



Statement of Action and Support Plan – February 2020 to September 2021

Following Ofsted inspection on 12 and 13 February 2020

Lead: James Haseldine, Executive Headteacher

Dean Trust Wigan has been judged as inadequate with serious weaknesses

Greenhey
Orrell
Wigan
Greater Manchester
01942 511987
URN: 144519
Inspection No. 10121928

Introduction

Dean Trust Wigan was inspected on the 12th and 13th February 2020 and was deemed to be inadequate with serious weaknesses, in accordance with the Education and Inspection Act. This Statement of Action reflects the Trust's determination to secure further improvements in the academy, to ensure the removal of 'serious weaknesses' at the earliest opportunity. This plan has already been initiated and the time frame for improvement will span the period to next inspection. Whilst looking to re-inspection within the allocated timeframe, it is the ambition of leaders and trustees to be able to demonstrate sufficient improvement for the removal of serious weaknesses by the start of 2021/22 academic year. The action plan will operate on a rolling academic year timescale and will be reviewed and adjusted accordingly throughout this period.

Since the inspection, leaders have worked closely with School Improvement Wigan and colleagues from across the Dean Trust network to scope out appropriate support to address the required areas for improvement. This Statement of Action sets out the intended actions moving forwards.

Context of the Academy

In April 2017, Abraham Guest School joined the Dean Trust (a multi academy Trust) and became Dean Trust Wigan.

Dean Trust Wigan is a smaller than average 11 – 16 secondary school. There are 746 students on roll. The PAN is 200 for each year group. Although presently under subscribed, admissions have been growing over the last four years. The predicted NOR for September 2020 is 195, potentially rising further in subsequent years.

Governance and Accountability

The Statement of Action (SOA) has been prepared by the Executive Headteacher, with input from the Chair of Governors, senior and middle leaders, the School Improvement Partner (SIP) and wider support partners. The SOA has been approved the Board of Governors.

Accountability and challenge rests with the Board of Governors, who meet six times per year. Following a half term formal review of the SOA by the Senior Leadership Team and the SIP, the Executive Headteacher will report on progress to the Board of Governors. During each half-term cycle, designated link governors meet with accountable leaders named on the plan to further triangulate and challenge progress. The academy will also be subject to further progress accountability via the Dean Trust Board of Trustees. In addition, to ensure greater visibility and accountability for progress against implementing the SOA, on a termly basis, the School Council and Parent Forum will be engaged and involved for feedback and challenge. We recognise that they (the Parents/carers) are integral to this journey.

The SOA will be approved by Ofsted for the 18/24 month period, to the anticipated re-inspection around Spring 2022, although in several areas, work started immediately and has already progressed to address areas identified as significant weaknesses in the report. The SOA will be approved by HMI and this will be the basis on which the Trust/school develop their School Improvement Plan.

Arrangements to inform parents and carers

Upon release of the final inspection report, on 1st July 2020 parents and carers received a letter from the Headteacher and Trustees to inform them of the overall outcome and to signpost them to the academy and Ofsted website to view the full report. The plan is available to parents via the school website, where they will be kept informed of progress via regular updates as well as through social media. Any Parents/Carers who have concerns continue to be invited to meet with the school leadership team. Pupils will be informed and involved in the school's progress via assemblies and through meetings with Ofsted Inspectors.

Our School Improvement objectives and progress towards them are communicated to the school community via a Newsletter. An open invitation was offered to parents post Ofsted to discuss the Ofsted Report and Action Plan with the Executive Headteacher. 'Secret Shoppers' were appointed out of these consultations. Termly consultations are organised for these parents to discuss key school issues and involve parents in decision making

Covid-19

The outcome of the Section 5 Inspection coincided with the beginning of the Covid-19 Pandemic and this presented the Trust, the school and others with some challenges:

1. Ofsted paused inspections and monitoring visits.
2. The Trust acted to improve capacity and expertise within the school, despite the challenges of remote learning.
3. The Executive Headteacher and other senior staff contracted Covid-19 and were absent for a period of time. The Trust covered the leadership utilising the Executive Team during the period of illness.
4. A plan was put in place in the knowledge that Ofsted were on 'pause'. This plan was adapted to ensure that the 'here and now' of the pandemic was addressed, as well as the longer term aims relating to the removal from a category.
5. A Dean Trust aspirational curriculum for KS3 (Threshold Concepts) was developed and then implemented in September 2020.
6. All of the above was in the context of a robust risk assessment plan for Covid-19 to minimise transmission and disruption to the school.

Covid-19 remains a concern for all schools, especially in relation to outcomes and more specifically, TAGs for Year 11.

The plan enclosed references and highlights the amendments and additions that are Covid related. The Ofsted (Covid) Monitoring Visit in 2nd March 2021 recognised that the school is addressing these areas.

Areas for Improvement from the Ofsted Inspection 12th and 13th February 2020

AFI 1 Leaders must make pupils' personal development a higher priority and plan this curriculum carefully so that respect for diversity is regarded highly by pupils.	
1.1	Leaders must ensure that pupils fully understand the damaging effects of discriminatory language and know how to report issues.
1.2	Leaders must make pupils' personal development and its planning a higher priority in order to create a culture of respect.
1.3	Leaders must improve the personal development opportunities pupils receive to develop them as well-rounded, respectful members of society.
AFI 2 Leaders must ensure that staff develop confidence and knowledge to deliver aspects of the personal development curriculum effectively and can benefit from appropriate training in this aspect of the school's provision	
2.1	Leaders must ensure that staff have appropriate training so they can deliver the Personal Development Curriculum confidently and knowledgably.
2.2	Leaders must improve training opportunities staff receive to improve effectiveness of personal development.
AFI 3 Leaders must act to ensure that pupils attend school regularly	
3.1	Review and address capacity to address weakness in attendance.
3.2	Identify and plan for cohort intervention including SEN
3.3	Teach the benefits and value of good attendance.
AFI 4 Leaders must take urgent action to ensure that pupils can regulate their own behaviour and help teachers better manage pupil behaviour	
4.1	Leaders must ensure that they eradicate low level disruption to ensure that learning is not disrupted.
4.2	Leaders must ensure that all teachers better manage pupil's behaviour and develop classroom environments that create a culture for learning.
4.3	Leaders must ensure that pupils are able and responsible to regulate their own behaviour especially on corridors and in social times.
AFI 5 Leaders must ensure that teachers use the information that they hold about pupils' needs more effectively	
5.1	Review and address roles and responsibilities for SEND provision.
5.2	Improve identification, monitoring, tracking and evaluation for SEND provision.
5.3	Ensure teachers and support staff have training to adapt the curriculum to meet the needs of pupils.
AFI 6 Leaders must ensure that teachers identify and address the gaps in pupils knowledge	
6.1	Leaders must ensure teachers provide a firm foundation of knowledge for all pupils in KS3 and KS4 that is committed to long term memory.
6.2	Leaders must ensure teachers identify pupils with gaps in learning at KS3 and KS4 and address the gaps.
6.3	Leaders must do all they can to identify and address barriers to learning created by the Covid-19 pandemic

Implementation Plan

The objectives recorded in the Statement of Action are broken down further each half term and given weekly deadlines in a School Post Ofsted Plan. This is a working document which is amended and reviewed by the SLT on a weekly basis, enabling action to be responsive and immediate.