

## CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL

<b>Date:</b> Monday 21st November, 2022
<b>Time:</b> 10.30 am
<b>Venue:</b> Mandela Room

### AGENDA

1. Apologies for Absence
2. Declarations of Interest
3. Minutes - Children and Young People's Learning Scrutiny Panel - 10 October 2022 3 - 8
4. School Exclusion Data - Update Report 9 - 20

Following the Scrutiny Panel's 2021 review of Behaviour, Discipline and Bullying in Schools, it had been agreed that a comprehensive report on exclusions would be submitted to the scrutiny panel on a 6 monthly basis. Officers will be in attendance to present this data.
5. Outwood Academy Ormesby - Response to Ofsted's Findings 21 - 26

Following Ofsted's recent inspection, the Scrutiny Panel will receive the Trust's response to Ofsted's findings, which contains actions planned to secure improvements.
6. Overview and Scrutiny Board - An Update

The Chair will present a verbal update on the matters that were considered at the meeting of the Overview and Scrutiny Board held on 25 October 2022.
7. Any other urgent items which in the opinion of the Chair, may be considered.

Charlotte Benjamin  
Director of Legal and Governance Services

Town Hall  
Middlesbrough  
Friday 11 November 2022

**MEMBERSHIP**

Councillors D McCabe (Chair), M Saunders (Vice-Chair), A Hellaoui, T Higgins, C Hobson, D Jones, M Nugent and G Wilson

**Assistance in accessing information**

**Should you have any queries on accessing the Agenda and associated information please contact Georgina Moore, 01642 729711, [georgina\\_moore@middlesbrough.gov.uk](mailto:georgina_moore@middlesbrough.gov.uk)**

**CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL**

A meeting of the Children and Young People's Learning Scrutiny Panel was held on Monday 10 October 2022.

<b>PRESENT:</b>	Councillors D McCabe (Chair), M Saunders (Vice-Chair), A Hellaoui, T Higgins, C Hobson, D Jones and M Nugent
<b>ALSO IN ATTENDANCE:</b>	E Craigie (Teesside Live) and M Smiles (Deputy Mayor and Executive Member for Children's Services)
<b>OFFICERS:</b>	C Cannon, E Cowley, T Dunn, G Moore and K Smith
<b>APOLOGIES FOR ABSENCE:</b>	Councillor G Wilson

22/20 **DECLARATIONS OF INTEREST**

There were no declarations of interest received at this point in the meeting.

22/21 **MINUTES - CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL - 5 SEPTEMBER 2022**

The minutes of the meeting of the Children and Young People's Learning Scrutiny Panel held on 5 September 2022 were submitted and approved as a correct record.

22/22 **BEHAVIOUR, DISCIPLINE AND BULLYING IN SCHOOLS - AN UPDATE**

In respect of the scrutiny panel's 2021 review of Behaviour, Discipline and Bullying in Schools, the Council's Strategic Lead for Inclusion and Specialist Support Services and the Head of Inclusion, Assessment and Review were in attendance to provide:

- an update on the progress made with the implementation of the agreed recommendations/actions; and
- information and data demonstrating the impact of the 0-25 Inclusion and Outreach Model.

An action plan update and an impact report on the Inclusion and Outreach Model had been circulated with the agenda papers for the meeting.

The Strategic Lead for Inclusion and Specialist Support Services advised that Covid-19 had impacted significantly on children and young people, particularly those with additional vulnerabilities. It was highlighted that some children and young people experienced emotional dysregulation (distressed or functional behaviour), anxiety and other mental health issues. Through research with local schools and settings, it was evident that there was a growing number of children at risk of exclusion (both locally and nationally).

The new Inclusion and Outreach Model was introduced in January 2022. The model provided support for children, young people, schools and settings. The model was further reviewed in July 2022, using feedback received from children, young people, families, schools and settings. The model now included more specialist roles, such as Inclusion Officers, Outreach Practitioners and Specialist Teachers. Two Specialist Teachers focused on providing support for those with Social, Emotional and Mental Health (SEMH) needs and those on the autistic spectrum. The key aim of the service was to promote inclusion, identify needs at the earliest of stages and prevent exclusion.

All referrals for the delivery of a direct service for children (including outreach, specialist teacher support and a place in alternative provision) came through a triage referral process. Data had been collected, in respect of referrals, for a 6 month period - between January 2022 and June 2022. Throughout that period, there had been 281 referrals and the model had

ensured delivery of over 750 interventions. Referrals to the 0-25 Inclusion and Outreach Service were presented at a multi-agency triage panel. The multi-agency panel included representation from the service (i.e. Inclusion Officers and Outreach Practitioners), educational psychology, social care, early help, health (e.g. school nursing and speech and language therapy), youth offending services, Cleveland Police and the sensory teaching service.

Members were advised that, when compared to previous years, there had been an increase in permanent exclusions in respect of the 2021/22 academic year. The final end of year figure had been 51. It was commented that 26 exclusions had been rescinded and a number of exclusions had been prevented through early identification and support.

The rate of fixed term exclusions slowed during the summer term. Whilst that could not be directly or solely attributed to the Inclusion and Outreach Model, there was case study evidence demonstrating the risk of fixed term exclusions had reduced following intervention from the service. An in-depth analysis of a sample of 11 pupils had showed a 48% reduction in the likelihood of suspension or permanent exclusion. In addition, the service had identified 24 children and young people who required an Education, Health and Care Plan (EHCP).

Case studies demonstrated that, following intervention, the attendance of individual children had increased. Furthermore, the model was supporting earlier identification of Special Educational Needs and Disabilities (SEND).

The model offered workforce development and training opportunities to all settings, to upskill staff members. The Educational Psychology Service had provided additional support to schools, in particular direct support had been provided to children and young people and their families throughout the Covid-19 pandemic. That support had included advice and strategies on managing home learning during lockdown, on maintaining social connections and on ways of enhancing physical and emotional wellbeing.

During 2021 and 2022, phases 1 and 2 of the national Wellbeing for Education (WfE) project had been delivered by the Educational Psychology Service, in partnership with Headstart. It was explained that, as part of the project, a network for mental health leads in schools had been set up by Headstart. The Educational Psychology Service continued to have regular contact with schools about the type of support they required and the service's training offer ran alongside the work delivered by the 0-25 Inclusion and Outreach Service. The training offer was delivered in partnership with Autism Education Trust and Thrive.

In terms of the impact of training and workforce development, feedback on the phases 1 and 2 of the National Wellbeing for Education project had been highly positive. 92% of those who had attended Phase 1 had confirmed that they would use what they had learnt. 100% of those who had attended one or more aspects of Phase 2 training had said that they would use/share/cascade the content of the training.

In terms of statements demonstrating the impact of the model, a parent had commented "*We are really happy with the arrangement and the positive feedback. It is supportive and encouraging to receive a call with good news. This is making home life less difficult, it's making a difference to our family.*"

Members were advised that the presentation slides, containing several impact statements, would be shared with the scrutiny panel.

In terms of early years and primary education, in light of the feedback received, the following changes had been made to the model:

- the referral form was refreshed;
- the multi-agency triage panel processes were streamlined;
- the number of KS2 assessment places at River Tees Multi-Academy Trust was increased; and
- a nursery assessment model was introduced at the Cleveland Unit.

In terms of secondary and post-16 education, in light of the feedback received, the following changes were made to the model:

- in terms of the triage process, there were now allocated hours for outreach services;
- the referral form was refreshed;
- the number of KS4 assessment places at River Tees Multi-Academy Trust was increased;
- the role of one Inclusion Officer was refocussed to undertake reviews;
- the number of registered Alternative Provision (AP) providers was increased; and
- the challenging of schools, in respect of exclusions, was strengthened.

To conclude, there was emerging data, case study and impact evidence to suggest that the Inclusion and Outreach Model was having a positive impact for children, families and schools.

