



Post-Ofsted timeline – part 2

This document summarises progress against the Areas for Improvement specified in our inspection report from March 2024. It should be read alongside the document for 2024-25

AFI	Autumn term 2025	Spring term 2026	Summer Term 2026																																																		
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.	- Monitoring and follow-up procedures continue to be used. - Attendance still featured in school newsletters etc - Attendance for students with SEND and those with disadvantage still lower, but for SEN attendance is second decile nationally, and for whole-school and FSM attendance is third decile nationally																																																				
IMPACT	Whole school attendance last four years <table><caption>Approximate data from 'Whole school attendance last four years' graph</caption><thead><tr><th>Week</th><th>2022-23</th><th>2023-24</th><th>2024-25</th><th>2025-26</th></tr></thead><tbody><tr><td>1</td><td>94.5</td><td>94.5</td><td>94.5</td><td>94.5</td></tr><tr><td>5</td><td>93.5</td><td>93.5</td><td>93.5</td><td>94.5</td></tr><tr><td>10</td><td>93.0</td><td>93.0</td><td>93.0</td><td>94.5</td></tr><tr><td>15</td><td>92.5</td><td>92.5</td><td>93.0</td><td>94.5</td></tr><tr><td>20</td><td>92.0</td><td>92.0</td><td>93.0</td><td>94.5</td></tr><tr><td>25</td><td>92.0</td><td>92.0</td><td>93.0</td><td>94.5</td></tr><tr><td>30</td><td>92.0</td><td>92.0</td><td>93.0</td><td>94.5</td></tr><tr><td>35</td><td>92.0</td><td>92.0</td><td>93.0</td><td>94.5</td></tr><tr><td>39</td><td>92.0</td><td>92.0</td><td>93.0</td><td>94.5</td></tr></tbody></table>	Week	2022-23	2023-24	2024-25	2025-26	1	94.5	94.5	94.5	94.5	5	93.5	93.5	93.5	94.5	10	93.0	93.0	93.0	94.5	15	92.5	92.5	93.0	94.5	20	92.0	92.0	93.0	94.5	25	92.0	92.0	93.0	94.5	30	92.0	92.0	93.0	94.5	35	92.0	92.0	93.0	94.5	39	92.0	92.0	93.0	94.5		
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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.	• CPD on using assessment to adapt planning • PIXL assessments used for English and maths in year 6 – weaknesses identified and acted upon in school, as well as shared with First Schools • Maths days for Year 6 instigated	•	•
IMPACT			
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	• Curriculum documents updated for almost all subjects and available on the website (some being re-evaluated at time of writing)		

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.			
IMPACT	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.	• ToT process implemented for all curriculum areas • Blackminster Way handbook available (to be updated next term) • Support in place for teachers experiencing difficulties	•	•
IMPACT	Reduction in suspensions/exclusions		

	2023-24 – 9 suspensions, 1 exclusion 2024-25 – 6 suspensions 2025-26 – 2 suspensions		
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