



**Parent Voice
Ofsted Action Plan
Wednesday 24th April (9.15am and 5.30pm)**

Those attending:

Time	Number of parents/carers	Governors attending	Staff attending
9.15-10.30	4	Nadine Francis, Ann Greer, Dan Simons	Cath Callow, Helen Uglow, Clair Bateman
5.30-6.30	5	Nadine Francis, Ann Greer, Dan Simons, Kerry Raymond	Cath Callow, Clair Bateman

Summary of meetings

Mrs Callow made the introductions and outlined the challenging year that the school has had, with two Ofsted visits and the retirement of the headteacher.

Three main Ofsted Action Points were identified:

1- To Improve the quality of teaching to be consistently good through:

- Monitoring systems, weekly checks are carried out to ensure the children are engaged in their learning. Good practice is shared amongst the staff, with a coaching and mentoring approach.
- There have been many staff losses particularly in Early years and Year 1, for various reasons, personal and professional and this has added to the challenging year. The school are focusing on creating a period of stability in the staff, with recruitment, retention and investment in staff. Adverts are being placed today and permanent positions will be offered.
- Currently in the reception class we have a full time supply teacher, the team are always checking the standards and quality of teaching during any periods of absence.
- With any absence we try to ensure that there are minimal disruptions but unfortunately, we are not always able to specify who we have as a supply teacher. The school admin team do their best to manage this, under the difficult circumstances.

Parent question- Is this just a problem in Reception?

This year it has certainly been a significant issue in the Early Years, but there is a year 1 class that has had three teachers this year. The school are doing a recruitment campaign to address this and to also cover maternity leave next year.

Parent question- Will the schools current position with Ofsted, impact on the recruitment campaign?

Yes and no. Some people will see it as a challenge. The school is also distributing dedicated and committed staff around the school, focusing on key areas, strengthening the Early Years without it being detrimental to the other areas of the school.

The school apologises for the absences but we can't change these circumstances, what we can do is ensure the communication to parents improves, so that you are aware of who has been teaching your child today. Governors are aware of the circumstances and we are trying to address the issues. At a recent parent voice session communication was discussed, we are looking into different systems, to try to find one that suits our school to help with this area of concern.

Ofsted praised the working relationship between the adults and the pupils.

2- Improve Leadership and Management

- Ofsted agreed that the action plan, the school put into place at the end of last year's summer term, is the right plan, unfortunately as a school we have not had enough time to implement and change and to put the plan fully into action.
- Middle leaders are participating in on-going training. There is a lot of expertise within the school and roles and responsibilities need to be distributed to ensure the expertise is used fully and to improve accountability. These skilled staff will monitor, support and coach other staff in the school.
- Strengthening Leadership- We are currently in the process of appointing a new Head Teacher and we should know more details by the end of the week. The leaders will need to reflect on the issues and ensure that our self-evaluation is correct; we will be asking stakeholders and the school improvement partner to help us with this.

Parent question- Has your SLT team changed?

Over several years the SLT team has gone from 7 down to 2, in September we had 4, but with Mrs Sharpe and Mrs Lawrence leaving this has reduced at Easter.

Parent question- Does this impact on accountability?

Clair Bateman has stepped up as Acting Deputy Head whilst Cath Callow is Acting Headteacher. We have a School Improvement Partner who is an external advisor and an Ofsted Inspector. Dan Simons who is Deputy Head of Trewirgie Juniors has also been instrumental in supporting the school. We are not waiting for a new Headteacher to join us, we are acting now.

Since October there have been many changes and the hope is that parents will start to see this with their children.

Parent comment- If this was communicated to the parents we could help. If the school could just notify us that there is a temporary teacher, it can alleviate some of the parental concerns. Currently a termly guide comes out for the class but this needs to happen more often.

Within the junior school they send weekly newsletters, but they are currently looking into the best medium to reach parents- Instagram, Facebook, Twitter. It would be good if the schools can look at the same system to help parents when their child moves to the juniors.

Parent comment- I would like information on where my child is, and how I can stretch and challenge them. By the time the reports come out I feel that it is too late to act on. Online reporting systems are available, which allow parents to see when any assessments have been made and areas that require improvement.

The teachers will have a look at the impact of the reports and see if they can find a system that works better for all involved, this will be shared with parents for feedback.

3- Improve pupils' personal development, behaviour and welfare

- This is not just about how a child behaves in the corridor but includes behaviour for learning.
- Improving the attendance of pupils by supporting the parents, supporting them with any issues at home, ensuring they realise the value of education, and that children are in school when they can be. Reducing the persistent absences.

Parent question- Is it a small number of pupils who are off a lot or a large number of pupils who are off a little?

The current expected level of attendance is 95%. Often Infant school pupils are more likely to be unwell given their age and this situation cannot be helped. However there are a few families who have high persistent absence.

Reviewing the behaviour of pupils is about ensuring the pupils are ready to learn and engaging in education. This links to the consistent teachers and quality of teaching.

The school may consider a 'Behaviour champion' to help raise the awareness in the school, with a whole school Behaviour strategy.

Commitment:

This action plan requires commitment and we need to build and improve our partnerships. Governors, staff and parents all have a part to play but at the heart of all of this is the CHILD, and we need to remember this. In the last two days there has been strategic changes and staff are very positive and want to move the school forward and meet the challenge ahead.

Parent question- Do we use SIMS or another system to record behaviour issues? It can help to highlight patterns and will also notify parents.