Members were advised that the impact of Covid-19 and children and young people's experiences during the pandemic was likely to remain a key factor influencing them, their development and their education in the medium to long-term. It was evident, that through research with local schools and settings the impact of the pandemic had led to a growing number of children at risk of exclusion.

It was explained that the Inclusion and Outreach Model would be regularly reviewed to ensure that the model continued to meet the emerging needs of Middlesbrough's children and young people.

To demonstrate the positive impact of the model, the Head of Inclusion, Assessment and Review provided information on two case studies:

In respect of the first case study, the following points were made:

- a child was at risk of exclusion and a referral had been made to the multi-agency triage panel;
- the child's school requested support from an external AP placement;
- the multi-agency triage panel provided new information to support decision-making (social care, youth offending and health services);
- receipt of the new information had identified that moving to an external AP placement would have increased the child's risk of exclusion, therefore, the panel focused on the need to maintain stability and consistency and ensure safeguarding;
- a permanent exclusion was avoided;
- a bespoke package of 1:1 tuition was put in place to meet the needs of the child; and
- a level of consistency and oversight was provided to ensure effective safeguarding and management of risk for the child.

In respect of the second case study, the following points were made:

- a child was referred who was presenting in school with challenging behaviour;
- the child was at risk of permanent exclusion, had a high level of vulnerability in the community and there were concerns of anti-social behaviour;
- the school was supported with co-ordination across Child and Adolescent Mental Health Services (CAMHS), The Link, youth offending and early help;
- a piece of work was undertaken, which focussed on the voice of the child;
- liaison between school and home was offered to support the plans;
- an appropriate AP placement was identified by working in partnership with the school and the child's family;
- a package of support was put in place, across agencies, which met the needs of the child;
- an AP placement had been secured;
- positive feedback was received from the child's family (they felt safer in the community) and the child felt "brighter" about managing their emotional needs.

A Member queried the reason for the high number of referrals. In response, the Strategic Lead for Inclusion and Specialist Support Services advised that referrals seek support for early intervention and due to the impact of Covid-19, there was an expectation that referral rates would be high.

A Member queried whether referrals were being received at the earliest of stages. In response, the Head of Inclusion, Assessment and Review advised that previously the model

had dealt with high volumes of crisis management, however, more recently referrals were being made at an earlier point.

A Member queried the high number of referrals received from early years settings. In response, the Strategic Lead for Inclusion and Specialist Support Services advised that throughout the pandemic younger children were unable to access education and did not have contact with their extended families, which had ultimately impacted on speech, language and communication development. It was explained that the Cleveland Unit Nursery Assessment Model aimed to identify needs and provide catch-up support to address delayed development. It was added that all settings had access to training and workforce development opportunities to enable staff members to deliver support that effectively meets the emerging needs of children and young people.

A discussion ensued and the importance of listening to the voice of the child was highlighted.

A Member queried whether academies were able to access support delivered by the 0-25 Inclusion and Outreach Service. The Strategic Lead for Inclusion and Specialist Support Services advised that support was available to all schools and settings. Headteachers had welcomed the model and had provided positive feedback. It was added that a named Inclusion Officer had been attached to each school to enable the delivery of effective support at the earliest of stages. The Head of Achievement commented that a recent Ofsted inspection had reported that in respect of early years, behaviour was good.

A Member queried whether schools contributed toward the cost of delivering the model. In response, the Strategic Lead for Inclusion and Specialist Support Services advised that delivery of the model was funded by the High Needs Budget, which had been allocated and approved by the School Management Forum. It was clarified that schools were not charged directly for the support they accessed, however, there was a collective agreement in place that schools contributed indirectly by the utilisation of the High Needs Budget.

A Member raised a query regarding Ofsted's inadequate judgement, following its inspection of Outwood Academy Ormesby. In response, the Head of Achievement advised that the Local Authority was working with the school to understand and determine the improvements that were required.

A Member raised a query in respect of the support provided by the Specialist Teachers. In response, the Head of Inclusion, Assessment and Review advised that once a referral was received, the level of intervention required was determined. The Specialist Teachers undertook visits to assess the child and observe staff interaction and the environment. Following visits, the Specialist Teachers would then compile a report identifying areas of improvement and determining the interventions required to effectively support the needs of the child. Once the report had been issued, arrangements would be put in place by the 0-25 Inclusion and Outreach Service to ensure the effective delivery of interventions. It was added that, if required, the Specialist Teachers would undertake multiple observations.

A Member raised concerns that schools were not providing direct funding for the delivery of the model. In response, the Strategic Lead for Inclusion and Specialist Support Services advised that as the High Needs Budget was being utilised to fund its delivery, all schools were effectively contributing an equal share. It was added that charging individual schools, for the services and support they accessed, could potentially impact on use and possibly cause delays in respect of identifying needs and the delivery of interventions.

A Member raised a query in respect of the rescinding of permanent exclusions. In response, the Head of Access to Education and Alternative Provision advised that sometimes decisions were made in haste and upon further reflection, an alternative solution was identified. In terms of the process followed, if an exclusion was recommended by a Headteacher, a hearing would be called by the governing body. At that point, the governors may decide to overrule the decision of the Headteacher. If the governing body agreed to uphold the decision of the Headteacher, an Independent Review Panel would then take place. At which point the panel could decide that the exclusion was not valid and overrule the decision made by the Headteacher and the governing body. Ultimately, there were various points during the process whereby an exclusion could be rescinded. It was also advised that the Local Authority worked closely with schools to identify alternative strategies and solutions.

A Member raised a query in respect of the support available during the appeals process. In response, the Head of Access to Education and Alternative Provision advised that families were able to access advocacy support from an adviser and receive representation during the appeal process. It was added that an increased number of families were accessing advocacy support provided by the Local Authority.

**NOTED**

22/23 **YOUTH OFFENDING AND PARTNERSHIP WORKING WITH SCHOOLS - TERMS OF REFERENCE**

Members were invited to consider, discuss and agree the draft terms of reference proposed for the review of Youth Offending and Partnership Working with Schools, which had been circulated with the agenda papers for the meeting.

**AGREED**

**That the terms of reference be agreed as follows:**

- a) **To examine the role of South Tees Youth Offending Service (STYOS).**
- b) **To identify the barriers to young people in the youth justice system engaging in education.**
- c) **To examine how the STYOS works with schools in Middlesbrough to:**
  - a. **react swiftly and firmly to early signs of criminal behaviour;**
  - b. **promote engagement in the education system;**
  - c. **improve attendance;**
  - d. **prevent exclusions (fixed-term and permanent);**
  - e. **improve attainment; and**
  - f. **deliver well-targeted educational support.**
- d) **To identify effective practice in respect of partnership arrangements with schools, which actively support the delivery of high-quality and bespoke education in the youth justice system.**

22/24 **OVERVIEW AND SCRUTINY BOARD - AN UPDATE**

The Chair advised that at the meeting of the Overview and Scrutiny Board, held on 21 September 2022, the Board had considered:

- an update from the Mayor;
- the Executive Forward Work Programme;
- the Corporate Performance Update - Quarter One 2022/23;
- the Revenue and Capital Budget - Projected Outturn Position as at Quarter One 2022/23; and
- updates from the scrutiny chairs.

**NOTED**

22/25 **ANY OTHER URGENT ITEMS WHICH IN THE OPINION OF THE CHAIR, MAY BE CONSIDERED.**

**Local-Authority-Maintained Schools**

A Member raised a query in respect of local-authority-maintained schools becoming academies. In response, the Head of Achievement advised that the Government had recently published a White Paper, which detailed an ambition for all schools to be in (or joining) a strong academy trust by 2030.

