

| Sep-25 | | | | | | | | | | | |
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| Focus | ISS | Issue identified from Ofsted report | Aim | Who is responsible | Impact on pupils | Actions to address the issue | Progress monitoring | Success criteria | Resources required | By when? | Monitoring and evaluating |
| Quality of Education | 3b - too many pupils not making good enough progress 3d - teaching shows good understanding of needs, but this is not translating into impact. 3g - assessment is not used effectively. | The school has set out an approach to the teaching of reading and writing. However, how well this is put into practice varies. While time is allocated for reading across the school, some pupils do not get the consistent support they need to develop fluency and expression. Writing tasks are included across subjects, but the support provided is not always well matched to what pupils can already do or what they need next. This means difficulties persist with spelling, punctuation and grammar, affecting how well they can express themselves through writing. | Develop a more rigorous approach to identifying pupils' learning difficulties. Ensuring teaching is efficiently and effectively adapted in response. | TH | All pupils make good progress. Teachers accurately identify gaps in skills and respond with teaching to address these gaps quickly and effectively. | Screening introduced 24-25 to triangulate teacher assessment with standardised scores of CATs and WRATs. Pupil progress meetings to feed into interventions timetable half termly. SEND timetable implemented for interventions and reviewed half termly. Teachers provided with strategies for identifying gaps and these are noted and acted on in subsequent lessons. TH checks notes/actions on identifying and closing gaps. | In progress | Teachers feel confident identifying gaps and respond quickly to address these. | Meeting time TH time for monitoring Mark books? | Nov-25 | Monitored by TH during department meetings, pupil progress meetings and appraisal meetings. Reported to T&L committee termly. |
| Quality of Education | Paragraph 2(a) – Implementation. 3b - too many pupils not making good enough progress 3d - teaching shows good understanding of needs, but this is not translating into impact. 3g - assessment is not used effectively. | Writing support is not consistently effective. Pupils who find English a challenge are not always identified early or accurately. Support, when provided, is sometimes infrequent or not well matched to pupils' needs. This means that some continue to face difficulties with reading fluently or writing with accuracy, which affects their wider learning. | The school should develop more consistent systems for identifying gaps in English and ensure that teaching is adapted effectively, so that pupils get timely, targeted help. Progress in literacy and numeracy is clearly visible. The curriculum is taught consistently across the school. | TH | All pupils receive a consistently good literacy and numeracy curriculum. All pupils make good progress. Teachers accurately identify gaps in skills and respond with teaching to address these gaps quickly and effectively. | Review of assessment and marking policy. Summary sheet provided to teachers to support effective feedback and marking. Department meeting time provided for teachers to review books/feedback with colleagues for moderation and sharing good practice. TH regular book looks for monitoring. Bringing books to review becomes part of pupil progress and check in meetings to raise profile. T&L book look scheduled for November. | In progress | Pupil progress is clearly visible in their books for all pupils. Teacher feedback has visible impact in pupil books. Teacher feedback and marking is manageable for teachers workload. | Meeting time TH time for monitoring | Nov-25 | Monitored by TH during department meetings, pupil progress meetings and appraisal meetings. Reports to T&L committee termly. |
| Quality of Education | Paragraph 2(a) – Implementation. 3g - assessment is not used effectively. | Outcomes are not always visible – while some students show an upward trajectory, many do not, and it's not clear where this is coming from. (Removed from draft/notes but important for showing progress) Systems to identify needs and provide the right help are not consistent across the school. | Assessment shows starting points and progress made by pupils. | TH | All pupils make good progress and this is visible from their outcomes. | Screening introduced 24-25 to triangulate teacher assessment with standardised scores of CATs and WRATs. Pupil progress meetings to feed into interventions timetable half termly. Review of assessment and marking policy. Summary sheet provided to teachers to support effective feedback and marking. Department meeting time provided for teachers to review books/feedback with colleagues for moderation and sharing good practice. TH regular book looks for monitoring. Bringing books to review becomes part of pupil progress and check in meetings to raise profile. T&L book look scheduled for November. | In progress | All books show clear starting points and progress. | Meeting time TH time for monitoring | Nov-25 | Monitored by TH during department meetings, pupil progress meetings and appraisal meetings. Reports to T&L committee termly. |
