



Cubert School Post Ofsted Action Plan

Moving forward together



Date: July 23

The Ofsted Team recognised the following strengths in the school:

- Leaders have steered the school through a difficult period. The school has experienced high levels of staff absence. Leaders have used their time and energy to minimise disruptions to pupils' learning.
- Leaders recognised that the curriculum needed alteration so that pupils, including those with special educational needs and/or disabilities (SEND), would learn more. Leaders ensure that all pupils learn the full range of subjects, including those with SEND. Teachers adapt the curriculum in line with pupils' individual plans. Staff closely check the support pupils receive in 'the nest' to ensure they do not miss important curriculum content
- In subjects where leaders have established a more cohesive approach, pupils learn well. For example, in mathematics, pupils recall confidently what they have learned. Older pupils use appropriate written methods to solve problems. Children in Reception use correct language related to number
- Leaders prioritise reading. They have trained staff to ensure that pupils learn to read through a consistent approach. In the early years, children start learning to read straightaway. Staff check carefully to spot pupils who fall behind. Through additional support, these pupils catch up and keep up. Teachers in the early years read regularly to children to expose them to different types of texts. Leaders have refurbished the school library with help from funds raised by parents. They have stocked it with a range of books by different authors. This helps to promote a love of reading through the school.
- Through the personal, social and health education curriculum, pupils learn about healthy relationships. Pupils hold leadership roles in the school, such as library and playground monitors. Visitors deepen pupils' knowledge further, such as authors and people providing talks about water safety. In assemblies, staff celebrate pupils' achievements both in and out of school.
- Governors know the strengths and weaknesses of the school. They check the impact of the money allocated for disadvantaged pupils. Governors know that the curriculum requires improvement. They have supported and challenged the headteacher through a turbulent period. Governors draw upon external support as necessary
- The arrangements for safeguarding are effective. Leaders have established a culture of vigilance to keep pupils safe. They train staff to ensure they can identify those who show potential signs of harm. Staff record even the smallest concerns diligently. Leaders act upon these swiftly and report them to the appropriate authority if needed. They work with different agencies to ensure vulnerable families get the support they need.
- Leaders have thorough systems for the recruitment of staff. They check to ensure their suitability to work with children. Governors regularly oversee aspects of the school's safeguarding work to check it is compliant.

The inspection identified the school as requiring improvement for the following reasons:

- In some subjects, the curriculum does not identify precisely and in a coherent order the knowledge pupils need to learn. As a result, pupils do not build secure knowledge over time. Leaders need to ensure that they precisely identify and sequence knowledge in all subjects, so that pupils from Reception to Year 6 know more and remember more.
- Teachers do not implement the wider curriculum well enough. Assessment is not developed well enough to guide teachers in what pupils need to learn next. Too often, tasks are then not well matched to pupils' next steps. Leaders need to ensure assessment is established effectively and all learning deepens pupils' knowledge in line with curriculum.
- Leaders have not planned well enough how pupils will learn about diversity, particularly about faiths and cultures that are different to their own. Consequently, pupils' cultural knowledge is weak. Leaders need to ensure that they improve the curriculum so that it helps pupils understand faiths and cultures that are different to their own.

PRIORITIES FOR IMPROVEMENT

Ofsted inspected Cubert School under Section 5 of the Education Act 2005. The school was inspected over two days, 21st-22nd March 2023. The Ofsted Team made the following judgements:

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

1. **Implement a rigorous and challenging curriculum that identifies the knowledge that the pupils need to learn in a coherent order.**
2. **Implement and deliver a wider curriculum that includes meaningful summative assessment to inform future work.**
3. **Implement an inclusive curriculum that allows pupils to be ready for life in modern Britain to include cultural diversity and faiths.**

POST-OFSTED ACTION PLAN

Following the Ofsted Inspection in March 2023 the Headteacher and governors worked together to create a working plan to develop, monitor and evaluate the focus of School Improvement in line with the identified priorities.