**NOTED**

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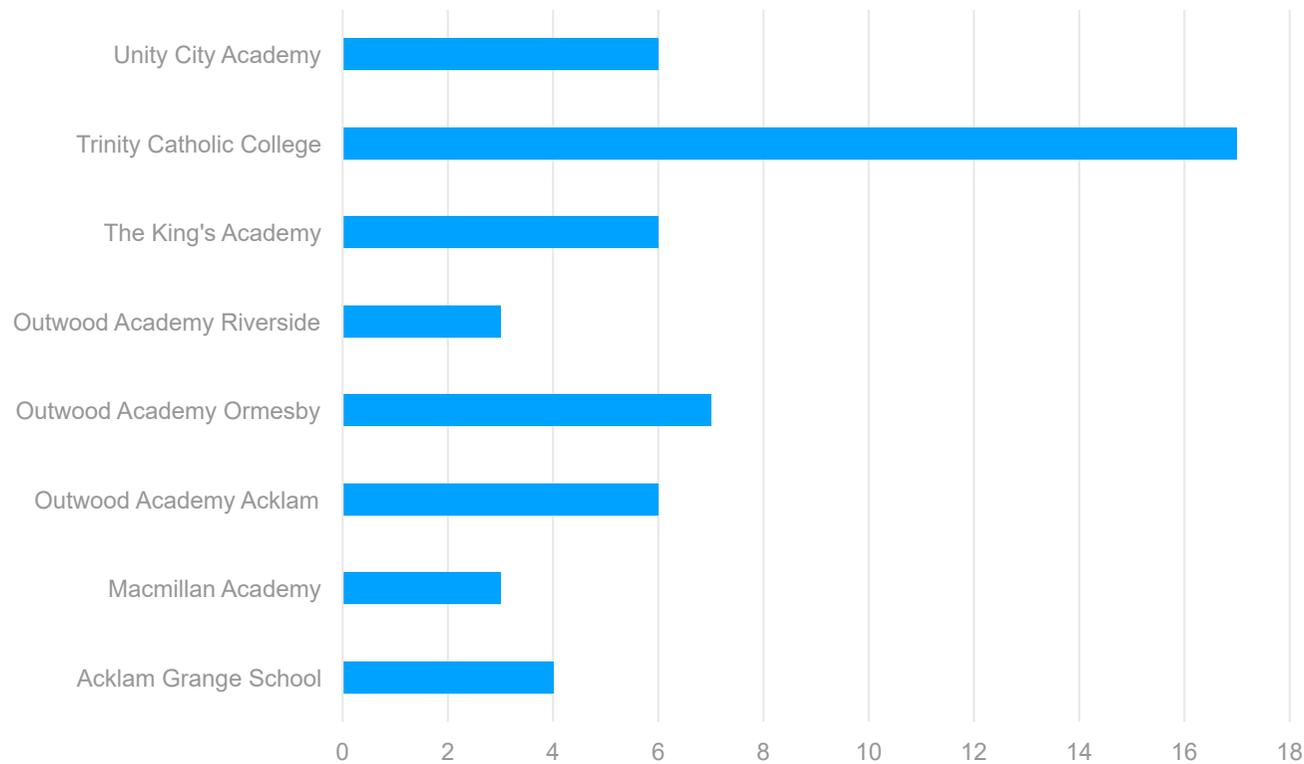
# Children and Young People's Learning Scrutiny Panel November 2022



## School Exclusion Data

6 Monthly Update Report and half-termly  
report to LMT

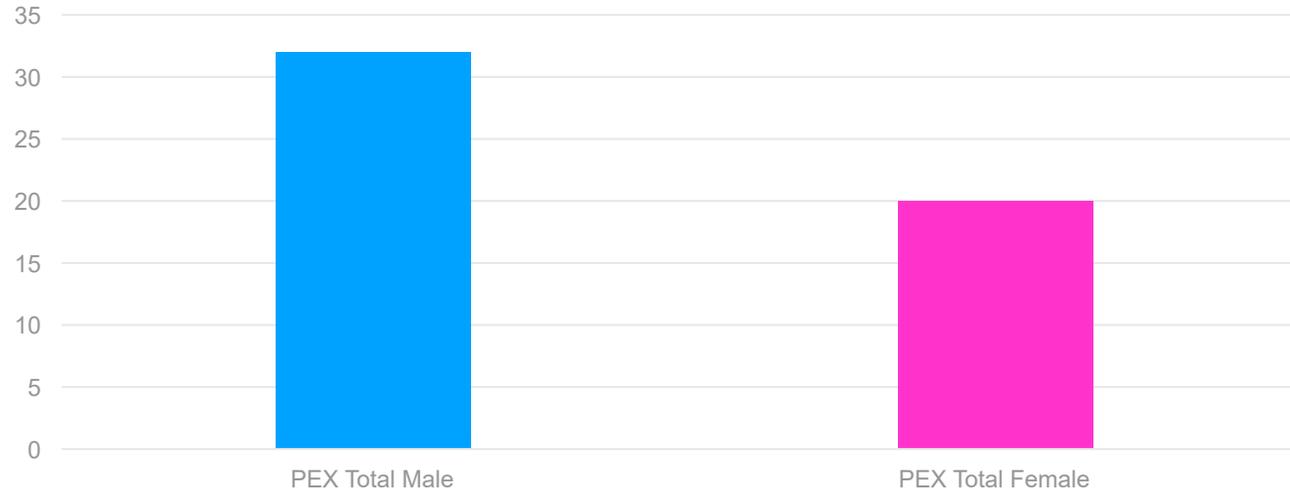
**Total Permanent Exclusions – Middlesbrough Schools  
21-22**



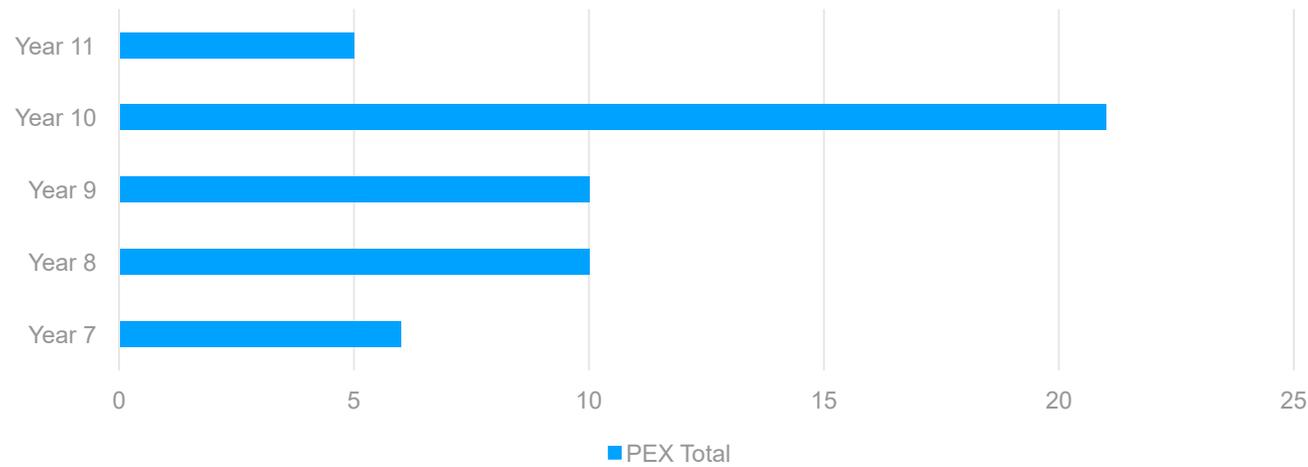
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	PEX Issued During the Year	Withdrawn/not upheld	End of year PEX Total
Total number of Exclusions from Middlesbrough Schools	77	25	52