| Quality of Education/SEND support | 3b - too many pupils not making good enough progress. Paragraph 2(b) – Impact: IEPs. | Support for pupils with SEND lacks consistency and clarity. Across the school, approaches to identifying and meeting pupils' needs are uneven. Some support plans are too broad and do not include precise strategies or measures of progress. This affects how well some pupils access learning and make progress. The school should ensure that pupils' needs are identified clearly and addressed through well-planned, consistently implemented strategies. | Ensure consistently strong outcomes for SEND and EAL pupils by tightening identification and making IEPs precise, measurable and used in daily teaching, so that gaps close and progress is secure. | AG | Pupils receive targeted, needs-led support that's easy to understand and act on. Faster progress from individual starting points; gaps narrow term-on-term. Pupils are more engaged and independent because classroom adaptations match their needs. | Introduce a single school IEP template with SMART targets, clear baseline, success measures, strategies, and responsible adults. Quality assurance: SENCO termly IEP audits (sampling across classes/phases) with feedback to teachers; peer moderation with another setting. Data & reviews: Half-termly pupil progress meetings (SEND/EAL focus) using standardised/baseline data and class assessments to update targets and provision. | In progress | 100% of IEPs use the new template and meet SMART criteria by end of Autumn 1; 100% receive termly reviews thereafter. Schoolwide data shows narrowing of the SEND/EAL gap vs prior term/year. Each IEP shows a clear baseline and exit data for every target; provision map entries include measured outcomes at exit. | Meeting time AG time for monitoring | Nov-25 | Monitored by AG monthly |
| Quality of Education | Paragraph 2(a) – Implementation. | Reading ...t is not consistently effective. Pupils who find English a challenge are not always identified early or accurately. Support, when provided, is sometimes infrequent or not well matched to pupils' needs. This means that some continue to face difficulties with reading fluently or writing with accuracy, which affects their wider learning. | Reading is more visible in school with pupils showing engagement and enthusiasm. The school should develop more consistent systems for identifying gaps in English and ensure that teaching is adapted effectively, so that pupils get timely, targeted help. | TH/SF | Pupils make good progress with reading and develop a love of reading. | Timetables are clarified to show specific slots for reading. Continued implementation of subject lead action plan from 24-25. Increased resourcing for leveled books. Clear process for tracking process through leveled books in order. | In progress | Pupils make good progress with reading and develop love of reading. | Meeting time Additional leveled books | Nov-25 | Monitored by TH during department meetings, pupil progress meetings and appraisal meetings. SF reports to T&L committee termly. |
| SEND support | 3b - too many pupils not making good enough progress 9b – Ensures behaviour policy is in place and understood. | While some staff know pupils well and adapt teaching successfully, others do not have the information they need to do this. | Develop confidence and ability of staff to deal with SEND needs and behaviour in the classroom. | TH/AG | All pupils make good progress. Teachers accurately identify gaps in skills and respond with teaching to address these gaps quickly and effectively. | Continuation of additional training for staff on adaptation and differentiation. IEPs reviewed September 2025, targets are SMART especially increasing precision. SENDCo meets regularly with teachers to support with IEP reviews, pupil support suggestions and progress monitoring. | In progress | Pupils make good progress. Teachers feel confident to meet the needs of the pupils in their classes. | Meeting time | Nov-25 | Monitored by TH during department meetings, pupil progress meetings and appraisal meetings. AG reports to T&L committee termly. |
| SEND support | 9b – Ensures behaviour policy is in place and understood. 9c – Record of sanctions. | There are ongoing behaviour incidents, which need to be met with a more proactive approach rather than just reacting. | Develop staff ability to manage behaviour incidents successfully and proactively. | TH/CB | Behaviour is good and behaviour does not impact learning in lessons. | Review of behaviour policy. Additional training for staff regarding management of behaviour incidents. Monitoring of behaviour logging on MyConcern by CB weekly. Review of behaviour incidents half termly by TH/CB. | In progress | Behaviour is good, and behaviour does not impact learning in lessons. | Meeting time | Nov-25 | Monitored by CB weekly. CB reports to Safeguarding committee termly. |
| SEND support | Paragraph 2(b) – Impact: IEPs | IEPs (Individual Education Plans) are not consistent, not specific enough, and are not clearly linked to actual needs or used meaningfully. Needs to be documented more thoroughly and linked clearly to measurable progress and outcomes. | Redesign IEPs to be clear, measurable, and linked directly to individual needs. | AG | Staff are able to measure progress of pupils on IEPs and adapt interventions to ensure all pupils make good progress. Progress can be tracked effectively; pupils, parents, and staff understand support and outcomes. | Implement new IEP template with SMART targets. Train staff in writing and reviewing IEPs. Hold termly IEP review meetings with parents/pupils. | In progress | 100% of IEPs rewritten using SMART target format by the end of term. Termly IEP reviews completed for all pupils with SEND. At least 70% of SEND pupils achieve or make expected progress towards IEP targets within the first review cycle. | Meeting time | Nov-25 | SENCO checks quality of IEPs; progress measured against IEP targets; external moderation (e.g., peer review from another school). |
