

<b>OFSTED ACTION PLAN The Watkin Centre</b>					
<b>Area of development identified by Ofsted</b>	<b>Actions to take</b>	<b>Success criteria</b>	<b>Responsibility (lead)</b>	<b>Timeline</b>	<b>Associated costs</b>
In some subjects, the school is still identifying the specific knowledge that it wants pupils to learn. As a result, some pupils do not learn in these subjects as well as they should. The school should ensure that all curriculums set out the important knowledge that pupils should know and the order that this should be taught.	<b>Develop a curriculum with key knowledge outlined for each taught subject</b>	<b>All curriculum maps and associated knowledge blocks in place</b>	<b>Adia Ali and Chantelle Bowker</b>	<b>Friday 7<sup>th</sup> March 2025</b>	
In a few subjects, teaching activities are not well matched to what the school intends pupils to learn. Occasionally, this hinders pupils' learning of new knowledge. The school should support teachers to design learning that closely reflects the intended curriculum so that all pupils learn as well as they should.	<b>Training staff on implementing the curriculum plans</b>  <b>Providing additional teaching resources to meet the requirements of the new curriculum maps</b>	<b>All teaching staff are aware of (and have contributed to) the final curriculum plans</b>  <b>All subjects are effectively resourced to meet the teaching activities</b>	<b>Adia Ali and Chantelle Bowker (supported by Caron Cooper)</b>  <b>Adia Ali and Chantelle Bowker</b>	<b>Friday 4<sup>th</sup> April 2025</b>  <b>On-going</b>	

<p>The school's checks on what pupils have learned are not fully effective. They do not pinpoint what content pupils have remembered and where their learning is not secure. The school should refine its approaches to assessment and ensure that staff have the expertise they need to accurately check what pupils know and remember.</p>	<p><b><i>At the start of every new topic, pupils will be baseline assessed</i></b></p> <p><b><i>Lesson plans will be amended to ensure that starting points are considered</i></b></p> <p><b><i>All lessons will start with a reflection on the previous lesson's learning</i></b></p>	<p><b><i>Teachers will be consistently using baseline assessments</i></b></p> <p><b><i>Teachers will be consistently amending lessons based on how their learners present</i></b></p> <p><b><i>Teachers will be using effective lesson starters</i></b></p>	<p><b><i>Chantelle Bowker (supported by Steve Caldecott)</i></b></p> <p><b><i>Chantelle Bowker (supported by Steve Caldecott)</i></b></p> <p><b><i>Chantelle Bowker (supported by Steve Caldecott)</i></b></p>	<p><b><i>23<sup>rd</sup> May 2025</i></b></p> <p><b><i>23<sup>rd</sup> May 2025</i></b></p> <p><b><i>23<sup>rd</sup> May 2025</i></b></p>	
<p>Some pupils, including some who are disadvantaged, do not attend school regularly enough. This further exacerbates the gaps in these pupils' learning. The school should ensure that these pupils are supported to improve their rates of attendance.</p>	<p><b><i>Develop a new attendance policy (including updates form attendance codes and Children Missing in Education guidance and penalty notices)</i></b></p> <p><b><i>Develop a parent friendly attendance policy</i></b></p> <p><b><i>An attendance board to be used</i></b></p>	<p><b><i>Attendance policy will be written and operational</i></b></p> <p><b><i>Parent friendly policy in place and circulated</i></b></p> <p><b><i>Attendance board displayed (whole school and individual attendance)</i></b></p>	<p><b><i>Caron Cooper and Charlotte Bowker</i></b></p> <p><b><i>Caron Cooper and Charlotte Bowker</i></b></p> <p><b><i>Caron Cooper and Charlotte Bowker</i></b></p>	<p><b><i>31<sup>st</sup> January 2025</i></b></p> <p><b><i>31<sup>st</sup> January 2025</i></b></p> <p><b><i>31<sup>st</sup> January 2025</i></b></p>	

	<p><b><i>Establishing an attendance rewards structure</i></b></p>	<p><b><i>Certificates displayed and rewards cards in place</i></b></p> <p><b><i>Individual 'Wow' cards displayed</i></b></p> <p><b><i>Rewards trips operational</i></b></p>	<p><b><i>Caron Cooper and Charlotte Bowker</i></b></p> <p><b><i>Caron Cooper and Charlotte Bowker</i></b></p> <p><b><i>Caron Cooper and Charlotte Bowker</i></b></p>	<p><b><i>31<sup>st</sup> January 2025</i></b></p> <p><b><i>31<sup>st</sup> January 2025</i></b></p> <p><b><i>31<sup>st</sup> January 2025</i></b></p>	
--	---	---	--	---	--