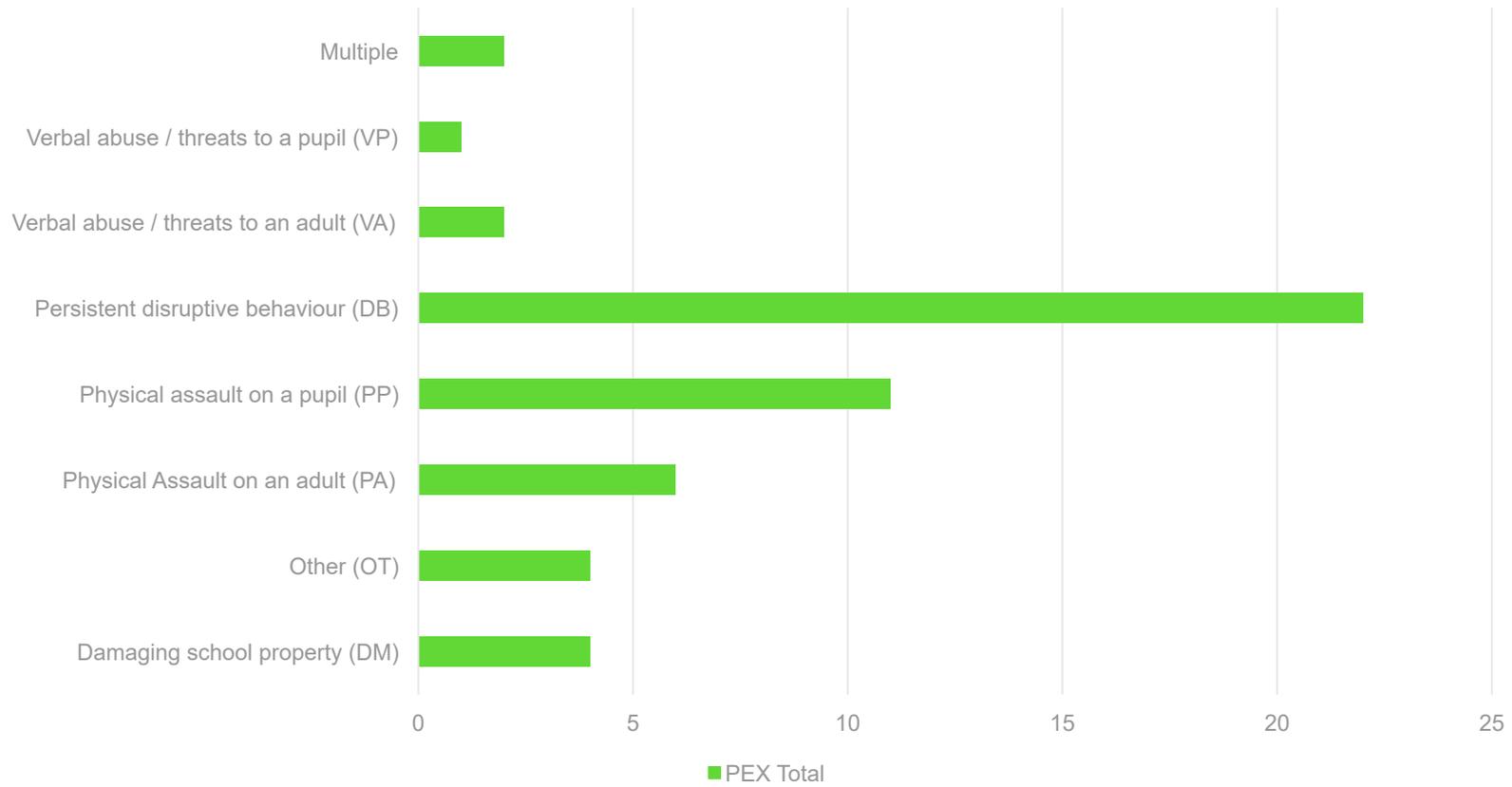
### Permanent Exclusions in Middlesbrough Schools Male/ Female split



### Permanent Exclusions in Middlesbrough by Year Group



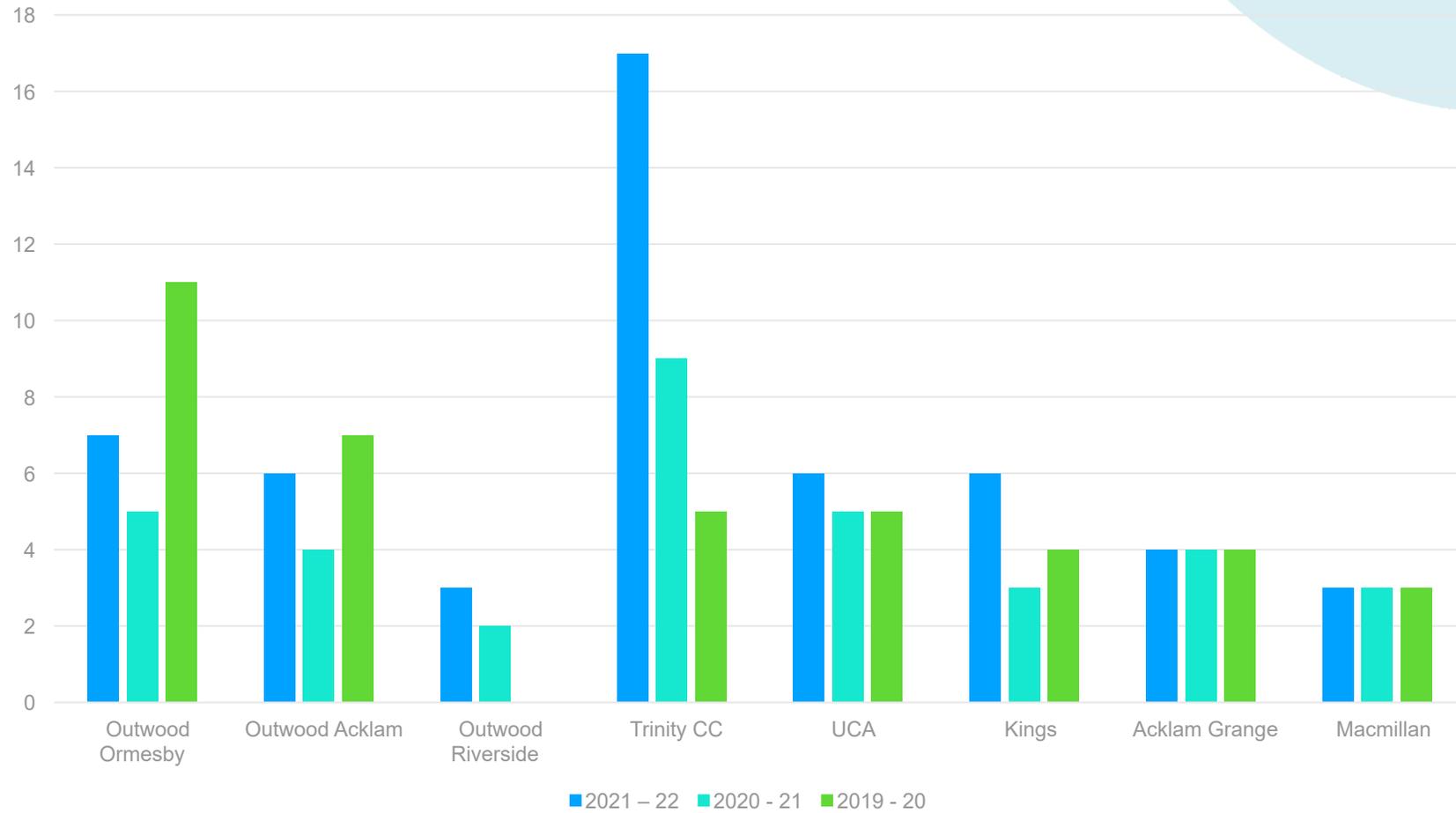
### Permanent Exclusions Issued - Reasons for Exclusion



