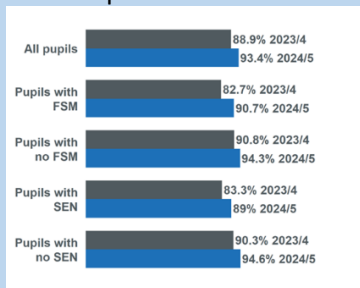
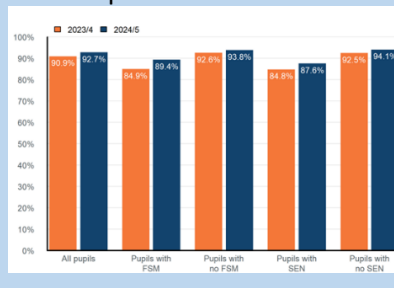
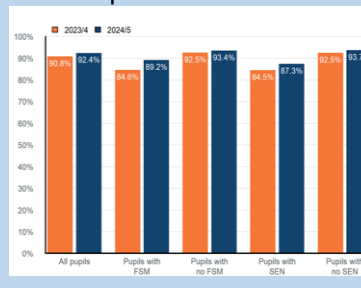




Post-Ofsted timeline

AFI	Summer term 2024	Autumn term 2025	Spring term 2025	Summer term 2025																																																						
Some pupils’ absence rates remain too high, particularly those who are disadvantaged or those with SEND. These pupils miss too much school and learning. The school needs to work closely with parents and external agencies to instil the importance of regular attendance, especially for these more vulnerable pupils.	- Students “at risk of PA” identified for September - Appointment of TA to make attendance calls each day	- Letter sent to all parents re new attendance guidance - Attendance mentioned in all newsletters - TA started – phone calls for absence - Letters sent to students missing school in first four weeks	- Letters sent to at risk of PA students - Attendance in all newsletters - Meetings with parents of students causing concern - AP in place for some students with attendance difficulties	ELSA appointed																																																						
IMPACT	Overall attendance 2023-24 = 90.5% PA = 26.37%	Overall attendance to end of Autumn term = 93.23% PA = 17.05% DfE comparison info  <table><thead><tr><th>Group</th><th>2023/4</th><th>2024/5</th></tr></thead><tbody><tr><td>All pupils</td><td>88.9%</td><td>93.4%</td></tr><tr><td>Pupils with FSM</td><td>82.7%</td><td>90.7%</td></tr><tr><td>Pupils with no FSM</td><td>90.8%</td><td>94.3%</td></tr><tr><td>Pupils with SEN</td><td>83.3%</td><td>89%</td></tr><tr><td>Pupils with no SEN</td><td>90.3%</td><td>94.6%</td></tr></tbody></table>	Group	2023/4	2024/5	All pupils	88.9%	93.4%	Pupils with FSM	82.7%	90.7%	Pupils with no FSM	90.8%	94.3%	Pupils with SEN	83.3%	89%	Pupils with no SEN	90.3%	94.6%	Overall attendance to end of Spring term = 92.71% PA = 19.71% DfE comparison info  <table><thead><tr><th>Group</th><th>2023/4</th><th>2024/5</th></tr></thead><tbody><tr><td>All pupils</td><td>90.9%</td><td>92.7%</td></tr><tr><td>Pupils with FSM</td><td>84.9%</td><td>89.4%</td></tr><tr><td>Pupils with no FSM</td><td>92.6%</td><td>93.8%</td></tr><tr><td>Pupils with SEN</td><td>84.8%</td><td>87.8%</td></tr><tr><td>Pupils with no SEN</td><td>92.5%</td><td>94.1%</td></tr></tbody></table>	Group	2023/4	2024/5	All pupils	90.9%	92.7%	Pupils with FSM	84.9%	89.4%	Pupils with no FSM	92.6%	93.8%	Pupils with SEN	84.8%	87.8%	Pupils with no SEN	92.5%	94.1%	Overall attendance to Summer 1 = 92.57% PA = 20.00% DfE comparison info  <table><thead><tr><th>Group</th><th>2023/4</th><th>2024/5</th></tr></thead><tbody><tr><td>All pupils</td><td>90.8%</td><td>92.4%</td></tr><tr><td>Pupils with FSM</td><td>84.0%</td><td>89.2%</td></tr><tr><td>Pupils with no FSM</td><td>92.5%</td><td>93.4%</td></tr><tr><td>Pupils with SEN</td><td>84.5%</td><td>87.3%</td></tr><tr><td>Pupils with no SEN</td><td>92.5%</td><td>93.7%</td></tr></tbody></table>	Group	2023/4	2024/5	All pupils	90.8%	92.4%	Pupils with FSM	84.0%	89.2%	Pupils with no FSM	92.5%	93.4%	Pupils with SEN	84.5%	87.3%	Pupils with no SEN	92.5%	93.7%
