

Peak Forest – Ofsted Action Plan

In October 2024 Peak Forest School was inspected by Ofsted for the first time. Despite being open for only a few weeks we are so pleased to receive some very positive comments from the team.

They reported that:

- we offer a welcoming environment
- pupils settle quickly, feel safe and attend more frequently than they did in their previous schools
- pupils forge positive relationships with staff, and each other
- they feel happy
- they trust our staff to handle concerns

This means we are offering an environment which is well suited to meet pupil needs (including where they have not been met before) and we are immensely proud of this.

Other headlines were:

- We are ambitious academically
- We have clear expectations and routines around behaviour
- There is individualised support for pupils who struggle with their behaviour
- Social and emotional needs are met so behaviour typically improves
- Pupils enjoy activities provided beyond the curriculum
- Some of our aims to re-engage pupils are being realised
- Some teachers are using their subject specific knowledge to deliver the curriculum activities well
- We have started to gather important information about SEND pupils which is shared with staff and sometimes broken down to provide helpful strategies
- Typically, behaviour and attitudes become more positive when pupils join us
 - staff and pupils know and understand the rules
 - adjustments are made to help pupils
- We have effective strategies in place to address pupil absence and the majority increase attendance from low starting points
- Our pupils receive lessons in PSHE to help prepare them for modern Britain
- We have developed an effective careers programme for pupils because we have audited and thought this through
- We have effectively trained and supported staff to focus on the curriculum and provide social/emotional support
- **The arrangements for safeguarding are effective (which is extremely important to us)**

As you can imagine we are so happy that these things have been pointed out.

We are very aware that, particularly in a new school, that we need to constantly develop the quality of what we do and we are always evaluating this. We will use some of the Ofsted findings to help us to improve further what we do. We were aware of most of their key points and these were already a work in progress.

These areas for development are outlined below along with what we are doing to ensure high quality for our pupils

What was said:

The curriculum needs widening to provide more experiences in humanities and computing.

What we are doing:

Peak is delighted to welcome a new, highly experienced humanities teacher Ms Batchelor and computing teacher Ms Potter to the teaching team. Miss Batchelor and Ms Potter are thoroughly enjoying working alongside our students, and we have high hopes for our students' future academic development in these areas.

What was said:

What children learn needs more clearly outlining

What we are doing:

Our dedicated Peak staff have revamped the lesson structure to feature a starter, main, and plenary session. Additionally, we've placed a strong emphasis on the recall element to guarantee that information shared with students is retained and comprehended. We are confident that these changes will enable students to engage with their learning more effectively, while also allowing staff to easily identify and address any gaps in understanding.

What was said:

Focus on gaps in reading so that these can be worked on

What we are doing:

Peak has conducted further reading assessments for all students to determine their individual reading levels. This has provided a foundation for implementing additional reading interventions tailored to each student's specific needs. We are confident that with the right support, our students will be able to close the gaps in their reading levels, with this we have already made significant progress.

What was said

Outline pupils starting points to help with curriculum planning

What we are doing:

All students have undergone baseline assessments using standard assessment tools whilst also taking into consideration their SEN needs, providing insights into their literacy and numeracy levels. From these results, tailored interventions have been put in place to enhance our students' ability to engage fully with the entire curriculum. Additionally, we are currently implementing comprehensive baseline assessments across the curriculum to identify learning gaps and create personalised learning pathways for every student.

What was said:

Improve how we use information on pupils' behaviour

What we are doing:

Staff diligently record all behaviour incidents related to our students, reviewing and addressing them daily. Senior staff utilise this data to generate weekly reports, spotlighting the most prominent behaviours exhibited by individual students. This information informs targeted interventions, personalised behaviour plans for specific students, and parental meetings. Furthermore, the data guides the planning of school-wide engagement opportunities through assemblies and external speakers.

What was said:

Although attendance is improved from where pupils came from, we need to further improve this

What we are doing:

To celebrate progress and encourage continuous improvement, staff have implemented a reward system for students who show improved attendance. We have also enhanced our systems and processes to better engage parents and provide support when challenging reasons affect attendance. Staff are collaborating closely with parents, carers, and external agencies to further support students' academic engagement in school. In addition to our daily welfare and attendance calls, we are conducting home visits to engage with students. We are also producing half-termly updates and maintaining communication with parents and carers to collectively celebrate improved attendance.

What was said:

Develop a wider plan for enrichment opportunities beyond the curriculum

We are immensely proud of how far we have come in such a short period of time and are working tirelessly to ensure we continue to maintain a high-quality experience for your child. Our personal development and curriculum leads have spent a considerable amount of time enhancing the enrichment activities in school with the addition of new and exciting opportunities around travel training, steps to independence, cooking and the further development of our school animals including pigs, goats, ducks and some new additions to the chicken club. We are a firm believer that whilst animal therapy does not work for every child giving the child the opportunity to care for, feed and interact with animals gives them key skills in developing resilience, empathy and responsibility.