# Middlesbrough Historic Exclusion Figures by Schools (3 Year Period)



Middlesbrough Exclusions Over Time by School

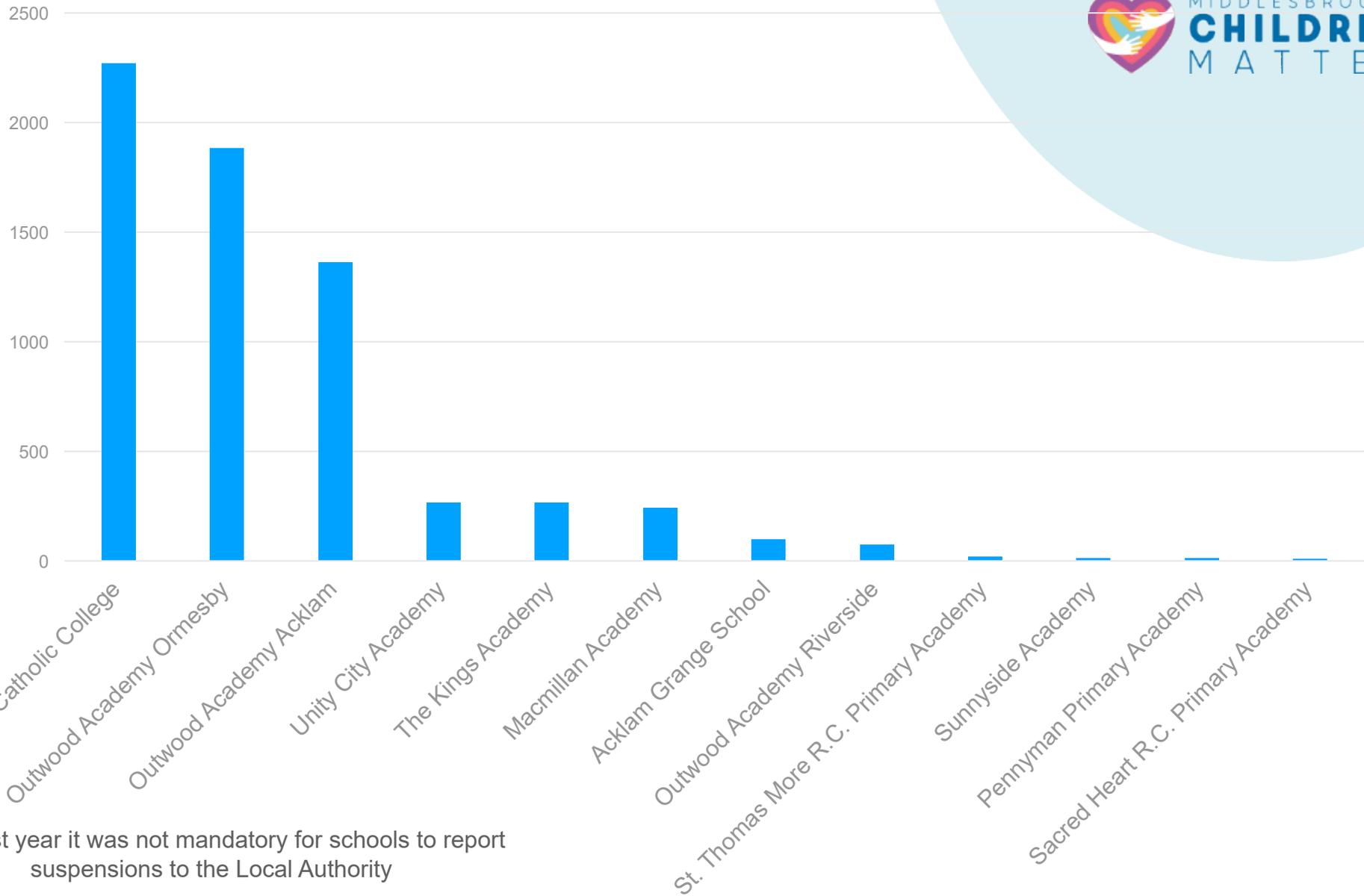


# Suspensions Academic Year 2021-22

## Schools With 10 or More Suspensions 2021-22



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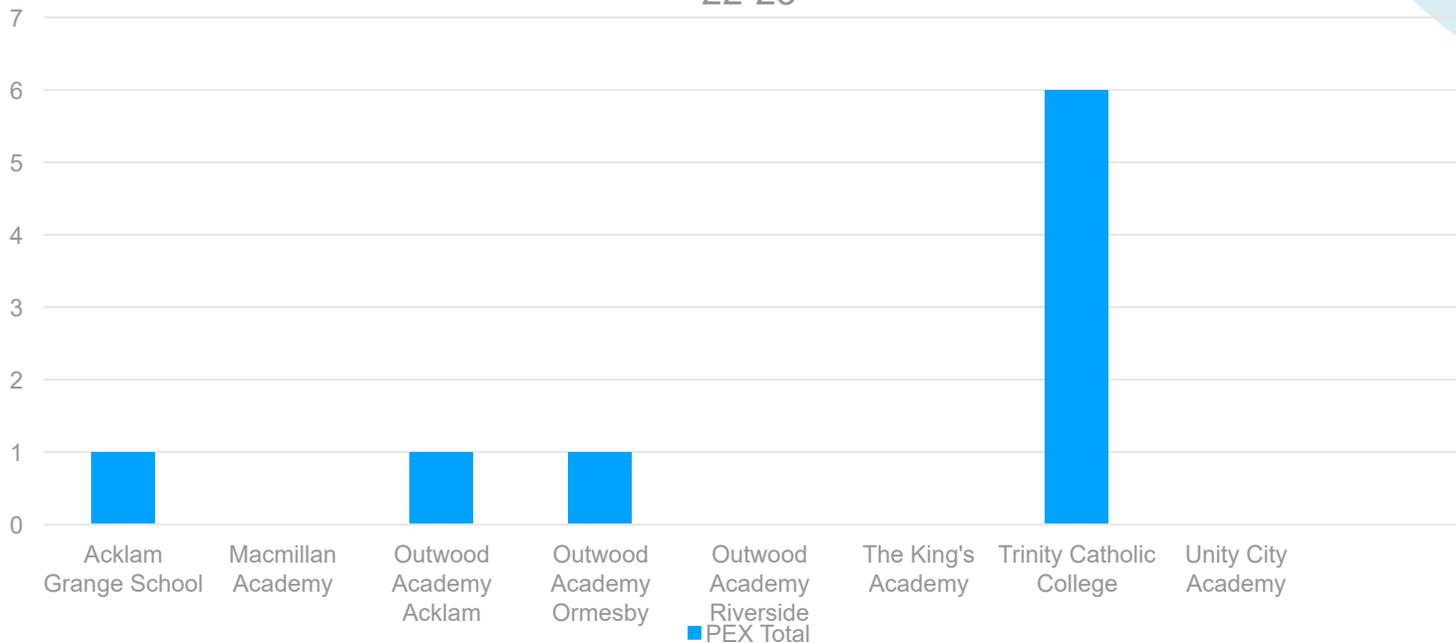
NB: Last year it was not mandatory for schools to report suspensions to the Local Authority

