time, promoting generosity of spirit. 9/3/20 - Sixth form buddies to recruit 2x respect ambassadors from allocated tutor groups. Consider relaunch in September with more of an “anti-bullying” ambassador role d) RBR to raise at next senior student meeting

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<p>Increase student and parent voice activity</p>	<p>a) Half- Termly formal student voice with individual SLT choosing random pupils from a range of groups across each year group with respect to behaviour and safeguarding b) Specific student voice for students with Special Educational Needs and Disabilities (SEND) and disadvantaged pupils c) Tutor group voice meetings half termly- tutor led discussions around bullying, behaviour, safety and welfare d) Concerns and worry boxes in all tutor group bases e) See above for new student roles which will also improve student voice f) continue to seek views from Parents/carers using parents evening survey</p>	<p>January 2020</p>	<p>MHE/KBA/GPN</p>	<p>Dec 2019 Worry boxes in place Feb 2020 all Y11 students interviewed March 2020 majority of Y9 students interviewed March 2020 Parental surveys completed with all year groups</p>	<ul style="list-style-type: none"> • First meeting before Feb half term with SCL/BDA/JAM. To complete questionnaire focusing on safety and behaviour. SCL KS4, BDA KS3 and JAM KS5. To look further at frequency, timings of process, possible free lunch – before half term with a view to building on this next half term. • All year 11 have had 1 to 1 interview focusing on Ofsted concerns. All Y9 to be interviewed in March – a minority not interviewed because of lockdown. • Feedback has been collated and is positive- some concern still around inappropriate use of the word “gay”. • Overwhelming majority of students in Y9 and 11 feel staff deal consistently if any such language heard • Students overwhelming positive about feeling safe and few concerns expressed regarding bullying • Parent Evening feedback is very positive.

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					<ul style="list-style-type: none"> • particular in response to whether students feel safe in school. • Significant majority of parents/carers whose children have experienced bullying agreed that it was dealt with effectively. <p>b) ongoing – student voice is gathered for review meetings. TEL to coordinate additional small group feedback</p> <p>c) MHE and student voice team to coordinate</p> <p>d) Assembly and follow up tutor time to gauge opinion on location of post boxes week beginning 29/11/19- in place</p>
Review PSHCCE taught programme	<p>a) Personal Social Health Citizenship Education (PSHCE) programme to be revisited (including cross curricular audit) asap to ensure key aspects raised during Inspection are covered in more depth. Themes to include- racism, homophobia, knife crime, gang culture, risky behaviour, online safety, other cultures etc.</p> <p>b) PSHCCE Programme to be flexible to build in any concerns raised by student voice groups.</p> <p>c) Closer monitoring of delivery of PSHCE</p> <p>d) Workshops also to be audited against key priorities and consider timing to fit with theme weeks</p>	December 2020	MHE	<p>Dec 2019 PSHCCE programme reviewed</p> <p>Oct 2019 Staffing in place to monitor PSHCE delivery</p> <p>Feb202 respect theme week delivered</p> <p>March 202 PSHCE theme week planned to look at finance and careers following student feedback</p>	<p>a) Review of PSHCE programme underway. Recognised the need for a more spiral approach to major themes. Additional theme week per half term for all Years 7 to 11. First theme week Feb 2020- Respect week Eg Holocaust, looking at racism, tolerance. Second spiral theme week in March to focus on READY- finance and careers following student survey see action point b)</p> <p>c) MHE/APY/JFU to visit all a range of tutor groups for December theme week</p>

