

Parents' Voice meeting – Term 3 – 24 January 2018

The meeting was led by Ms Ramsay. Governors Hannah Pepper and Ali Hassan also attended. 38 parents signed in, representing all year groups.

Ms Ramsay explained that the meeting was an opportunity to explain the school's response to the Ofsted inspection last November. Their judgement was that the school 'Requires Improvement'. Ms Ramsay explained that whilst school leaders were very disappointed in this judgement, they also firmly believe that the school has a strong plan in place to address all the issues raised in the report. Ms Ramsay also explained that this judgement of 'Requires Improvement' reflects the fact that Ofsted believe that the school has the capacity to make the necessary improvements.

Ms Ramsay gave a presentation explaining the context of the Ofsted inspection

Ofsted visited Hannah More when we were just 7 weeks into a new academic year. We had 6 new teachers and 3 new leaders. Several teachers had left at the end of the last academic year after successfully applying for leadership posts elsewhere.

Whilst results in 2016 were above the national average, there was a drop in results in 2017, particularly in reading. The school were already well aware of this issue and had already taken steps to address this.

Although the report categorises the school as requiring improvement, there were many strengths recorded. These included:

- ✓ Leaders' clear awareness of the issues
- ✓ Good support for new teachers
- ✓ Good promotion of social, moral, spiritual and cultural development
- ✓ Good knowledge of the community and extensive involvement of the wider community
- ✓ Effective safeguarding procedures
- ✓ Good teaching of phonics
- ✓ Effective use of teaching assistants
- ✓ Good Early Years provision, with good relationships, progress and teaching
- ✓ Good support for children with emotional needs, enabling them to develop confidence and resilience
- ✓ The culture of promoting mutual respect in the school is good

Ofsted reported that the areas we need to work on are:

- Improving teaching, so that it is consistently good across the school
- Ensuring achievement is more consistent
- Increasing opportunities for writing
- Providing more challenge for the most able pupils
- Improving governance

Ms Ramsay explained that overall, our key priorities are:

- Building effective leadership
- Building strong teaching
- Building behaviour
- Building confident readers who make good progress
- Building outstanding Early Years provision

The school has already done a lot of work towards these key priorities. Since the inspection, we have:

- Appointed an extra teacher 2 days a week to support Year 6

- Focused on developing good teaching
- Reviewed teaching for the most able children and made changes
- Initiated new training for teachers and leaders about teaching reading
- Initiated training in best practice in Maths, for the Maths leader
- Organised external support for new teachers
- Organised external support for the mentors of new teachers
- Undertaken a review of governance, led by the local authority
- Had extra support from our school improvement officer

Our next steps are to review the curriculum - especially reading and writing. We will also appoint a new curriculum leader; change the way we track children's progress; develop a system for tracking progress of children with SEN; make sure our new teachers continue to improve rapidly and buy in support to add capacity to what we can do as a school.

We will have a monitoring visit from Ofsted in a year. An inspector will look at the school's plans, visit lessons and make a judgement as to whether the school is moving in the right direction. Ofsted will write to parents at this point. In 2 years there will be a full inspection, when we anticipate that the school will once again be judged as 'Good'.

Ms Ramsay concluded by explaining how parents can help us to move forward. She asked that parents share positive messages and bring any concerns or questions to school leaders. She asked that parents continue to engage with the school through meetings and courses, read with children and talk to children about what they have read.

The following questions were raised:

Reception classes are judged as good – are all other classes judged as requiring improvement?	The issue was that not all classes were good across the school. Ofsted do not judge under year group headings. We need to ensure that all classes are consistently good.
Are there plans for children to do extra writing?	We are reviewing the whole curriculum in order to make sure this is addressed.
Do we have strategies to keep good teachers at Hannah More?	We are proud when teachers move on to leadership roles elsewhere - and this is inevitable. One way we do retain teachers is when they take up leadership roles in school – for example Mr Cook is now the Maths leader.
Do we have fewer learning support assistants?	3 years ago we had one LSA in each class. Now we have 1.5 in Year 3 and 1 per year group in years 4, 5 and 6. School budgets have been dramatically cut and this has impacted on the number of LSAs. However, where children need individual support they get this support.
When Ofsted judge leadership as 'requiring improvement' who are they judging and what is it that needs improvement?	Leadership here includes the Head and Deputy, middle leaders and governors. Ofsted reported that middle leaders had not yet had sufficient impact on the quality of teaching, or on outcomes. Governors have now taken advice on how to challenge school leaders, in order to ensure progress.
Good behaviour helps good learning – how can we improve behaviour?	Ofsted judged behaviour as good. They said we have strong systems in place, including our colour chart. For those children who do not respond to the behaviour chart we have other systems in place. We believe there is still a need to improve behaviour, through focussing on learning skills, including managing distractions, maintaining focus and using thinking skills.

For children with SEN, staff changes can mean that parents do not always know what progress their children are making.	Teachers should do the progress monitoring for all children in the class, including those with SEN. At the moment systems are not consistent, but we have plans in place and by July these will be embedded. School would welcome feedback from parents on this issue.
What structures are in place for monitoring new teachers – and existing teachers?	We support new teachers through a mentoring system. All new teachers work with an experienced teacher in the same year group. This has proved to be an effective system in the past. We monitor teachers by: <ul style="list-style-type: none"> • Holding meetings with teachers • Observing lessons • Talking to children about their learning • Scrutinising the work in children’s books We then make a judgement about the teaching and learning
The report says that teachers and LSAs don’t pick up on errors quickly enough so the same mistakes are made again. What is the school’s response to this?	The school feels that this was a particularly harsh judgement, based on inspectors looking at one child’s work. However, at staff meetings teachers have been checking children’s work widely, to ensure this is not the case. Teachers are now aware of this issue.
What has been put in place for more able children?	We have held a meeting about this.
Year 5 have had a disrupted year; what is the situation for them going forward?	School leaders acknowledge that this has been a very difficult situation, with a lot of change. However, the classes are much more settled this term and staff have already met with Year 5 parents to ensure things continue to improve. Further meetings with Year 5 parents will be set up.
Homework is not always marked or checked for children in Y1 and 2.	We will take this back to teachers in Year 1 and 2 and ensure that this is rectified.
Will the improvements the school is implementing have a positive impact on year 6?	Whilst some of the school actions will have impact in the longer term, we have already employed an extra teacher in Year 6 for 2 days a week, specifically to support children with their learning as SATs approach.

Ms Ramsay explained that there would be further meetings to update parents on our progress, as well as specific meetings to address particular issues.

Thank you to everyone who attended.