The planned actions are divided into three main categories as follows:

1. Actions to raise standards and improve outcomes
2. Actions to improve the quality of teaching and learning
3. Actions to improve the effectiveness of leadership and management

Monitoring, evaluation and review of this plan

The governing body, in consultation with the Headteacher, will have the ultimate responsibility of assessing the impact of this action plan. Governors will engage with, and consult a range of sources which will include:

- The local authority
- Headteacher
- School leadership team
- Class teachers and other staff members
- Pupils and their parents
- First-hand information gathered by governors through visits to the school





Details of planned actions for improvement

June 2023



Key Issues for Improvement

- 1. Implement a rigorous and challenging curriculum that identifies the knowledge that the pupils need to learn in a coherent order.**
 - All teachers have high expectations for what pupils should learn and the quality of their written work
 - Ensure the curriculum that is coherently planned and sequenced through all subjects, sharing best practice and reaching out to other schools and leaders in the field.
 - Ensure the curriculum is knowledge specific and reflects the continuous learning journey from Early Years to the end of KS2 as Ofsted's expectations evolve.
 - Using Ofsted criteria of what it is to be good to measure our progress and reflecting this in the School Development Plan termly.
 - All staff to show understanding what Ofsted "good" judgment looks like in their classroom and the subject that they lead.
 - Ensure rigorous monitoring and a cycle of plan, do and review for each subject.
- 2. Implement and deliver a wider curriculum that includes meaningful summative assessment to inform future work.**
 - Developing teachers' subject knowledge through INSET, CPD and working with leaders in the field.
 - Exploring a range of best practise of how summative assessment can work better for our school through whole staff INSET and external professionals.
- 3. Implement an inclusive curriculum that allows pupils to be ready for life in modern Britain to include cultural diversity and faiths.**
 - Development and re-introduction of the school council.
 - A strategic review of the personal development curriculum to ensure that it inspires and includes all children and encompasses school values, this to also include planned exploration of cultural diversity and faiths. This will clearly demonstrate when it happens, what happens and why.
- 4. Developing Leadership**
 - Develop the roles and responsibilities for the new and expanded SLT to reflect the changing climate.
 - Every teacher to recognize that they are a leader and have specific responsibilities through INSET and working with local schools including Multi Academy Trusts.
 - SLT to ensure rigorous monitoring of subject leadership.

These areas for improvement will be key on our School Improvement Plan which has specific timings, responsibilities and evidence of impact.

Success Criteria (we will know we are successful when...)	Evaluation and Key Evidence (how we will explore and judge the impact)
<ul style="list-style-type: none"> • Identified priorities have been met in all aspects. • Leaders, at all levels, can accurately demonstrate improvements across the school, at subject level and at class cohort level. • Systems for monitoring, recording and evaluating evidence are secure across the school. • All stakeholders can describe the 'journey' that the school has been on in order to secure an increased judgement at their next inspection. 	<ol style="list-style-type: none"> 1. Monitoring arrangements, plans, SLT and staff meeting minutes will form the basis of the evaluation of this plan. Key evidence will be provided by the head and SLT to support evaluation. 2. The governors will play a key role in evaluating and reviewing the quality of monitoring activities carried out by the school, particularly the SLT and subject leaders. 3. An external consultant and/or the LA will review the work of the school, particularly the SLT and provide feedback to the governing body

OFSTED INSPECTION GRADE DESCRIPTORS

Good (2)

Quality of Education:

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
- The curriculum may undergo necessary changes (for example, following a review by senior leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils study the full curriculum; it is not narrowed:
 - in primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6
 - in secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition where this applies, and good progress has been made towards this ambition.
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.
- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.
- Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials

clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.
- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.
- Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Behaviour and attitudes:

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see [statutory guidance on school exclusion](#)).
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Personal Development:

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
- Secondary schools prepare pupils for future success in education, employment or training. They use the [Gatsby Benchmarks](#), a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of section 42B of the Education Act 1997. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

Leadership and Management

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
- Leaders protect staff from bullying and harassment.

- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

Early Years:

- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.
 - The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.
 - There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
 - The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.
 - The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.
 - Children benefit from meaningful learning across the curriculum.
 - Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
 - Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
 - Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
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- Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.
 - Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.

- The curriculum and care practices promote and support children's emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy (see pages 8 to 9 of the 'Statutory framework for the early years foundation stage', which set out the personal, social and emotional development (PSED) area of learning). Leaders and staff are particularly attentive to the youngest children's needs.
- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including details about the school's method of teaching reading and how to help their children learn to read.
- Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
- Children are ready for the next stage of education, especially for Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.
- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education.
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the 7 areas of learning.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.
- Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.