| SEND support | 16a & 16b – Risk Assessment Policy: Concerns noted in relation to SEND – not always clear or robust. | Support for pupils with SEND and EAL is inconsistent and often lacks precision. Pupils are not always able to access the curriculum effectively, nor are they consistently making secure progress. Responses to needs are not always appropriate or leading to measurable strategies. | Ensure risk assessments for SEND/EAL are thorough, specific, and integrated into teaching plans. | AG | Pupils with SEND/EAL are safe, included, and able to access the curriculum fully. | Update risk assessment policy to include SEND/EAL access risks. Train staff on writing pupil-specific risk assessments. Link risk assessments to IEPs and behaviour plans. | In progress | Annual review confirms 100% compliance with updated SEND/EAL risk assessment policy. Staff surveys show confidence in using risk assessments to inform practice. SENCO monitoring shows risks clearly addressed in lesson planning and daily practice. | Meeting time | Nov-25 | Annual policy review; SENCO checks risk assessments; proprietor oversight of implementation; feedback from staff and parents. |
| Behaviour and attitudes | Find ISS link | The school's approach to identifying and responding to attendance concerns is not consistent, timely or well targeted. As a result, patterns of persistent absence are not consistently addressed early enough to prevent further disengagement. The school should strengthen how it monitors and responds to attendance issues so that action is prompt and effective in reducing persistent absence. | Strengthen systems for monitoring attendance, taking prompt action and introducing early intervention steps to avoid escalation. | CB | Pupils with poor attendance are supported quickly and early interventions are implemented effectively. | Attendance monitoring to occur every quarter termly. Review of reports from Satchel to confirm reporting procedure, focusing on significant changes. Staff training around reporting systems for thresholds of time off school. Review of school's approach to part-time timetables. Review attendance policy. Implementation of policy review and strategy. | In progress | Attendance levels consistently good over the year. Poor attendance is recognised quickly and families are supported. Early interventions show effective impact. | Meeting time for CB and CS. | Oct-25 | Safeguarding committee and oversight from Safeguarding trustee (AK). Monitoring meeting with AK end of Sept. Safeguarding committee meeting - early Nov. Reported to FGB Dec 25. |
| Behaviour and attitudes | 9b – Ensures behaviour policy is in place and understood. 9c – Record of sanctions. | Behaviour systems are not applied consistently. While most pupils behave well, a small number sometimes act in ways that goes against the school's expectations. Staff do not always use the behaviour policy as intended, and systems for recording and analysing incidents vary. This limits how well patterns are spotted and addressed, particularly for pupils with SEND. The school should ensure that staff follow the behaviour policy consistently and that information about behaviour is used more effectively to guide support and intervention for pupils. | Ensure recording behaviour is consistent and leaders are able to analyse and respond to patterns quickly. | CB | Pupils' behaviour is good. | Training for staff for using MyConcern to record behaviour issues. Review of behaviour policy. Training for staff about expectations and actions relating to behaviour (thresholds for reporting). Biweekly meetings between CB and class teachers. MyConcern training for CB relating to tracking and monitoring behaviour. | In progress | Behaviour logs accurately represent occurrences in school. CB is able to respond proactively to behaviour concerns. Behaviour is quickly and effectively managed. | Meeting time. Time for staff training. | Dec-25 | Reporting to T&L committee. Reported to FGB Dec 25. |
| Leadership and Management | 34(1)(a) and 34(1)(b) – Links back to failure to fully meet the rest of the ISSs. | Oversight of compliance and strategic monitoring of the standards requires strengthening. While some areas such as safer recruitment and health and safety are well monitored, scrutiny of curriculum delivery, behaviour management, support for pupils with SEND and assessment is less rigorous. This has affected full compliance with the standards. The proprietor should ensure that oversight systems provide clear, accurate information to support timely action and maintain full compliance with all relevant standards. | Trustees receive detail and can challenge leadership decisions. | Trustees | See above | Schedule of meetings for reporting confirmed for 2025-2026. Continuation of report proformas for meetings for consistency and ensure regular reporting on key issues. FGB meetings focus on review of ISSs and action plan. Agendas sent in good time to ensure staff can prepare for information requested by trustees. | In progress | Trustees have a good understanding of leadership monitoring and decision making in school. Trustees can challenge decisions and ask for more information as needed. | Meeting time. | Nov-25 | Trustee committees and FGB meetings reports, agendas and minutes. |
| Leadership and Management | 34(1)(a) and 34(1)(b) – Links back to failure to fully meet the rest of the ISSs. | Leaders' mechanisms for ensuring Independent School Standards (ISSs) are met consistently, are not robust enough. | Ensure full ISSs compliance. | TH/CB/trustees | See above | Other actions are completed as soon as possible. Review of school leader's year plan for monitoring and evaluating. Implementation of more rigorous monitoring processes. | In progress | School leaders monitor against the ISSs and ensure compliance successfully. | Time | Dec-25 | Trustee committees and FGB meetings reports, agendas and minutes. |