



Magdalen College School Rapid Action Plan

June – December 2025

Purpose

The purpose of this document is to outline the immediate actions planned between June and December 2025 to:

- support and challenge Magdalen College School in bringing about swift and tangible improvements as soon as possible
- enable a longer-term support plan to be constructed for December 2025 and beyond.

Particular emphasis will be given to demonstrating:

- the school's ability to meet the needs of all pupils, keep students safe and ensure high standards of behaviour
- the school's capacity for sustained improvement, through leadership and management at all levels with staff feeling supported by leaders
- a rate of improvement such that the school is on course to have special measures removed by December 2026 – May 2027 (ie within the 18 to 24-month period following the June 2025 publication of the inspection report that placed the school in special measures).

In achieving the above we will raise expectations of staff and students in all aspects of Magdalen College School.

Craig Thomas (DCEO and Executive Head Secondary EPA) and David Brown (CEO EPA) and Tom Hollis (Headteacher MCS) will have oversight of all aspects of the plan.

Executive Summary

Leadership and Management

- Governance is strong and holds leaders to account (Dec 25)
- Rapid improvement has been made against key priorities (Safeguarding, Behaviour, Quality of Education) (Dec 25)
- External partners and reviews ensure accurate self-evaluation (Sept, Nov 25)
- All statutory safeguarding obligations are met and a rigorous monitoring schedule is adhered to, establishing a strong culture of safeguarding (July 25)
- Staff feel supported in managing behaviour, developing the quality of teaching and supporting all learners (Dec 25)
- Leaders at all levels contribute to raising standards and supporting a positive culture across the school (Dec 25)
- Staff feel confident in leadership of the school (Oct 25)
- Parents and carers feel confident in leadership of the school (Oct 25)

Quality of Education:

Curriculum Design (Intent)

- Coherent curriculum for writing in place across subjects and key stages (Dec 25)
- Curriculum documentation includes clear reference to key vocabulary and writing demands (Sept 25)

Learning and Assessment (Implementation)

- Consistent delivery of high-quality lessons, with clear checking for understanding that identifies and resolves any gaps in learning (Dec 25)
- Consistent approach in place for the teaching of literacy and writing including punctuation and spelling (Dec 25)

Outcomes (Impact)

- Students, including those with SEND or who are disadvantaged, produce high quality work and assessments (Nov 25)
- Effective assessment and feedback processes in place for pupils, including proportionate use of data collection (Nov 25)

SEND

- All teachers have clear understanding of the needs of the students in their classes (Sept 25)
- Teachers adapt their teaching to support the specific needs of individuals (Oct 25)
- Additional adults in the classroom provide excellent support to pupils (Nov 25)
- All students access provision leading to meaningful qualifications (Oct 25)

<p><u>Behaviour and Attitudes</u></p> <ul style="list-style-type: none"> • The Behaviour Policy and related systems support high expectations for all students. (Sept 25) • High quality 'behaviour curriculum' established through the Personal Development Curriculum with progression between key stages (Sept 25) • Effective systems in place to improve punctuality to lessons (Oct 25) • Robust systems in place to deter, resolve and follow-up instances of truancy (Nov 25) • Students report positive interactions and 'rare' or less incidents of derogatory or discriminatory language (Oct 25) 	<p><u>Personal Development</u></p> <ul style="list-style-type: none"> • The Personal Development curriculum delivers key knowledge to students preparing them for life in modern Britain. • A programme of community events highlights and celebrates issues of significance
<p><u>Safeguarding</u></p> <ul style="list-style-type: none"> • Site security at St John's is improved and monitored ensuring staff and students feel safe (August 25) • Movement between sites is robustly monitored and managed. (June 25) • Checks on external providers ensure students are safe in all cases (June 25) • Reporting of concerns from students is common with confidence in supportive action (Oct 25) 	<p><u>Sixth Form Provision</u></p> <ul style="list-style-type: none"> • Sixth Form provision and standards are benchmarked against other providers. Priorities for improvement are identified