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	e) Religious Festival emails – CPA- need to be shorter and in form of power point- all tutors must show and discuss – to be monitored as part of PSHCE Quality Assurance.				
Tackle issues around bullying and use of Homophobic/ Racist/Sexist Language	a) Higher profile within PSHCE programme b) Consider Stonewall training for all staff c) Display and posters to be high profile around school and in tutor bases – each tutor group to produce a pledges board d) Clear sanctions within behaviour policy- immediate Fixed Term Exclusion (FTE) for offenders and Permanent Exclusion (PEX) for repeat offenders e) Sanctions consistently applied if reported or heard in school and on journey to school f) see also section on improving student voice g) wider staff mentoring programme in place for vulnerable students H) revisit and reemphasise support networks for students to report concerns, particularly the role of the form tutor I) confidential student support email address set up for students to email concerns if they feel a face to face conversation difficult		MHE	Nov 2019 support network revisited for all students Jan 2020 Gender awareness training completed by all staff Jan2020 tutor group pledges completed Jan2020 stonewall poster campaign in place Jan 2020 LBGTQ+ support group in place Jan 2020 confidential email system in place March 2020 antibullying policy rewritten to include stronger links with external agencies	a) Underway – successful respect theme week delivered Feb 20 b) MHE to attend and disseminate Stonewall training Jan 2020. All staff have completed Gender awareness training - Jan 2020 c) MHE investigating posters with Kick it Out and Stonewall. TEL assembly to launch idea of tutor group pledge board – in place D) ongoing E) ongoing F) see above G) to action post lockdown H) action Jan 20 I) actioned J) see above K) Regular group meeting established with JLO and external links created with Mesmac https://www.mesmac.co.uk/ including identified key worker who has arranged regular visits to work with the students. I) www.anti-bullyingalliance.org.uk/aba-our-work/our-programmes/all-together-whole-school-anti-bullying-programme and

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	<p>J) see section on new student roles – antibullying ambassadors, prefects and sixth form buddies</p> <p>K) targeted support for students in LGBTQ+ cohort to include support from external agencies where appropriate</p> <p>I) External agency support to audit student views and developed action plan on basis of findings.</p>				<p>https://diana-award.org.uk/anti-bullying-training/</p>
<p>Improve Behaviour on school transport</p>	<p>a) MBL to identify buses causing concern but certainly Scarborough bus A and B</p> <p>b) SCL and JAM to recruit bus prefects- ideally from Y12 who already travel on these buses - this would be a paid role in terms of subsidised/free bus travel. 2 Bus monitors per identified bus to remind pupils on bus of acceptable behaviour and to report culprits responsible for poor behaviour. Training provided to avoid conflict and accusation of “bullying”</p> <p>c) Approach East Yorkshire Motor Services bus company to gain support for travel bans- if not then we need to consider organising our own transport- this will be difficult but other schools do it.</p> <p>d) Agreed sanction for reported poor behaviour – strike system</p>	<p>Jan 2020</p>	<p>SCL/MBL/ JAM</p>	<p>Feb 2020 Bus prefects identified</p>	<p>A and b) JAM to liaise with MBL asap</p> <p>JAM to meet bus students 128- formal agreement to be drafted. To be in place before Easter.</p> <p>9/3/20 Students identified on key Scarborough buses – to revisit post lockdown.</p> <p>C) actioned and ongoing</p> <p>D) to revisit post lockdown</p>
<p>Review pastoral system to avoid</p>	<p>a) Review current pastoral staffing arrangement to delineate between</p>	<p>Jan 2020</p>	<p>RBR/SCL/ TEL</p>	<p>Jan 2020 new behaviour/pastoral structure in place</p>	<p>a+b) STH Head of KS3 and DFA Head of KS4 in post from January.</p>

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conflict between dealing with poor behaviour and bullying and providing appropriate pastoral support	pastoral support and behaviour management b) recruit if appropriate behaviour team- teaching or support staff?				To lead on behaviour, academic support and disadvantaged – actioned and roles to continue in to 20/21 academic year
Rewards System	Review current reward system using student voice and consider recommendations	Jan 2020	MHE/KBA/GPN	Jan 2020 hot chocolate Friday launched June 2020 rewards and sanctions working party established	Hot chocolate Friday with RBR to be organised- first one on Friday 24 th Jan- TEL to provide CPOMS positives Virtual hot chocolate Fridays continuing during lockdown Reward system to be revisited post lockdown including significant input from student voice
Classroom behaviour and Pivotal	a) Continue with Pivotal training (external training provider) including the introduction of restorative action for repeat offenders b) Embed new school rules: Ready, Respectful, Safe c) work with student voice to agree core values for LLS students d) slim down visible behaviour continuum to focus on Consequence 1 (C1) to Consequence (C4) e) review current seating arrangement to allow for more flexibility whilst retaining strategic seating plans which allow for collaborative working f) introduce extended detention to 5 p.m for repeat offenders	December 2019	RBR/BDA/TEL/STH	Dec 2019 external pivotal training delivered to all staff Jan 2020 Reflection room opened Jan 2020 new seating arrangements in place where appropriate June 2020 core values identified through student survey	a). Re-launched in Assemblies Jan 2020. Core student values discussed in tutor groups first week after Christmas b) BDA presentation to extended SLT 4/12/19. School rule posters in classrooms and around school c) student survey to be emailed to all students following a virtual, assembly launch on Friday 26th June- similar survey to staff in order to ask about core values e) discussed with staff on 6/1/20 to roll out Jan 2020- welcome back assemblies with students w/b 20 th Jan – actioned Ready, Respectful, Safe starting to become embedded – to relaunch post lockdown f) introduced Jan 2020

