



Ofsted and vulnerable pupils

GCSE and A level results and action plan

**Attendance, behaviour and personal development
and action plan**

OfSTED and vulnerable pupils

- **Vulnerable pupils are at the heart of the new OfSTED inspection framework and the main change from the old framework.**
- **There is a new standalone grade 'inclusion'.**
- **The other grades are now considered through the eyes of vulnerable pupils eg:**
 - **Curriculum and teaching** - *how well does the curriculum and teaching meet the needs of all pupils especially vulnerable pupils and how well do te they learn it.*
 - **Behaviour and attendance** - *how well do systems meet the needs of all pupils especially vulnerable pupils and how well do they behave and attend.*
 - **Personal development (PD)** - *how well does the PD curriculum meet the needs of all pupils especially vulnerable pupils and how well do they learn it .*



Key challenge

Ofsted and vulnerable pupils

GCSE and A level results and action plan

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Y11 %EM at grade 5 - red, green or amber 2026 results

PP	24	25	26
National	25	26	
CB	31	34	35
ED	29	45	18
ND	23	49	40

NON PP	24	25	26
National	52	53	
CB	50	33	64
ED	66	75	76
ND	83	88	82

Y13 Value added

PP	25	26
National 2024	-0.14	
ED	0.58	-0.47
ND	0.14	0.22

NON PP	25	26
National 2024	-0.02	
ED	0.56	0.20
ND	0.52	0.22

Underperforming subjects

	GCSE	A LEVEL	TREND ACROSS TRUST
CB	Geography French iMedia Performing arts		AT GCSE French/Spanish Media Drama/Performing arts PE Business Economics Computing AT A LEVEL DT
ND	<i>French/Spanish, PE</i> Combined Science, History Media Business Economics Computing	<i>Spanish Sport</i> Music DT	
ED	<i>Business Computing Economics DT/Engineering Drama</i> French/Spanish PE	<i>Business Computing Economics DT Drama</i> Maths Media	

Shared action plan

TEACHING (Tallahassee twins - reading)

- Ensuring that all teachers make rapid progress in addressing their next step *which are focused on the outcomes of vulnerable pupils esp. during independent practice*
 - create a system to track current step
 - aligning quality assurance with the current next step
 - providing coaching and CPD to support teachers address their next step

CURRICULUM PLANNING

- Implement a ½ termly review cycle informed by assessment and quality assurance that is *focusing on where vulnerable pupils are not achieving in line with non vulnerable pupils especially in independent practice*
 - review and implement changes in the lesson planning/scheme of learning just taught
 - ID and implement where CPD can strengthen teaching
 - plan and implement interventions to close gaps for *vulnerable pupils* through out of lesson interventions

Persistent absence 11-16

PP	24	25	26
National	42.5%	39.2%	
CB	41%	43%	34%
ED	36.4%	37%	34%
ND	31.3%	26%	21%

NON PP	24	25	26
National	18.5%	16.8%	
CB	21%	33%	19%
ED	43%	18%	14%
ND	10%	10%	12%

Shared action plan

ATTENDANCE

- Take earlier action in the AY to address PA Ps (using the *key worker* approach - **Suffolk**)

BEHAVIOUR

- Reduce number of temporary suspensions/referral room referrals (using the *key worker* approach)

PERSONAL DEVELOPMENT

- Relaunch the personal development offer so it becomes part of the daily narrative of pupils through:
 - A curriculum based on knowing more and remembering more not 'doing activities'
 - A yearly plan for universal and targeted (**Baltimore**) activities
 - Clearer internal branding of the 4 elements in:
 - all lessons
 - all behavior and attendance rewards and sanctions
 - clubs, trips and other activities
 - careers
 - AM reg and assembly
 - PSHE