# Update on Academic Year 2022-23

## Sept – Oct Half Term Permanent Exclusions



Permanent Exclusions - Middlesbrough Schools Sept to Oct Half Term 22-23



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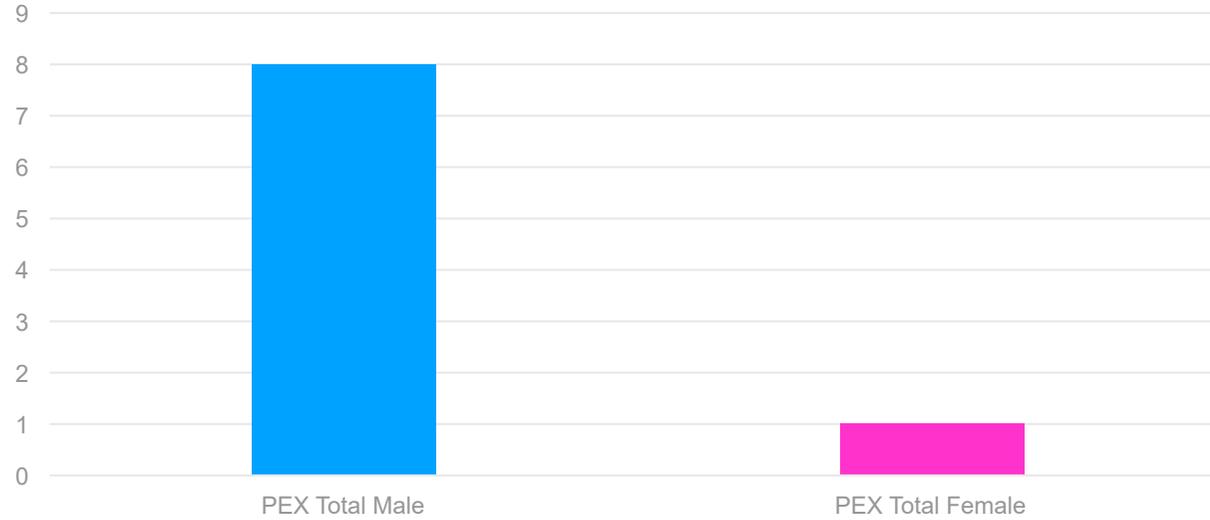
	PEX Issued During the Year	Withdrawn/not upheld	End of year PEX Total
Total number of Exclusions from Middlesbrough Schools	11	2	9

# Update on Academic Year 2022-23

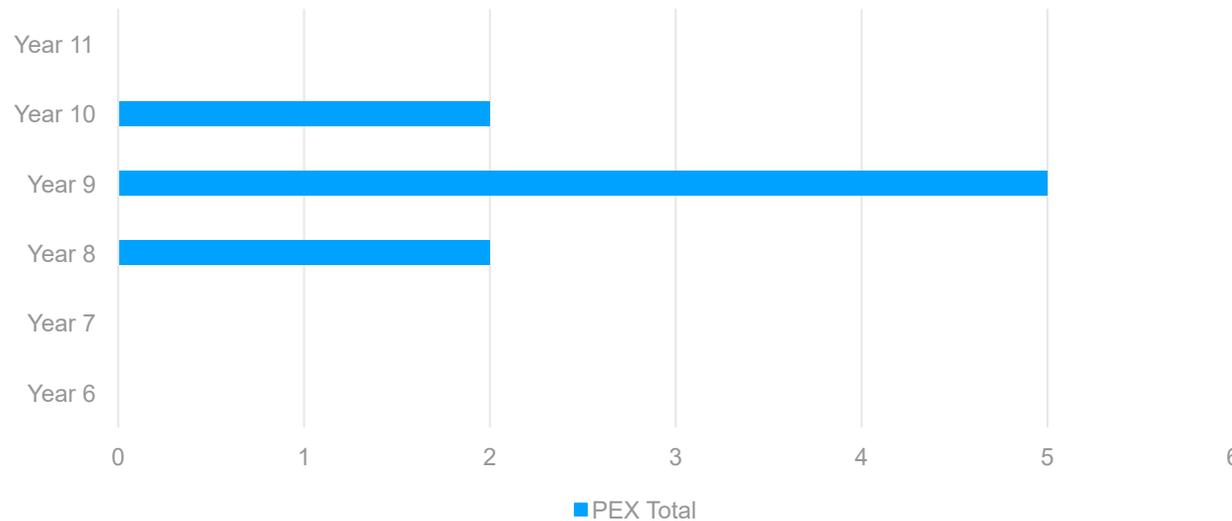
## Sept – Oct Half Term Permanent Exclusions



