

Ofsted parent meeting 29-3-17

Head teacher introduction and thank you for attendance and comments.

Curriculum

Maths

- We use NC, which sets out the statutory requirements of what we teach
- We use Hampshire planning documents which break down the NC into terms for each year group
- We have worked with the LEA to improve standards in maths and consequently Ofsted recognised that 'pupils are often clear about the concepts they are learning and develop their understanding through well-planned activities and appropriate resources.'
- Staff in house and external training has led to improvements in teachers ensuring that pupils practice their skills through exploring and solving relevant problems. However this is inconsistent and we recognise this. The action plan will address this through a revised management plan which will involve a rigorous process of monitoring and review. This will include activities such as lesson observations, peer observation, book scrutiny and cluster moderation.
- Teachers have recently begun to share best practice through the setup of 'learning partners' across the school. Teachers will be continuing to peer plan and observe around an agreed focus which will be taken from our action plan.
- Maths is taught daily and will be continued to be taught daily. In addition we teach maths key skills, which are covered outside of the maths session
- Teachers meet weekly to plan the maths journey for that unit and create maths weekly plans. We use a number of strategies such as the bar model and concrete-pictorial-abstract, which can be seen in Singapore maths, which the St. Michael's Infants used to use – this approach however is no longer used by the Infant school
- Alongside the teaching of the new curriculum the use of my maths will be reviewed

Literacy

- The statutory requirements for spelling are set out in the NC. Each year group's spelling list is included in your child's home link book. These spellings are taught in both stand-alone spelling lessons and literacy lessons. In addition, as a benchmark, spelling tests are given in the Autumn term, which generate a spelling age. This assessment is then repeated in the summer term which enables us to measure progress. Where pupils require a specific spelling intervention, spelling tests are a part of this. We currently do not have whole class weekly spelling tests however, this is under review.
- Reading is a huge priority for us. Just look at our library! Ofsted recognised that 'teaching of reading has improved and reading is promoted well and has a high priority among pupils'
- In school some of our children read with an adult every day and these are identified through our assessments. The expectation is that children will read at least 5 times a week at home, this will vary as to whether this is with an adult or independently, and will depend on the needs of the child.

Broader Curriculum

- Other subjects including science are taught through topics. We currently have topics which are driven by Geography, History, RE, Science and P4C. Additional subjects such as ICT, Art and DT are woven into these topics. Ofsted recognised that the curriculum is 'broad and balanced, there are well planned and engaging topics which ensure that pupils are enthusiastic and work hard.' We will continue with this approach.
- Some variation in the quality of work in topics will be addressed in part by stream lining the number of work books used by the children and ensuring that the expectation that the quality of learning in all subjects is of the same quality as that noted by Ofsted inspectors during literacy and maths book scrutinies
- In order for teachers to focus on the key learning and improving standards, children will no longer produce best books, as these proved to be very time consuming to put together
- In terms of the teaching of a foreign language, we are very fortunate to have an experienced language teacher working with us on Fridays, offering French to Y3-5 and German to Y6, and through this we are addressing the aims set out in the statutory NC requirements throughout KS2. In addition there is a Spanish language club running 3 times a week. We will be continuing with this model.

Assessment and monitoring

- We assess in accordance with Hampshire assessment which began about 18 months ago, when the government removed levels.
- We have worked with the LEA to set targets in maths, reading and writing for each class, which includes aspirational targets for all groups of children including pupil premium, higher ability and SEN
- Each new academic year begins with baseline assessments in Reading, Maths, and Spelling.
- There are 4 phases at which teachers assess and this data is collated and analysed. However, assessment for learning is a continuous process which addresses children's needs within the classroom
- Pupil progress meeting are held at these 4 points throughout the year, in which class teachers, year leaders and a member of the SLT discuss the children that have not made expected progress and measures are put into place
- Challenge for the higher ability within the NNC means that children develop their learning at greater depth which means rather than having a surface level of understanding they have a deeper understanding of concepts which enable them to solve problems and apply the knowledge across a range of contexts. We recognise that this is very different to differentiation in the old NC and we will need to hold parent meetings to explain this further. However, whilst we recognise we have further work to do in this area, currently we use a range of strategies to challenge our higher ability children, including 'mild/medium/spicy', maths 'dip and pick'. Again we will be sharing these strategies in a future parent meeting.
- The expectation is that the teachers and support staff work alongside all groups of children throughout the week in all subject area. We recognise inconsistencies in this area and our action plan and associated management plan will address this
- Research shows that ability setting does not have a positive impact on children's progress but can negatively impact on their self esteem. Instead of this, we use a range of assessment for learning strategies, including 'fuzzling' in which teachers assess children's understanding at the end of every lesson, in order to provide a targeted input with appropriate support and challenge for all groups the next day
- Setting does not fit with the new mastery curriculum, where in a lesson the vast majority of children will be tackling the same concepts or be it at different depths
- A non-negotiable in our planning now is that teachers identify opportunities for learning at greater depth and build in questioning to challenge children's understanding further
- We work closely with our Aldershot cluster and the Rushmoor cluster to moderate standards
- In 2016 **WRITING**: 80% of pupils achieved the expected standard compared with 74% nationally at greater depth 26% vs 15% nationally
- **READING**: 69 % of pupils achieved the expected standard vs 66% nationally. 11% high score vs 19% nationally- whilst this is 7% lower, following changes to the way in which reading is now taught in school, current practice SATS testing shows that 38% of Y6 pupils have achieved a high scale score.
- **MATHS**: Our results in maths were lower than nationally, 64% achieved the expected standard vs 70% nationally. 13% of pupils achieved a high scaled score vs 17% nationally. Current priorities and the action plan will focus on making rapid improvements in these %

Communication

- As of September we will be sending out a list of dates for the up and coming academic year. For any other events we will continue to communicate these via the school website, newsletter, texts and weekly round up. Where communications have been sent out with a limited time frame by class teachers the expectation will be that this will be improved.
- We will review how we, and how frequently we communicate regarding your child's effort, progress and behaviour, with a view to giving parents a more regular update in line with our phase assessments
- To further facilitate parents communicating their suggestions and comments with us, we would like to build on our parent forum by setting up a parent forum email which parents will be able to use
- Any suggestions, comments or questions are welcome at any time to our post-box which is located in school reception. These will be addressed through parent forum, the minutes of which are available on the school website

Governors

- As an outcome of the Ofsted inspection, an external review of governance will be undertaken in order to assess how this aspect of leadership and management can be improved.
- Specific questions that we received regarding governance will be addressed in the Governor Newsletter

Other

- During the summer term our Inclusions Manager liaises with the Infant school and our year 3 teachers liaise with the Year 2 teachers discussing learning needs of individuals. Year 2 pupils visit us on several occasions to meet their new teacher and familiarise themselves with the school. Examples of year 2 children's learning are passed on to our year 3 teachers.
- We have already begun to consider how we might improve the transfer from KS1 to KS2. Options we are considering are: Year 3 teachers to observe children learning whilst in Year 2 and year 2 teachers to observe the children once they arrive in year 3 – this will be to ensure standards are maintained. We would also like the year 2 children to begin learning in a new work book in the second half of the summer term; this can then be used in September with their new teacher

As a school we have always believed that maths and English results are important, equally we have always maintained that a broad and balanced curriculum alongside the welfare of our pupils and staff is essential. Ofsted recognised that a strength of ours is that 'staff at the school care greatly for pupils and want the very best for them.' In order to move forward rapidly with our action plan, We are confident that we have the commitment of our staff and along with governors, parents and the wider community we are ready to make the necessary improvements to our school.