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	g) Consider premises arrangement with a view to relocating pastoral offices and isolation rooms				g) New reflection room opened January 2020 Further discussion with NYCC over securing current Adult Education building to create a more appropriate and accessible Pastoral Support Centre
Improve Communication with parents	a) Introduce a parent text system – needed asap b) Website- needs urgent attention to ensure it is up to date c) Reconsider time frames for returning calls/emails from parents d) Introduce SLT Surgeries – half termly doctors style surgeries. All SLT available, parents to visit by appointment e) improve school profile on social media- Youtube channel? Facebook page?	SCL/JPH		Jan 2020 new email system in place Feb 2020 new parent text system in place June 2020 website being updated June 202 Youtube channel launched	a) JPH is investigate through Bursar network 4/12/19 Can do through Parentpay- straight forward- email for free and text at 5.5 p Parentpay email now in use for parental communication and newsletter. Parent text set up and ready to go post lockdown for urgent communications b) website currently being updated c) calls from parents to be returned within one working day time frame with holding email used where further investigation necessary d) to be actioned post lockdown e) BDA to investigate further ready to launch on 26 th June

Staff Codes:

SCL – Stuart Cleary

RBR – Richard Bramley

BDA – Brian Davis

JAM – Jams Ambrose

TEL – Tanya Elsworth

SSQ – Sam Squibb

MHE – Martin Healey
STH – Sarah Thompson
DFA – Dave Fairclough
GPN – Grace Pemberton
APY – Abbie Pye
JFU – Jenny Fuller
JPH – Janet Philips
MBL – Martin Blythe
KBA – Kate Barnard

CPoms - Child Protection Online Monitoring and Safeguarding system

Ofsted Action Plan- Measure of Impact

The Ofsted report highlights a number of concerns around bullying, the way school handles bullying, whether students feel safe in school, behaviour on school buses and the frequent use of racist and homophobic language including how well staff respond when they hear such language. The evidence base and the report itself indicates that these concerns were highlighted through the Inspection Teams student and parent/carer voice activities. The post Ofsted action plan identifies how the school plan to tackle the areas for improvement in order to bring about sustained improvements in the areas identified. In order to monitor the progress made with respect to the concerns identified we have identified a number of key questions based around the concerns raised. Parent/carer concerns focused on safety, bullying and the way school handles bullying. Students concerns focused also on safety, bullying and how well the school handles bullying with some additional concerns around; having someone in school to talk to, the use of racist and homophobic language, how well staff respond to the use of any such language and poor behaviour on one school bus.

The following key questions have been identified to help us track the progress we as a school are making in addressing these concerns:

Key Questions for all student:

1. Do students feel safe in school
2. Have you experienced any bullying
3. If Yes then did the school deal with the bullying quickly and effectively
4. If I am worried about anything there is always someone you trust in school you can talk to?
5. Racist and/or homophobic language is rarely heard in school

6. If any such language is heard by staff they always address the issue
7. If you travel by bus – 'students on my bus usually behave sensible to and from school'
8. I would recommend this School to another parent/student

Key Questions for all parental/carer voice activities

1. Do students feel safe in school
2. Have you experienced any bullying
3. If Yes then did the school deal with the bullying quickly and effectively
4. I would recommend this School to another parent/student