



AN OAT ACADEMY

Ormiston Bolingbroke Academy
Ofsted – Statement of Action

February 2020



STATEMENT OF ACTION FOR ORMISTON BOLINGBROKE ACADEMY

INTRODUCTION

Ormlston Bolingbroke Academy was inspected on 10th and 11th December 2019. The school was judged by Ofsted as requiring Special Measures. The effectiveness of leadership and management and quality of education were judged to be inadequate. Personal development, behaviour and welfare and sixth form requires improvement. At the previous inspection the school was judged as grade 3, Requires Improvement.

Inspectors judged that leaders failed to pay due regard to the curriculum particularly in English, Mathematics and Science and that the Key Stage 3 curriculum was not fit for purpose, lacking breadth and ambition. The curriculum for SEND students was not appropriate and children did not receive the targeted support they needed. Inspectors judged that the leaders had attempted to game examination results and had entered children for examinations that were in the school's interest not the children. In addition, pupils' overall attendance was low, largely due to a small number of complex cases. Inspectors noted, whilst behaviour was now being managed more effectively staff reported that last year behaviour had declined and required significant attention. Arrangements for safeguarding were judged not to be effective and leaders did not respond to serious child protection concerns quickly enough. Record keeping was found to be incomplete; staff were not appropriately trained to keep children safe.

Context

OBA is a standalone 11-19 academy with 1131 students on roll which has Ormlston in its title for historical reasons, and is not part of Ormlston Academies Trust (OAT), although we have representation as company members. As such we intervened in August 2019 to dismiss the OBA trustees, and governing body, as we believed the governors/trustees could not provide the oversight required to improve the quality of education. The new trustees immediately voted to join OAT, with the transfer date agreed with the RSC as 1st February 2020. At the time of the inspection, the interim Principal had been in post for six weeks. He joined the academy after the substantive Principal decided to step down from his role for health reasons.

Immediate Actions taken by the Trust to address the areas for improvement

As a result of these findings the following action has been taken:

- A very experienced interim Principal was appointed to stabilise the school and provide a handover to the substantive Principal of a term.
- A substantive Principal was recruited from a nearby OAT academy which is outstanding.

- The academy joined the Northern region and is line managed by a Regional Director who coordinates and evaluates school improvement support from across the Trust.
- A safeguarding review was carried out and record keeping systems including the SCR were made compliant

TRUST SCHOOL IMPROVEMENT STRATEGY

Academies are grouped in four regions and they are line managed by Regional Directors. For schools causing concern and identified as a Priority 1 school and/or those in an Ofsted category, additional resources are allocated through a School Support Plan. Appropriate support can include support brokered from other schools, from NLEs and LLEs, Teaching School Alliances, additional specialist adviser time and additional budget support. Responsibility for brokering support and working with the school to coordinate that support rests with the school's Regional Director. The OAT Improvement Strategy can be found [here](#)

In the case of Ormlston Bolingbroke Academy, the support has been around leadership and safeguarding. There is a new Principal in place from Easter and Executive support from a former NLE.

ACTION TO REMOVE THE SCHOOL FROM SPECIAL MEASURES

Following the special measures judgement, the Trust has:

- Appointed a new experienced principal into the leadership of the academy.
- Undertook a full curriculum review and ensured changes were actioned for Sept 2020
- Adopted Curriculum Led Financial Planning
- Secured Internal Trust support from neighbouring schools and the OAT School Improvement network
- Ensured that the academy engages fully with subject networks and leadership development pathways open to all OAT academies.
- Deployed SLE equivalents and Lead Practitioner to 4 underperforming subjects.
- Connected Ambition Institute and its CPD programmes with the academy.
- Additional mentoring secured for new Principal's first year from the Trust.

In addition:

- The Regional Director generates a progress report to record each visit to the academy, which is sent to the National Director of Education and CEO.
- The National Director for Teaching and Training attends each meeting of the Governing Board.

The Trust will **monitor and evaluate** the school's progress and impact on pupil outcomes through:

- Regular monitoring of the implementation of the Action Plan by the school's Regional Director, who will keep the National Director of Education informed on a monthly basis.
- The progress of the academy will form part of the Executive Team meetings. The progress will be monitored monthly with formal reports from the Regional Director and National Director of Education with necessary input from HR, Finance and Compliance.
- The School Improvement sub-committee will receive a report every term on progress.

Monitoring of the support plan is undertaken by the National Director of Education and the impact of the support is assessed through Progress Boards and the Trust School Improvement sub-committee.

Progress Boards – These meet each half term. They are chaired by the Regional Director and attended by Principal, Vice Principal, Chair of Governors and the staff with the responsibility for each aspect of the Ofsted Area for improvement. At each meeting impact statements illustrate action and impact in each of the three areas for improvement as well as whole school standards.

