

1: Communication

Ofsted said:

Ofsted said: Staff do not always implement agreed communication and behaviour systems.

What we have done:

Ensuring all children have communication targets set by Speech and Language Therapists, with regular class audits by West Midlands Speech and Language Therapists to monitor progress and support ongoing practice development across classrooms. Developed a Behaviour & relationships policy and principles alongside the Trust focusing on a relational approach to supporting our pupils.

What we are doing:

SALT targets are reviewed termly, with the majority of children demonstrating measurable progress towards their individual communication goals. This ensures that interventions remain responsive and tailored, supporting sustained development and improved outcomes across the cohort. Further training is planned to support staff to implement agreed communication and behaviour strategies.

2: Curriculum

Ofsted said:

Ofsted said: The curriculum is not developed well enough in all subject areas.

What we have done:

We are embedding a consistent, high-quality individual pedagogical approach across all curriculum pathways. This ensures that every child, regardless of their pathway, receives tailored teaching that meets their unique needs and supports their progress effectively.

What we are doing:

Further embedding fabulous finishes at the end of each term, creating meaningful enrichment opportunities such as off-site trips and specialist visitors to school. These experiences will enhance engagement, consolidate learning, and provide real-life contexts that further support each child's individual pathway and progress.

3: Leadership

Ofsted said:

Ofsted said: Leaders do not yet have a clear view of how well new initiatives are being implemented.

What we have done:

A new monitoring framework has been introduced to capture different aspects throughout the academic year, supporting leaders in carrying out monitoring activities at appropriate times. This framework provides a comprehensive overview of teaching, learning, curriculum, behaviour, attendance, and the effective use of EHCPs in classes.

What we are doing:

Leaders within school and across the trust will continue to work alongside class teams in classrooms, providing coaching and targeted support to ensure the curriculum is implemented consistently and effectively. This collaborative approach, involving our new Executive Headteacher, will strengthen practice and further build staff confidence.

4: Attendance

Ofsted said:

Ofsted said: The Trust and School Leaders have a sharp focus on improving attendance.

What we have done:

All staff enrolled on Inclusive attendance accredited training, an inclusive approach that cultivates a culture in school where everyone is responsible for attendance. We achieved the accredited Bronze award through Inclusive Attendance.

What we are doing:

Building on the Bronze Award, the school will now work towards the Inclusive Attendance Silver Award, which focuses on deepening and embedding whole-school inclusive practice. This will involve strengthening partnerships with families, developing more personalised and responsive support plans for pupils with persistent or complex attendance barriers.

5: Leadership

Ofsted said:

Ofsted said: Safeguarding is effective.

What we have done:

All DSLs will engage regularly in external supervision, with the safeguarding offer audited by external specialists. Additionally, DSLs are working collaboratively with Birmingham's Healthy Safe Behaviour team to support staff and parents working with children who exhibit harmful behaviours.

What we are doing:

We are working with Health for Life to promote healthy lifestyles, supporting our safeguarding commitment by helping pupils develop the knowledge, resilience and habits they need to stay safe and thrive.

6: Reading

Ofsted said:

Ofsted said: The school has rightly prioritised teaching pupils how to read.

What we have done:

Developing a culture of reading for pleasure by providing children with regular opportunities to engage with books of their own choice. We are enhancing our library with a diverse and accessible range of books, including tactile options to meet all learners' needs, and creating inviting reading corners in every classroom.

What we are doing:

Developing our range of sensory stories, which are particularly beneficial for our learners, as it enables all children to access narratives through multi-sensory experiences.