### Permanent Exclusions in Middlesbrough Schools Male/ Female Split



### Permanent Exclusions in Middlesbrough Schools by Year Group

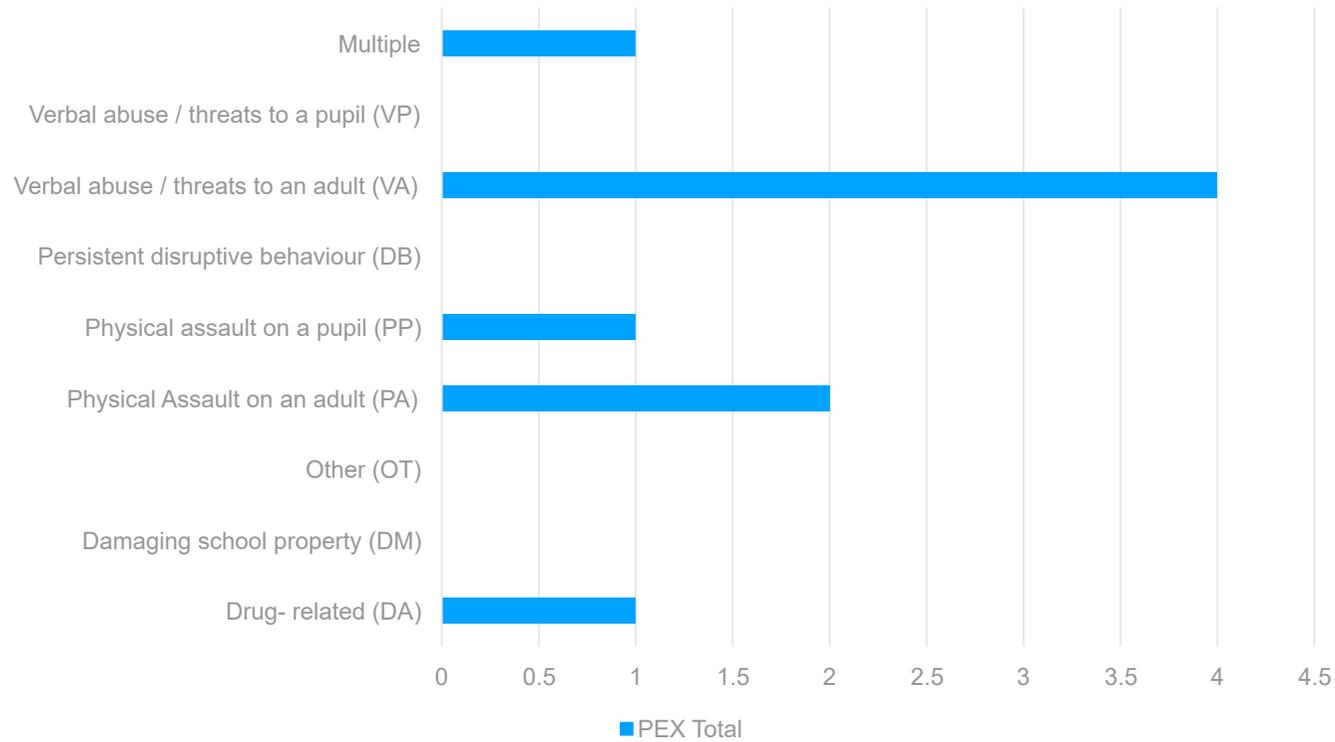


# Update on Academic Year 2022-23

## Sept – Oct Half Term Permanent Exclusions



Reason for Exclusion



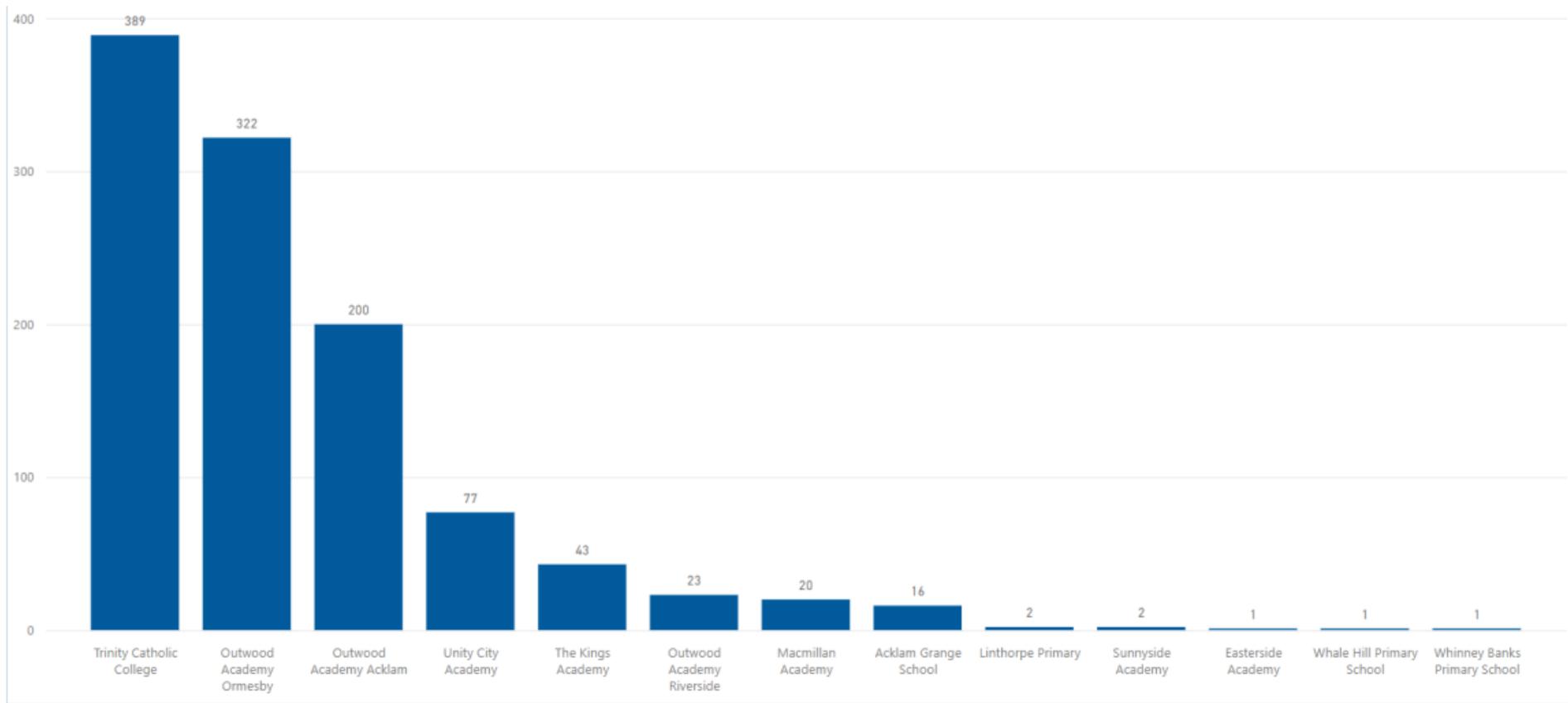
# Update on Academic Year 2022-23 Sept – Oct Half Term Suspensions



## Suspensions first Autumn half-term 2022

Note: some Primaries are not yet sending their suspensions

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## How are we increasing the level of support and challenge to schools?



- The Inclusion and Outreach model is now fully embedded and changes have been made to speed up and streamline how schools' access support
- Appointed a new full-time Exclusion Manager with an exclusion/suspension remit. This role has also been relocated within the structure so that it is integrated into the Inclusion and Outreach model.
- There is an additional resource to provide guidance to parents about the process of challenging an exclusion
- All secondary schools are part of a SEND Peer Review during the Autumn term which will cover all aspects of inclusion/ exclusion.
- More robust reporting tools have been developed to improve senior manager oversight
- At an individual child level, there are regular multi-agency discussions with HTs and SLTs to avoid exclusion
- Two schools have been identified as having higher than average levels of exclusions and suspension. These are Trinity Catholic College and Outwood Ormesby. Solution focused meetings have been put in place with HTs and trust leads at these schools to deep dive into the data and focus on the vulnerable pupil cohort. These will be revisited throughout the year to monitor progress
- Ongoing discussion regarding permanent exclusion and suspension levels with the DfE

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Katherine Cowell  
Regional Director, North East  
Regions Group North East  
Bishopsgate House  
Feethams  
Darlington  
DLI 5QE

**BY EMAIL - [katherine.cowell@education.go.uk](mailto:katherine.cowell@education.go.uk)**

14 November 2022

Dear Katherine

**In reply to your: Termination Warning Notice to the Members and Trustees of Outwood Grange Academies Trust (“the Trust”) in respect of Outwood Academy Ormesby dated 25 October 2022.**

The Trust Board met in Outwood Academy Ormesby on the 10th October, 2022 and unanimously agreed that we would wish to continue our association with the academy.

We do not support any termination of the funding agreement and transfer of the academy. The Trust's preferred option is to bring about the rapid change needed to remove the academy from its inadequate judgement.

The Trust can demonstrate the capacity and experience to secure this improvement and better address the long-term challenges the community faces that affect students' ability to learn and engage in their education. Please find linked [here](#) our detailed and robust action plan - do let us know if you have any problems viewing this document. We are sure that you noted that the academy obtained Requires Improvement in all areas except for Behaviour & Attitudes, which was inadequate alone. We accept that this is not good enough and so our Action Plan addresses all aspects of the academy organised by the main Ofsted inspection framework headings: Quality of Education, Behaviour & Attitudes, Personal Development and Leadership & Management.

As our CEO, Sir Martyn Oliver, alerted you to in early 2022, the community was dreadfully affected by the Covid pandemic. Between January and March 2022 alone, the school was disrupted by 190 positive Covid cases and this disruption continued apace even though the Government stopped the testing and recording of cases from March. You are also aware that the school community suffered from a significant amount of Covid related deaths as first reported by the BBC in June, 2020. As the responsible body, the Board was

Outwood Grange Academies Trust, a company limited by guarantee registered in England and Wales with company number 06995649.

Registered office address: Potovens Lane, Outwood, Wakefield, West Yorkshire WF1 2PF.

VAT number: 158 2720 04. Outwood Grange Academies Trust is an exempt charity.

A list of Directors' names is open to inspection at our registered office.

aware of the challenges the academy faced and moved quickly in early 2022 to put in place additional measures to support the school. We are sorry that these efforts did not have sufficient time to impact the outcome of the Ofsted inspection on the 5th and 6th July, 2022.

In specific response to the Ofsted Areas For Improvement, which you outlined in your letter, we set out below the highlights from our Action Plan:

***Too many pupils' learning is being disrupted by poor behaviour. A high proportion of pupils are suspended from school. The behaviour of some pupils is preventing some teachers from implementing the curriculum effectively. Leaders must take action to promote pupils' ability to regulate their own behaviour. They should also ensure that there is a consistent approach to managing behaviour to reduce the number of suspensions and exclusions.***

**Action being taken:**

- Sought external support to improve behaviour and attitudes engaging with the DFE Behaviour Hub;
- Ensuring all learners feel welcome and valued and that they get the right support to help them achieve;
- Implemented a new Positive Behaviour for Learning Policy;
- Taking measures to proactively promote students' enjoyment and value of education and engagement in their school;
- Focusing positive behaviour at social and transition times and lessons starts and close insisting on clear, shared routines to ensure positive conduct and social responsibility;
- Securing clarity of expectation for positive relationships and behaviours to be explicitly addressed by all staff for all students;
- Improving the quality of behaviour for learning and student engagement in lessons and reduce the number of lessons that are affected by low-level disruption by ensuring consistent approaches to high quality teaching and classroom management;
- Reducing behaviours that lead to fixed term exclusion and Consequences and break recidivist cycles of behaviour;
- Establishing alternative provision strategies for students who are disengaged or at risk of permanent exclusion;
- Using Student Voice to raise student engagement, encouraging participation in charity, community, learning and peer support and make students feel valued and included in their schooling;
- Securing a high profile of praise, reward and recognition to promote a positive sense of self-worth and belonging in the student population and morale in the staff; and
- Developing a culture that recognises and values stakeholders accomplishments and promotes excellence in everything we do by holding exacting high standards that are modelled by all.