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The school has not ensured that assessment is used effectively to identify and close gaps in pupils’ learning. As a result, there are too many pupils in Years 7 and 8 who have gaps in their understanding and they struggle to engage with the more complex work in the curriculum they are currently studying. The school should ensure that teachers use assessment effectively to identify gaps in pupils’ knowledge, and pupils are then supported to learn the core knowledge which will enable them to engage with the current curriculum.	• Instigated Exam Weeks for KS3 • CPD for teachers and TAs on assessment for learning	• Breakdown on initial PiXL papers sent to First Schools • Knowledge organisers in place for all topics • All lessons start with review • CPD on AfL	• SATs workshop for Year 6 parents • Info in newsletter re SATS	• Exam weeks for Year 7 and Year 8 • Moderation for Year 6 writing - all agreed • WalkThrus training																									
IMPACT		<table><tr><td>PIXL</td><td>% at E2 or above Sept</td><td>Nov</td></tr><tr><td>GPS</td><td>54</td><td>59</td></tr><tr><td>Reading</td><td>62</td><td>60</td></tr><tr><td>Maths</td><td>43</td><td>54</td></tr></table>	PIXL	% at E2 or above Sept	Nov	GPS	54	59	Reading	62	60	Maths	43	54		<table><tr><td></td><td>% at E2 or above Feb</td></tr><tr><td>GPS</td><td>71</td></tr><tr><td>Reading</td><td>77</td></tr><tr><td>Maths</td><td>60</td></tr></table>		% at E2 or above Feb	GPS	71	Reading	77	Maths	60					
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		Reading AND 35 49 maths	Reading AND 54 maths	
		Average progress in all subjects from September Year 6 = 0.29 Year 7 = 0.91 Year 8 = 0.45	Average progress in all subjects since September Year 6 = 0.78 Year 7 = 1.44 Year 8 = 0.98	
In some subjects, there remain inconsistencies in the design of the curriculum. This means that sometimes key knowledge is not taught, or there is variance in the key knowledge that is taught within the same subject. Leaders should ensure that curricular design in all subjects covers the necessary key knowledge, and that all teachers are clear about what this means in practice.	Curriculum evaluated and new resources purchased where required	- New curriculum documents designed to clarify substantive knowledge etc - Training for all staff on new curriculum documents - Work with Rachael Baldwin (School Improvement Team) on design of curriculum and documentation	- Work with Rachael Baldwin on curriculum documents - Documents uploaded to the school's website - Staff handbook created to ensure expectations are clear	CPD on WalkThrus
IMPACT		New curriculum in place where necessary	https://www.blackminster.worcs.sch.uk/curriculum-overview-of-knowledge-and-skills/	

The school's monitoring has not been sufficiently rigorous or incisive. As a result, some aspects of the provision remain inconsistent. The school should ensure that the impact of improvement work at all levels is evaluated regularly to judge its effectiveness, and rapid actions follow to ensure increased consistency and improvements across the school.		• Peer Review November 2024 • New SIA appointed – initial visit • Review of SEND • Monitoring schedule identified on school calendar • Governor monitoring visits • Improved monitoring of behaviour	• CPD for HoFs on WalkThrus • SIA visit • Governor monitoring visits • Attendance improvement plans in place for staff hitting triggers	• WalkThrus planned for implementation in Autumn term • Governor monitoring visits • Informal support in place for teachers needing to improve
IMPACT		Reduction in suspensions/exclusions 2023-4 = 9 suspensions and 1 exclusion 2024-5 = 6 suspensions Behaviour points per week = 225	Reduced suspensions/exclusions 2023-24 = 6 suspensions 2024-5 = 3 suspensions Behaviour points per week = 206	Reduced suspensions/exclusions 2023-4 = 3 suspensions 2024-5 = 2 suspensions