

OFSTED UPDATE MEETING FOR PARENTS

May 2019

OFSTED November 2017

Highly disappointing judgement - particularly after June 2016 HMI inspection which noted significant progress against key areas of concern

Report also contained many positives including:

- ▶ ***The school has improved in many respects since the last inspection.***
- ▶ There is a strong safeguarding culture at the school
- ▶ The headteacher and senior leaders... understand the school's priorities and have worked tirelessly to address weak teaching. This is helping pupils to make better progress.
- ▶ The headteacher and deputy are taking appropriate action to support teachers to improve teaching
- ▶ Across the school many groups of pupils are making effective progress in reading, writing and mathematics. There are some striking examples of strong progress.

WHY STILL RI? If the school has demonstrated improvement in some areas and there is a general upward trend, but key aspects of performance remain less than good, the school may be judged as requires improvement again

KEY AREAS TO IMPROVE WERE:

Improve leadership and management by:

- ▶ continuing to develop assessment so that leaders can accurately identify when they need to intervene to improve teaching
- ▶ developing middle leaders' monitoring skills so that leaders can assure themselves that pupils are making strong progress in all subjects
- ▶ continuing to improve attendance for pupils with higher absence rates.

Improve the consistency of teaching, learning and assessment by:

- ▶ securing pupils' skills in mathematics so that they can fluently solve problems in a range of contexts
- ▶ ensuring that support for all pupils who need to catch up is precisely targeted to help them reach the highest possible standards.

2017-2018 Actions included:

- ▶ A range of professional development including
 - ▶ Training/Support for subject leaders, opportunities to observe best practice
 - ▶ Better Maths Project (2 staff in 2016-17, 2 in 2017-18)
- ▶ Additional teaching support in some year groups
- ▶ Regular monitoring of teaching, learning and assessment, with support in place for teaching where required
- ▶ Monitoring from LA
- ▶ LA recommended Maths Consultant in T4, 5 and 6
- ▶ Staff vacancies permitted middle-leadership re-structure: separate English and Maths Leader posts created - in place for September '18
- ▶ Experienced Consultant SENCO to cover during Maternity Leave; and Teaching and Learning Consultant (1 day per week) in place for September '18

2018-19 Initial Challenges

- ▶ End of KS Outcomes
- ▶ Finances
- ▶ Governance capacity
- ▶ Significant staffing changes; yet need to demonstrate **consistency**
- ▶ Leadership Capacity
- ▶ HMI Inspection October 2018

Actions since September/HMI

- ▶ A range of professional development including Early Leadership Training
- ▶ Establishment of Interim Governing Body
- ▶ Restructure of staffing responsibilities from January: HT Maths Lead, AHT Assessment
- ▶ MSNP OFSTED LHT - External validation of Senior Leaders judgements on Quality of Teaching, Learning and Assessment
- ▶ Support from MSNP to increase Leadership capacity
- ▶ More frequent monitoring of teaching, books and assessment (e.g. weekly or fortnightly lesson observations, books and tracker checks)
- ▶ Termly Reviews from LA (every 6-8 weeks)
- ▶ Attendance Tracking

IMPACT

- ▶ **Wider distribution of responsibilities as teachers become up-skilled in leading their subject areas; improving leadership capacity and sustainability > reducing support from MSNP**

Addressing OFSTED KA - developing middle leaders' monitoring skills so that leaders can assure themselves that pupils are making strong progress in all subjects

- ▶ **More frequent objective tracking, checked fortnightly and verified by Assessment Leader, is enabling teachers to become more confident in assessments and in using this information to shape future learning**
- ▶ **More accurate assessment means that interventions are precisely targeted to individual need**
- ▶ **More children making stronger progress and catching up/exceeding expectations**

Addressing OFSTED KA - continuing to develop assessment so that leaders can accurately identify when they need to intervene to improve teaching

And - ensuring that support for all pupils who need to catch up is precisely targeted to help them reach the highest possible standards.

- ▶ **Continued termly attendance tracking, attendance plans and engagement from parents means that attendance is now in line with National comparisons.**

Addressing OFSTED KA to improve attendance for pupils with higher absence rates.

IMPACT

- ▶ Maths leader actions including
 - ▶ identified specific areas in maths that were not being taught well *over time*; CPD; collaborative medium term planning; new lesson planning with tighter links to daily assessment; instant recall for fluency (gems) balanced against securing key calculation skills and reasoning (Try, Apply, Deepen)
- ▶ Leading to:
 - ▶ In-house assessments NFER shows that attainment is rising; progress from December is strong
 - ▶ PUPIL VOICE shows that vast majority of children enjoy maths lessons now
 - ▶ KS1 outcomes expected to have improved on 2018, and likely to be in line with National
 - ▶ KS2 outcomes expected to be significantly improved on 2018, and be above National

Addressing OFSTED KA securing pupils' skills in mathematics so that they can fluently solve problems in a range of contexts

NEXT STEPS FOR CONTINUED SCHOOL IMPROVEMENT

- ▶ Securing consistency in teaching and learning, continuing to provide support where required
- ▶ Governor Monitoring
- ▶ DH returning from Mat Leave - SENCO handover
- ▶ Reviewing staffing structure, responsibilities and deployment for September 2019 - improvement vs need to balance budget
- ▶ Curriculum Review
- ▶ OFSTED 2019 Framework
- ▶ Joining a MAT

What can you do to help?

- ▶ Attendance Matters
- ▶ Foster a love of reading for your child
- ▶ Practice key maths skills (gem steps)
- ▶ Practice spellings (spelling shed)
- ▶ Raise concerns using the communication protocols
- ▶ Tell us when we get things right!
- ▶ Support the school and the actions it is taking

Staff Retention - a National Challenge

- ▶ 42,830 FTE qualified teachers left the state-funded sector in the 12 months to November 2017, a 'wastage rate' of 9.9%. This rate was the same as the previous two years and has increased from 9.2% in 2011.
- ▶ The number of FTE qualified teachers recorded as leaving the state funded sector for reasons other than retirement was 35,800 in 2017. This has increased year-on-year from 24,750 in 2011 (when the current series starts)
- ▶ **22% of newly qualified entrants to the sector in 2015 were not recorded as working in the state sector two years later.**
- ▶ The five year out-of-service-rate for 2012 entrants was 33%, the ten year rate for 2008 entrants was 40%.
- ▶ The five-year wastage rate is the highest on the current series, which dates back to 1997. The rate has been between 26% and 33% in each year over this period. **The ten-year rate has been between 36% and 40% in each year since 1997.**

Questions?