***Derogatory language, including homophobic language, is commonplace among too many pupils. Some pupils feel that staff do not always deal with this. Leaders must ensure that an ethos of respect and tolerance is instilled across the school through the further development and embedding of their new personal development and character education plans.***

### Action being taken:

- Establishing a robust anti-bullying culture where all students feel safe, know how to report their concerns and who to report them to and feel their concerns are addressed in a timely and effective way;
- Registered with the Anti Bullying Alliance - Unite Against Bullying - programme;
- Providing training for key staff on anti-bullying culture and for students on what to do if they are being bullied so that expectations are routinely met;
- Establishing an anti-bullying approach that is understood by all staff, students and parents / carers;
- Ensuring the use of derogatory language, including homophobic language by students is not tolerated in the school and consistently challenged;
- Reviewing bullying incidents and the actions taken to resolve issues for the victim so that it is both timely and effective with accurate records and follow up;
- Raising the profile of not tolerating bullying clearly defining what constitutes bullying and the programmes such as the Diana Awards, Toot Toot and Random Acts of Kindness etc that encourage student engagement in the agenda;
- Engaging students and teachers in discussion to agree on acceptable language, discourage swearing and encourage respectful language with the aim to produce and share a "Respectful Language Stakeholder Charter";
- Training staff in agreed ways to tackle and report incidents of derogatory and homophobic language to improve consistency and modelling for students;
- Strengthening our reporting practices and the effective monitoring and tracking of victims; and
- Applying the Positive Discipline for Learning and Life Policy consistently and robustly to target high, medium and low category disrespectful language both in class and around site.
- Increasing communication regarding actions being taken with all stakeholders to secure an informed community.

***The use of assessment is inconsistent across the school. Some teachers do not identify gaps in pupils' knowledge or pick up on misconceptions quickly enough. This means that some pupils move on to new topics without having relevant knowledge in place. Leaders should ensure that effective assessment strategies are used consistently. They should check that teachers routinely identify where pupils have gaps in knowledge so that they can address these and ensure pupils have a secure recall of the most important content.***

### Action being taken:

- Reviewed the curriculum to assess the appropriateness of the curriculum to explore curriculum pathways to better support engagement and need;
- Introduced a consistent promotion and application of the Five Teaching Pillars for learning approach used in our Central and primary academies to better support effective teaching and learning: I. Clarity of learning intentions - II. Recap & recall - III. New information – IV. Practice - V. Feedback;
- Providing ongoing training and director support for middle leaders and teachers to ensure assessment is coherently aligned to curriculum plans to assess what students know and can do and is used to inform future teaching, differentiate to meet the need and address gaps in learning;

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- Departments reviewing schemes of learning and use of formative assessment for learning to check that students are securing essential components, procedural knowledge and subject disciplinary vocabulary into long-term memory;
- Strengthening teachers' assessment practice to better assess students' learning against the intended curriculum so gaps in understanding can be ameliorated promptly before moving forward;
- Ensuring planning makes clear the core knowledge milestones and expectations to support teachers' assessment and future planning;
- Reviewing how KS3 assessment is reported to students, parents and carers to ensure it is meaningful whilst managing teachers workload;
- Providing regular department standardisation time to assess the impact of their curriculum on students' work across each year group and better ensure gaps are promptly identified to inform future teaching;
- Implemented consistent line management structure and protocols for for SLT line management;
- Promoting the importance of developing and focusing teaching expertise developing research led practices and establishing a coaching culture that proactively develops effective teacher practice and develops subject expertise; and
- Successfully implement a new quality assurance system and relevant training and support.

***Partnerships between the school and home are not as effective as they should be. Some parents have negative views of the school. Leaders must further develop their work on engaging with parents, so they have a better understanding of the school's expectations and priorities. Leaders should take steps to build effective communication with parents, to build confidence in the school and encourage a partnership in the improvement journey.***

#### **Action being taken:**

- Secure confidence of current and future parents and students in Outwood Academy Ormesby and the Outwood Grange Academies Trust by improving communication and engagement with students, parents/carers and the wider community to better promote the value of education, the importance of attendance and the support the academy provides;
- Reviewing best practice in community engagement;
- Formulating a robust community curriculum plan underpinned by the by the Outwood character development curriculum to support and engage parents in their child's education and help ameliorate barriers that cause disengagement;
- Establishing a robust calendared provision engaging local support groups, providers and agencies in the wider support and development of students so that they feel valued and well supported both in school and in their community that is aligned and underpinned by the Outwood character development curriculum;
- Establishing half termly parent focus groups to assess and evaluate the quality of our communication with parents and how it could be further strengthened;
- Strengthening the recruitment of parent governors to our Academy Council and ensure they have a strong community portfolio;
- Building a stronger primary transition programme from Y5 to engage families early in the academy's expectations and approach to education, behaviour, attendance and community;

Outwood Grange Academies Trust, a company limited by guarantee registered in England and Wales with company number 06995649.

Registered office address: Potovens Lane, Outwood, Wakefield, West Yorkshire WF1 2PF.

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A list of Directors' names is open to inspection at our registered office.

- Linking with external support agencies to offer parenting support i.e. Middlesbrough Environmental City Saturday morning etc;
- Producing a half termly newsletter / Podcast highlighting the positives within school and Publish a half termly community curriculum programme to advertise and promote community events/ classes/ support etc. with stakeholders;
- Survey stakeholder engagement through parent and students focus groups to evaluate and revise provision to meet need; and
- Utilising Groupcall to send positive text messages and regular reminders about the value of education and importance of attendance.

We held two parents' meetings on Wednesday, 12th October to present the Ofsted inspection outcome and discuss our Action Plan with parents. We were heartened by the positive responses we received.

A new Academy Improvement Board (AIB) has been established to strengthen local governance and we are delighted that the very experienced governor and chair, Susan Maidens, has agreed to lead this AIB. We would be only too pleased to welcome any suggested people you may have for additional members to this AIB, including from members of your own team, if this provided you with further assurance.

As the Department for Education has deemed Middlesbrough an Education Improvement Area (EIA), we are committed to supporting you in driving up standards in not just Ormesby but in all of our Middlesbrough academies and supporting other schools and groups in the borough too. As you know, there are very significant challenges facing public services in the borough. Gemma Trattles, our Associate Executive Principal who is leading Ormesby's Action Plan and works across our Middlesbrough academies, and Lynn James, Regional Executive Principal who has written the Action Plan and will lead its monitoring. She will support your meetings and share our improvement journey regularly. Our CEO will also happily update you on this in your regular meetings with him.

The Trust Board believes that Outwood Grange Academies Trust can determine an excellent future for their school, as we have previously when we first took it from Special Measures, Serious Weaknesses to Good, and quickly ameliorate the challenges the school is facing. This work has already begun.

Please do not hesitate to contact me if we can provide further assurance.

Yours sincerely

**David Earnshaw CBE**  
Chair, OGAT

**Sue Hague**  
Vice Chair, OGAT

Cc: Martyn Oliver, CEO, OGAT  
Susan Maidens, Chair of Ormesby Academy Improvement Board (AIB)  
Rob Brown, Director of Education, Prevention & Partnerships, Middlesbrough Council

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