The school use a behaviour log, not a computer system, not sure that SIMS would work in an Infant school, patterns don't usually happen at this young age. Teachers, LAs, Leaders discuss the issues daily.

Parent question- How are we closing the gap for disadvantaged pupils?

There are several categories under Pupil Premium, and the school has a robust monitoring system and they do focus on these pupils. There has been a big drive on quality first teaching, to ensure that all staff know the barriers these pupils may have and how to overcome these barriers. There has been a big push on Literacy and maths to help the pupils catch up, there is a WOW room and work can be done on a one to one or in small groups. Read Write Inc has been changed to help with the writing element as well as reading. Governors challenge the school on how the money is spent – for the individual and for the group, is the intervention working, and what happens next. The processes are in place and happening, the assessments haven't happened yet but will be looked at. The absence rate is largely the disadvantaged pupils and this is a big area of work, making sure the school know the children and what they need.

Parent question- How are we closing the gap for between SEN and non SEN pupils?

There has been a lot of work currently to ensure the transition of future SEN pupils is smooth. Interviews for new learning assistants are happening this week- with some starting immediately and some in September. SEN team has had some losses recently, but with the new recruitment we will be looking to get skilled staff who can manage the complex needs of these children. Ofsted praised the provision for the SEN pupils. Makaton training for the whole school to ensure that communication for those pupils who use Makaton can be across the school. The SEN team have tended to do things themselves, but this in turn has led to staff being deskilled, but this will change and all staff will be trained and upskilled.

Parent question- How are you challenging More able pupils?

The school will look for a co-ordinator to be the bespoke champion of the More Able pupils. Currently there is lots of work happening with these pupils. Read Write Inc lessons are in ability sets and Clair Bateman teaches the children who are off the scheme. Tables are colour coded in class and some are colour plus- to indicate More Able pupils. There is an expert coming to the school to watch how Maths is taught in the school and guide us on how to improve this. A strategic plan of when to complete the training has had some discussion in school either immediately or in September when the new staff have started. It was thought that waiting until September would be a waste of time for the pupils during this current term, and so training should be immediate.

Governor pointed out that the areas we have discussed More Able, Pupil Premium, Disadvantaged and SEN- have a core of staff who deal with all of those. We do have to be considerate of how much we ask of these staff, as we don't want to apply too much pressure and lose these valuable members. Ofsted also highlighted the green shoots of positives in the school and they also named certain people which is very rare.

Any other questions-

Parent question- Class 6 hand over when Mr Kearsley left was very thorough has the same hand over happened now Miss Woods has left?

Cath Callow has agreed to look at this and feed back to the class

Parent question- Regarding communication, would it be possible to have staff pictures on the website?

Nadine Francis will raise this with Gerry Hulme who manages the website

Parent question- Is Miss Shaw (Class 6) permanent or supply?

Supply- but can apply for any of the vacancies at the school

Parent question- Is Government funding having an impact on the school?

Politically funds are being cut, we have Amanda Baker the school business manager who is from a financial background and is very astute with the finances. We are certainly careful but not restricted because of finances. There are areas that require some money spending e.g., Nursery equipment, this is being looked

into. Also supply teachers come at a higher cost, which is not ideal and we would like to alleviate some of this.

Parent question- Will there be a follow up meeting for parents?

Ofsted have given the school 30 months before they will return, unless there is a safeguarding concern or another issue. Currently the data is 'inching forward'. At the end of the term we could do another presentation to parents detailing the impact of the actions we are doing and the recruitment status. Parents are free to ask the school at anytime that they have concerns and don't have to wait for a group meeting.

Evening

Parent question- Are the jobs being advertised as full time or part time?

Ideally we would like to recruit full time, certainly early years will have full time staff. Staff are entitled to request flexible working, but the children have to come first. A plan to look at the placement of all staff current and new, to ensure strengths are used.

Parent question- How many positions are there to fill? How many teachers do you have?

Currently we have 4 supply staff- who can apply for the vacancies. The school has 9 teachers and 1 nursery teacher. It is a large proportion of staff but we hope that this has settled. There is an established team who are committed to the school and its future.

Parent comment- Ofsted made a comment on issues within year 2

Key stage 1 as a whole is already making steady improvements. Marking was not robust enough, but this had already been picked up during the schools monitoring. There is also a lot of greater depth work being done.

Parent comment- I really like the school and my son is very happy and proud to come to this school, and has made huge progress.

The great care of children is evident in every room in the school. The school is ready for the challenge, and has the willingness and drive.

Parent comment- The transition to the juniors and infants works well.

Parent question- How can we help?

Attendance at these meeting is great. We want to reduce any negativity on the slope and would advise anyone with concerns to talk to a member of the team. Positivity and reassurance is important, with a two way communication- we can't help if we don't know about it.

Parent question- How have parents reacted?

The meeting this morning was very positive and we have not heard of any 'slope rumours'.

Parent questions- How do you engage parents? Would it work to do open afternoons similar to the junior school on the same dates?

Explanation of how these sessions work in the juniors and the positives. This can certainly be looked into further, and dates can be discussed with both schools.

Parent question- How can we help to challenge our children at home?

We need to find a way to relay this to parents,

Parent question- Will Ofsted come back?

In 30 months. The framework is changing and the school needs to ensure that the plan accommodates these changes. We welcome Ofsted and their feedback.