

Statement of Action

Introduction

On 21 and 22 June 2022, Carre's Grammar School was inspected by Ofsted and was judged to be Inadequate with serious weaknesses. Concerns were raised regarding safeguarding, which was judged to be ineffective. This Statement of Action details the Trust's plan to secure rapid and sustained improvement.

As a Trust we are extremely disappointed with the outcome of the inspection and challenged the veracity of some of the statements/judgements as they were based upon insufficient evidence and inaccurate interpretation by the Ofsted team. However, we now must accept their judgement and effect improvement, and that is what we have been doing since June.

The Areas for Development

Following the inspection, the Trust identified the following areas for improvement, based on what the school was told during the inspection:

What the School Needs to do to Improve	
Priority 1	Rapid improvement of the Safeguarding and record-keeping and processes
Priority 2	*Rapidly ensure that all SEND profiles are compliant with the SEND Code of Practice
Priority 3	Ensure that all areas of the curriculum are consistently well planned, sequenced and implemented so that students can learn effectively: <ul style="list-style-type: none">• Students who are educated off site to be supported to follow the full curriculum and catch up when they return to school• The curriculum is well planned for students with SEND so that they are at the same level as their peers
Priority 4	Ensure that assessment policy and protocols are an integral part of subject curriculum to have impact on student outcomes
Priority 5	Ensure that the Personal Development Curriculum is embedded to develop student understanding of RSE and fundamental British values

*Code of Practice and experienced SENCO confirmed that the learner profiles were compliant with the Code of Practice and that Ofsted was wrong to highlight this.

These were supported, to a large extent, in the final report, which stated the following areas for improvement:

- Senior leaders have not ensured that safeguarding processes and systems are robust enough. Some of the decisions made to safeguard pupils are not appropriate. There is a lack of oversight and assurance checks from senior leaders. Some pupils are left at risk. Senior leaders must ensure that the culture of safeguarding is underpinned by robust systems and procedures, and that they are checked regularly. They must also ensure staff have the capacity to carry out their safeguarding duties.
- Safeguarding records are not as detailed as they could be. Records of incidents are held in too many different places. Chronologies are incomplete and do not give a true picture of the actions taken to safeguard pupils. Leaders must ensure that the safeguarding team can access all the relevant information for vulnerable pupils and that the information is clear, accurate and up to date.

- Leaders have identified the aims they want pupils to achieve in each subject. The most important knowledge that builds towards these aims is not always identified. In some subjects, teachers do not teach this knowledge clearly and, as a result, not all pupils achieve these aims. Leaders must ensure that the most important knowledge that builds towards curriculum aims is identified in each subject.
- Some teachers in certain subjects do not use assessment meaningfully to check what pupils know or to help pupils embed important knowledge. Leaders must ensure that assessment is used consistently well by all teachers in all subjects. This is so that any gaps that may emerge in pupils' knowledge can be addressed.
- Leaders have not ensured that teachers access and use available information about pupils with SEND precisely enough. As a result, not all teachers support pupils with SEND well enough. Leaders must ensure that all teachers meet the needs of pupils with SEND and they feel confident using aids and resources, which will help them achieve as well as other pupils.
- Some aspects of the personal development curriculum, such as fundamental British values and relationships education, are planned but not well embedded. Some pupils do not develop a secure and age-appropriate understanding of these aspects of the curriculum. Leaders must ensure the personal development offer allows pupils to gain an understanding of age-appropriate relationships education and fundamental British values.

Immediate Response

Following the Ofsted inspection, the Trust immediately began to address the concerns raised in the report by formulating a plan in the key areas. Around safeguarding changes were made in the personnel by appointing a new DSL, establishing the new SENCO-elect in the role, re-assigning roles and responsibilities in the leadership team, and the creation of teams to effect improvement and provide capacity. To create further capacity, the Executive Headteacher engaged with another Trust, the Maiden Erlegh Trust, to support the school and the Robert Carre Trust. The Executive Headteacher continues to work with the CEO of the Priory Federation of Academies Trust and with a collaborative group of Headteachers in the south of the county which has created further capacity.