Executive Team – The progress boards are then discussed at the OAT executive and any further support / intervention decided on. The Regional Director presents the actions and impact in line with the Ofsted Areas for Improvement.

School Improvement sub-committee – The Trust board then scrutinises actions to ensure they are appropriate and timely.

Development and Revision of Action Plan

Actions for the Trust will be to develop a plan and then revise in agreement with the school:

- Following monthly Executive Team Strategy team meetings to monitor progress
- HMI monitoring visits and
- termly governance meetings

Arrangements to inform parents

- An initial parents meeting will be held after confirmation of the Special measures to explain the judgement and the actions to be taken.
- Following the meeting with parents, a Parent Forum will be established, to ensure effective communication between school and parents and to respond to parents’ views. The Forum will meet half-termly and more frequently if desired by parents.
- Ormiston Bolingbroke will provide parents with a copy of the Action Plan and will produce a regular newsletter to inform parents of progress.

Trust Support Plan.

This plan is an integrated summary of the Trust’s actions to support Ormiston Bolingbroke Action Plan and the School’s Improvement Plan (**there is a detailed operational school plan that sits underneath**).

The plan has a timeframe to June 2021.

Key personnel involved

CEO	Nick Hudson
National Director of Education	Rob Pritchard
Principal	Kathryn Evans
Chair of Governors	Tuesday Humby
Regional Director	Phil Loftus

OfSTED Area for Improvement 1. Leaders should review the key stage 3 curriculum; leaders must ensure the new curriculum plans are implemented well in all subjects.

Focus	Who	• What we will do	Successful if	How/When monitored	Cost	Time
a. Review with Middle Leaders the curriculum offered and plan and sequence an appropriately ambitious and broad curriculum within KS3	Principal	<ul style="list-style-type: none"> • Review, cost and implement a curriculum offer which is ambitious in its breadth and depth 11-18 • Assess the needs of middle and senior leaders. • Assign OAT LPs and SLEs to help subject leaders review their curriculum offer - working on bespoke plans to support weaker areas. • Link senior leaders and their brief to existing strong models of practise across the North. • Principal will evaluate the implementation of these plans by teachers and provide a baseline assessment of all teaching staff for Governors and RD and the new Principal. • Leaders will devise a new CPD programme to be; <ul style="list-style-type: none"> ➢ Generic ➢ Subject specific, and ➢ Bespoke • Governors will evaluate the impact of the middle and senior leaders work. 	<ul style="list-style-type: none"> • Senior leaders responsible for middle leader's verify the ML curriculum plans are as ambitious as the National Curriculum. • Plans have a clear rationale are well sequenced to ensure pupil progression. • A robust QA process ensures that the planned curriculum is the delivered curriculum. • PM takes place and identifies areas of improvement. • All staff assessed in terms of capability. • All staff on CPD route. • All staff in need of significant support allocated LP or SLE to coach / mentor 	<ul style="list-style-type: none"> • Progress board (standards committee) monitor half termly • Report to Executive • Report to SI sub-committee (This is a sub-committee of the OAT Trust Board) 	1 day a week of Educational Consultant Level 2	Completed Autumn 2020

<p>b. Ensure that the impact of the curriculum especially in English, Mathematics, Science ensures students achieve well and in line with national expectations</p>	<p>Principal</p>	<ul style="list-style-type: none"> • Support leaders to review the curriculum offer and help them adjust middle leaders planning and the academy curriculum • Principal will evaluate middle leaders and assign MAT LPs and SLEs to develop provision at all levels – working on bespoke plans to support weaker areas. • Ensure that teacher predictions are evidenced based and moderated beyond the academy and lead to appropriate actions with and beyond wave 1 teaching. • Support students to prepare more effectively for terminal examinations through teaching effective revision techniques 	<ul style="list-style-type: none"> • Outcomes in core areas of the curriculum are in line with national expectations for similar school by 2021 	<ul style="list-style-type: none"> • Progress board (standards committee) monitor half termly • Report to Executive • Report to SI sub-committee (This is a sub-committee of the OAT Trust Board) 	<p>From existing resources</p>	<p>Completed Autumn 2020</p>
---	------------------	---	--	--	--------------------------------	------------------------------

