



School Response to Ofsted Report 19 – 20th April 2016

*Meeting for Parents
Monday 13th June 2016 at 6pm*

Improve Leadership and Management By:

- systematically and rigorously evaluating the impact of actions to improve pupils' learning, particularly those relating to improving outcomes for disadvantaged and most-able pupils
- sharply focusing the evaluation of teaching on the impact it has on pupils' learning and systematically checking that areas for improvement have been acted upon effectively
- improving the quality and breadth of information received by the governing body and trust so that they are better equipped to hold leaders to account
- improving the quality of middle leadership and more rigorously holding them to account to ensure they have best impact on securing improvement in their areas of responsibility
- developing the rigour and accuracy of the school's self-evaluation
- raising governors' expectations of the outcomes for pupils especially those who are disadvantaged

Improve Teaching, Learning and Assessment By:

- raising teachers' expectations of pupils, especially those who are disadvantaged and those most able
- ensuring teachers use accurate assessment to plan appropriately challenging work for the most able, including those who are disadvantaged
- ensuring teachers adhere to the school's policies on teaching including those relating to feedback and marking
- developing teachers' subject knowledge of special educational needs and the new national curriculum

Improve Outcomes for Pupils By:

- ensuring the most able receive sufficient challenge and guidance to reach their full potential
- ensuring appropriate and sharply focused support for disadvantaged pupils, including those who are most able, so they close the gaps with other pupils nationally and their peers in school
- reducing the persistent absence of disadvantaged pupils further
- continuing to enhance the quality of teaching in early years, particularly of core mathematical and English skills, so greater proportions of children reach a good level of development



Key Actions That Are Being Taken



Leadership and Management

If it is not checked, it is not
being done!

Leadership and Management



- Support from a Consultant Headteacher
– 1 day per week
- Formation of an Interim Management Board
- Appointments of a Deputy Head & Assistant Head
- Appointments of 4 Middle Leaders
- Additional challenge through a Quality Assurance Professional



**Teaching, Learning &
Assessment**

Developmental

Not

Judgemental!

Teaching, Learning and Assessment

- Regular cycle of lesson observations and work scrutiny with next steps for whole school and individual teachers
- Regular moderation meetings – internal & external
- Revise Marking and Feedback Policy so that all pupils know what to do to improve
- Celebrate success with parents/carers!
- Adapt school planning sheets – Disadvantaged
– Most Able

Teaching, Learning and Assessment

The background of the slide features a large, light blue watermark of the Nanyang Technological University (NTU) crest. The crest is a shield-shaped emblem with a crown at the top, a central figure holding a staff, and a banner at the bottom with the Latin motto "DEUS PRIMUS".

- Appraisal – Disadvantaged
 - Most Able
- Training – Effective Teaching & Learning
 - Improving Assessment for Learning
 - Singapore Maths

Teaching, Learning and Assessment

Review of Pupil Premium Funding

- Interventions (e.g. Reading Recovery, Nurture Group etc.)
- Report on website

What is working, we keep!

Pupil Outcomes

“We celebrate the children’s achievements, strive to realise their hopes, encourage them to reach their goals and dream of whom they may become.”

- School Mission Statement

DEUS PRIMUS

Pupil Outcomes



- Revised Assessment and Tracking System
- School will carefully track the progress of all pupils
– half termly
- Closing the Gap

Pupil Outcomes

Closing the Gap

By the end of KS2, to reduce the school attainment gap between disadvantaged pupils and other pupils in the following way so that it is better than the national gap by 2018:

National gap for 2015 was -9% in reading, -11% in Writing & -10% in Maths

Table A	2015	2016	2017	2018
Reading	-26%	-13%	Less than -5%	Less than -5%
Writing	-19%	-13%	-5%	Less than -5%
Maths	-25%	-12%	-5%	Less than -5%
GP&S	-35%	-17%	-5%	Less than -5%

Pupil Outcomes

Stretching the Most Able

To increase the % of pupils attaining the higher standard at KS2 so that it is broadly in line with the national average.

KS2	School –L5 2015	National 2015	2016	2017	2018
Reading	18%	48%	23%	38%	47%
Writing	32%	36%	21%	27%	35%
Maths	21%	41%	28%	41%	42%
GP&S	27%	55%	32%	41%	51%

Pupil Outcomes

Reducing Persistent Absence

- Attendance Monitoring
- Attendance Panel Meetings
- Home Visits
- Letters
- Fixed Penalty Notices/Court Action
- Intervention Group – Ms Brown!

Pupil Outcomes

Early Years Foundation Stage

- Speaking and Listening
- Reading
- Writing
- Maths
- 2016 – GLD will be an increase from 47% to 56%

Keeping Parents Informed



- PowerPoint presentation on website
- Ofsted Action Plan on website
- Half termly updates for parents/ carers
- Regular opportunities to visit your child's class
- We welcome your feedback.