Governance and Accountability

The Statement of Action has been prepared by the Executive Headteacher with input from Senior and Middle Leaders, Trustees, governors, and wider support partners. The Statement of Action has been approved by the Trust Board. Accountability and challenge rests with the Trust Board and Local Governing Tier. The Chair of the Trust and Chair of Governors will hold the Executive Headteacher to account for progress against the action plan. Monthly review meetings of progress against the SoA will be chaired by the Chair of the Trust, with the updated SoA submitted to the Trust Board and Local Governing Tier. Each half term assigned governors will meet with the leaders who are accountable for the development plan to ensure robust support and challenge for the school. In addition, to ensure greater visibility and accountability for progress against implementing the SoA, on a termly basis, the School Council will be engaged and involved for feedback and challenge as representatives of the beneficiaries of the plan. The life of the SoA will be from the point of the inspection through a 30-month period, to anticipated re-inspection, although in several areas work started immediately and has already progressed to address areas identified as significant weaknesses in the report.

Arrangement to inform parents and carers

Following the release of the final inspection report parents and carers received a letter from the Trust to inform them of the overall outcome and provide them with access to the final report. The summary of the SoA is available to parents on the website, and through this they will be kept informed of progress. We sent out FAQs and invited responses from parents and the Student Council has it on their agenda as a regular item.

Monitoring and Review of Progress

The Senior Leaders will RAG rate and comment against actions once a month. Governors have been assigned to areas of the plan and will undertake visits to the school in between LGT meetings to review progress. This will be reported to the Trust Board at their regular meetings. The assurances have been re-written to provide more rigour within a clearly defined timeframe.

Additional Resources and Costs

Immediately following the inspection, a significant amount of time has been spent in ensuring that rapid improvement in safeguarding procedures took place. Additional personnel and changes have been made to the staffing structure, with some of this happening with immediate effect and some took effect in September.

Support Provided to the School

Name	Role	Support Role	Actions
Mary Davies	CEO Maiden Erlegh Trust, School Improvement Partner	School Improvement Partner	Strategically support the EHT Training for Governors Reviews of Safeguarding and Curriculum Development
Andy Johnson	Director of Education, Maiden Erlegh Trust	School Improvement Partner	Review of Curriculum
Ali Walker	Director of Inclusion and Safeguarding, Maiden Erlegh Trust	School Improvement Partner	Review of Safeguarding, SEND and Personal Development
Ian Jones	CEO, Priory Federation of Academies Trust	School Improvement Partner	Strategically support the EHT Monitoring of targets and assurance to Board
Christine Counsell	Director of Education of a Trust and Trust Board Member to two others	School Improvement Partner	Training for SLT at both Trust schools on curriculum development
Holly Emery	SENCO, Boston Grammar School	Provide support for SENCO	Coach and mentor for SENCO to ensure that she is prepared for her role and SoA targets are achieved
South Lincolnshire Grammar Schools Group	Headteachers, AHTs, DSLs and SENCOs, Curriculum Leaders	Senior Leader challenge, advice, and support Curriculum development and support	Challenge, advice, and support to senior leaders termly

		DSL network support	Work together on curriculum development and defined projects Advice and support for DSL
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Actions completed to date