<p>c. Ensure that day to day learning experience in classrooms is “good”</p>	<p>Principal</p>	<ul style="list-style-type: none"> • Principal will evaluate the quality of teaching and provide a baseline assessment of all teaching staff for Governors and RD. • Leaders will devise a new CPD programme to be; <ul style="list-style-type: none"> • Generic • Subject specific, and • Bespoke • Through coaching, training and performance management ensure all inadequate teaching is eradicated. 	<ul style="list-style-type: none"> • All staff assessed in terms of capability PM takes place and identifies areas of improvement. • All staff on CPD route. • All staff in need of significant support allocated LP or SLE to coach / mentor • Faculty Review system identifies bright spots and links areas of weakness to bright spots 	<ul style="list-style-type: none"> • Progress board (standards committee) monitor half termly • Report to Executive • Report to SI sub-committee (This is a sub-committee of the OAT Trust Board) 	<p>From existing resources</p>	<p>Completed Autumn 2020</p>
--	------------------	---	---	---	--------------------------------	------------------------------

OfSTED Area for Improvement 2. Leaders should ensure that staff are given appropriate strategies, training and resources to adequately support pupils with SEND so that they can access a broad and ambitious curriculum and achieve well:

Focus	Who	What we will do	Successful if	How/When monitored	Cost	Time
a. Review leadership of SEND	Principal	<ul style="list-style-type: none"> Appoint and induct a SENDCO from Spring 2020 Conduct a Trust led review of provision in the Spring of 2020 Develop Provision Plan for Academy for all areas of SEND Invest in appropriate provision mapping 	<ul style="list-style-type: none"> SENDCO responds to external review with a clear Action Plan Provision Planning is in place and understood by all staff. 	<ul style="list-style-type: none"> Report to Progress Board Summer 2020 Progress Report to Executive monthly Report to SI subcommittee termly 	From existing resources	Completed April 2020
b. Plan deliver and review staff training for teachers and TA's	Principal	<ul style="list-style-type: none"> Undertake a staff audit of training requirements and plan and deliver targeted CPD Train middle leaders to be able to evaluate their curriculum to ensure pupils with SEND can access a broad and ambitious curriculum Assess parents' perceptions of provision yearly Ensure parents of SEN students are engaged with the school and have an understanding of the provision provided. 	<ul style="list-style-type: none"> Staff survey shows majority of staff feel confident that they know how to address SEND needs in Wave 1 teaching Majority of parents of SEND students (85% on Parent View) agree that academy gives their child what they need to succeed. 	<ul style="list-style-type: none"> Parent View reported termly to Governors Report to Executive termly Report to SI subcommittee termly 	SEND software	All training to take place by December 2020

OfSTED Area for Improvement 3. Leaders should strengthen the culture of safeguarding:

Focus	Who	What we will do	Successful if	How/When monitored	Cost	Time
a. Review leadership of Safeguarding	Principal	<ul style="list-style-type: none"> Conduct an external review of safeguarding DSL linked to other DSL within regional hub to refresh understanding of good safeguarding practise around SCR and record keeping. Additional training needs identified and sourced from regional hub. 	<ul style="list-style-type: none"> Safeguarding team have capacity and systems to maintain standards if faced with long term staff absence from the safeguarding team. DSL responds to external review with a clear Action Plan to address concerns rapidly 	<ul style="list-style-type: none"> Monthly monitoring by RD Report to Executive termly Report to SI subcommittee termly Yearly review from OAT 	3 days of external consultant	Completed April 2020
b. Ensure safeguarding records are maintained meticulously and external agencies are involved in a timely manner	Principal	<ul style="list-style-type: none"> Offer examples to the DSL of how records should be maintained Update and train teachers and support staff on referral culture expectations Ensure all Safeguarding team are clear on what and how to refer to external agencies and how to evidence this action 	<ul style="list-style-type: none"> Training logs are complete SCR is accurate and meticulously maintained. 	<ul style="list-style-type: none"> Progress board in half termly meetings Report to Executive termly Report to SI subcommittee termly 		Ongoing –in place by Easter 2020

OfSTED Area for Improvement 4. Leaders must ensure the curriculum is implemented well in all academic subjects:

Focus	Who	What we will do	Successful if	How/When monitored	Cost	Time
a. Review with Middle Leaders their curriculum offer at Post 16	Principal	<ul style="list-style-type: none"> Principal and RD will evaluate middle leaders and assign MAT LPs and SLEs to develop provision at all levels – working on bespoke plans to support weaker areas Ensure academy review and ensure entrance qualifications to academic subjects are appropriate. 	<ul style="list-style-type: none"> Plans have a clear rationale are well sequenced to ensure pupil progression A robust QA process ensures that the planned curriculum is the delivered curriculum 	<ul style="list-style-type: none"> Monthly monitoring by RD Report to Executive termly Report to SI subcommittee termly 	From existing resources	Ongoing
b. Ensure that the impact of the curriculum especially in academic subjects is tracked to ensure students achieve well and in line with national expectations	Principal	<ul style="list-style-type: none"> Ensure that teacher predictions are evidenced based and moderated beyond the academy and lead to appropriate actions with and beyond wave 1 teaching. Support students to prepare more effectively for terminal examinations by ensuring private study and wider reading is appropriately tracked. 	<ul style="list-style-type: none"> Outcomes in core areas of the curriculum are in line with national expectations by 2021 	<ul style="list-style-type: none"> Progress board (standards committee) monitor half termly Report to Executive Report to SI sub-committee (This is a sub-committee of the OAT Trust Board) 		