Safeguarding

1. Strategic Safeguarding Plan drawn up and actions implemented
2. Governance Action Plan implemented
3. Change of leadership for pastoral oversight
4. Internal Safeguarding Review by Trust in July
5. External Safeguarding Review in October
6. Assurances for Trust Board reviewed and strengthened
7. Implementation of electronic recording with records in one place and files in one place
8. Training on how to record and report concerns for all staff so there are consistent safeguarding practices: first- and second-hand testimony for students' disclosures and concerns, plus adults (Whistleblowing) and Prevent
9. Safeguarding Policy updated and compliant with KCSIE
10. Training for all administration team and key staff on attendance to ensure correct coding for students
11. Training for governors; part of induction and all captured so they can discharge their statutory duties
12. Training for all staff on protocols and use of Bromcom for attendance and safeguarding concerns so that procedures ensure safety of students
13. Review of risk assessment for movement across sites for SJSF
14. Review of site and associated Risk Assessment with external agency and consideration of visible safeguarding measures
15. Safeguarding plan for training for all staff in place to enhance understanding and provide regular updates.
 - a. Includes induction, annual refresher training, absent colleagues
16. Implementation of Pastoral briefings to disseminate relevant safeguarding information on a weekly basis
17. Implementation of Cause for Concern fortnightly meeting for relevant pastoral and senior staff to monitor and track safeguarding cases and concerns
18. Review of Attendance Policy and Procedures to ensure compliance with new guidance
19. Review and re-brand of Personal Development Curriculum to ensure safeguarding elements are understood by all and curriculum aligns with safeguarding policies
20. Visits to other schools to see good practice
21. DSL Safeguarding Training for senior staff and HoY booked so that they minimise risk for safeguarding
22. Network of DSLs established
23. Executive Headteacher undertaking NPQEL

SEND

1. Student profiles (EHCP) updated to ensure that they are compliant with the Code of Practice
2. Centralisation of all records and linked to policies so that they are easily accessible and understood
3. Review and training for Student Support team to enable them to support the intended curriculum for all students
4. Weekly SEND and safeguarding briefings to all staff so that their knowledge and understanding remains current
5. All classrooms provided with a basic 'access' kit to comprise of a range of coloured overlays, highlighters, etc. to support students and remove stigma
6. SENCO visits to schools to see good practice to impact on the school
7. Training for all staff about SEND provision to ensure that they are focussing on high quality teaching and individual needs
8. SENCO undertaking NASENCO training
9. Access Arrangements (AA) protocols to be reviewed and right personnel in place to ensure compliance
10. Review of SEND provision: SEND audit completed, internal moderation and external check

Curriculum and Assessment

1. Change of senior leadership roles and personnel with clear JDs to drive the school improvement
2. Changes to staffing structure to ensure consistency of delivery
3. Curriculum review undertaken to integrate Personal Development in the curriculum
4. Training for leaders with national leader to develop understanding of curriculum intent, implementation, and impact
5. Programme for coaching and mentoring for HoDs in place to strengthen Middle Leadership
6. Development of curriculum knowledge all Middle Leaders to ensure consistency and implementation matches intent
7. QA Processes focus on Quality of Education; sequencing of curriculum and assessment
8. QA processes include standard line of enquiry in department reviews for SEND to ensure that all teaches recognise that they are teachers of SEND
9. External Review to determine efficacy of the curriculum
10. Full curriculum review to ensure curriculum is broad, balanced and delivery across school is fit for purpose
11. Programme of work with strong departments within the family of schools - programme planned and implemented
12. Review Assessment Policy and create assessment protocols for individual subjects to ensure consistency within subject areas and assessments are matching curriculum intent

Personal Development

1. Restructure of staffing to ensure PDC is properly mapped and all elements covered
2. Review of Personal Development Curriculum and identification of gaps with links to safeguarding – Prevent, extremism, County Lines, relationships, self-harm – made explicit
3. PD delivery team established in school with clearly defined areas of responsibility and training delivered
4. Programme for tutors defined with clear expectations of delivery
5. Careers Programme is an integral part of the PDC
6. PD Curriculum and SoL published on school website

7. Fundamental British Values a focus for assemblies and form time; mapped out to ensure that students develop understanding and subliminal messages in classrooms and around school
8. Personal Development inset for all teachers so that they understand ways their curriculum area can support personal development