OfSTED Area for Improvement 5. Leaders should do more to encourage disadvantaged and SEND pupils to benefit from a varied enrichment programme:

Focus	Who	What we will do	Successful if	How/When monitored	Cost	Time
a. Provision of enrichment is promoted to disadvantaged and SEND pupils	VP B&A	<ul style="list-style-type: none"> Raise expectations within the staff of Teacher Standard 8 and audit staff to ensure they are offering one enrichment or intervention Disadvantaged and SEND pupils mentored and supported to engage in existing enrichment activities Provide software and training in its use to enable all student's attendance at all enrichment activities be tracked and analysed Fund through #I Will with additional enrichment provision that is requested Staff encouraged to boost proportion of Disadvantaged and SEND students in enrichment activities 	<ul style="list-style-type: none"> Disadvantaged students account for 50% of attendees at enrichment SEND students account for 10% of attendees at enrichment 	<ul style="list-style-type: none"> Monthly monitoring by RD Report to Executive termly Report to SI subcommittee termly 	From existing resources	Ongoing

OfSTED Area for Improvement 6. Leaders should continue to improve behaviour throughout the school:

Focus	Who	What we will do	Successful if	How/When monitored	Cost	Time
a. The Quality of Behaviour in all classrooms	SIP	<ul style="list-style-type: none"> Long term staff absence will be tracked and challenged Permanent cover supervisors recruited to enhance stability of short term cover Interim Principal will provide a baseline assessment of all teaching staff for Governors RD and the new Principal. Bespoke CPD linked to student engagement and pace will be offered to staff who are not able to demonstrate Teacher Standard 7 SLT and HoDs to carry out teaching and learning patrol daily to monitor quality of behaviour for teaching and learning. Ensure students receive effective support from key staff Through the Pastoral team develop enrichment sessions afterschool/before school to address anger management and self esteem 	<ul style="list-style-type: none"> The number of temporary teachers/supply is reduced to below 5%. SLT and HoDs teaching and learning patrol shows continued trendline of reduced in class removals Raise the standards of T&L provision to outstanding with 90% of staff working at and agreed good standard or better within a year 	<ul style="list-style-type: none"> Monthly monitoring by RD Report to Executive termly Report to SI subcommittee termly 	1 day a week of Educational Consultant Level 2	Ongoing

Focus	Who	What we will do	Successful if	How/When monitored	Cost	Time
b. Teacher Development	Principal	<ul style="list-style-type: none"> • Raise teacher expectations' and increase the level challenge in lessons. • Identify individual middle leader training needs and act on accordingly. • Support middle leaders who already registered on external training programmes, e.g. Teaching Leaders, NPQSL, Future Leaders and encourage more middle leaders to register on such programmes. • Implement 'teacher improvement plan' for teachers who cannot yet securely evidence Teacher Standards 	<ul style="list-style-type: none"> • All staff on CPD route. • All staff in need of significant support allocated role model to coach / mentor • Raise the standards of T&L provision to outstanding with 90% of staff working at and agreed good standard or better within a year 	<ul style="list-style-type: none"> • Progress board in half termly meetings • Report to Executive termly • Report to SI subcommittee termly 		Ongoing – in place October 2020

OfSTED Area for Improvement 7. Leaders should continue to build on the positive work of the attendance team to ensure that a greater proportion of pupils improve their attendance:

Focus	Who	What we will do	Successful if	How/When monitored	Cost	Time
a. Continue to raise the profile with parents of the importance of good attendance	VP B&A	<ul style="list-style-type: none"> Add capacity to the leadership of attendance at SLT level. Support the attendance team with termly home visits alongside the Local Authority EWO team. Work with Halton LA to pursue rounds of “fast track” prosecutions to raise awareness within the community of the importance of good attendance Continue to implement and review the current range of interventions to target students at risk of becoming Persistently Absence Continue to implement and review the current strategies to celebrate the good attendance of the majority of students 	<p>In 2020</p> <ul style="list-style-type: none"> Attendance 94.5% PA 17% <p>In 2021</p> <ul style="list-style-type: none"> Attendance 94.5% PA 14% 	<ul style="list-style-type: none"> Monthly monitoring by RD Report to Executive termly Report to SI subcommittee termly 	From existing resources	Ongoing