



St Matthias C E Primary School Parents' Meeting

September 2018



Welcome and Introductions

Helen Yorke Chair of governors

Fiona Cullerne Headteacher

Tim Reid Deputy Director of Education
Diocese of Worcester



The Purpose of the Meeting is to:

- Share actions that have been taken since the inspection
- Share the actions that will be taken to ensure that the school will be recognised as Good
- Share how parents will be kept informed of what is happening and how the school is improving
- Answer the questions received since distribution of the letter to parents dated 11th September 2018

Questions from parents



- Thank you for raising questions and for the emails and letters received
- To make sure that we cover all the questions in the time available they will be answered within the slide presentation.
- We have received over 20 questions: some of them which cover similar issues so they have been linked together.
- Some of the questions were not Ofsted related and if parents have concerns they can make an appointment with the headteacher or Chair of Governors
- We will not be taking questions during the session, but we will be available if you wish to speak to us individually at the end of the session

The Ofsted Inspection



- On 6th & 7th June 2018, the school was inspected by two senior inspectors (HMI) as part of the inspection cycle.
- The school was judged to be inadequate and was placed in special measures

The Ofsted Report



- The report is available from the Ofsted website, the school website <https://st-matthias-cofe.secure-primariesite.net> or directly from the school office.
- The report describes the findings from the two day inspection and identifies the specific actions that the school needs to take.
- This meeting is the first stage in what will be an ongoing dialogue with parents about how we will be implementing the required improvements.
- Children will be involved through the pupil parliament and will be able to voice their views related to changes which will be happening in their classrooms.



What the school does well:

- The proportion of pupils who reach a good level of development in the early years has risen steadily over the last four years.
- There is a strong sense of community across the school. Loyal and committed school leaders; staff, parents and pupils work hard together.
- Phonics teaching is effective. Standards at the end of year 1 and year 2 are in line with national averages.
- The promotion of pupils' personal development and wellbeing is good. Pupils enjoy school, attend regularly, feel safe and behave well.

What the school does well:



- The school's work to support pupils' personal development and welfare is good.
- The well-being of each pupil is at the heart of the school. Leaders and staff know their families well and care deeply about them. They use what they know about pupils' individual needs and circumstances to support them effectively. As a result, pupils are very well cared for and safe at school.
- The primary school sports funding...has clearly helped to improve the quality of physical education.
- The school curriculum is broad and balanced...
- The school's work to teach pupils the value of respect, care and courtesy has been a consistent strength at the school.



What the school needs to do to improve:

- Improve the quality of leadership and management
- Improve pupils' achievement so that all groups of pupils make the progress needed to reach age-related expectations and close the gap with other pupils nationally.
- Improve the quality of teaching so that it is consistently good or better
- Carry out an external review of the school's use of pupil premium funding.
- Carry out an external review of governance

Leadership and Management

Governors' Role



Will there be a new Board of Governors?

Will governors resign?

All governors are volunteers who take account of the best interests of the pupils, the school and the community in all decisions.

The board will be making some strategic changes as a result of resignations and new governors joining the board.

The inspectors recommended a review of governance and this has been arranged.

Leadership and Management

Governors' Role



Will there be a new Board of Governors?

Will governors resign?

The recommendations of this review will be used to identify training that will enhance the work of the governors.

The governors will have clear roles and responsibilities.

A Rapid Improvement Group will be established to lead the implementation of the action plan.

Governors will use national and local comparative data to challenge leaders effectively about the standards pupils achieve and the progress they make over time.

Leadership and Management

School Leadership



What changes will be made in the school leadership team?

The leadership team is new: head, deputy, SENCO, curriculum leaders.

The school leadership will:

- have high expectations for every child in the school.
- be accountable for all children's progress through establishing consistency in teaching, learning and assessment across the school.
- will monitor teaching, children's learning and progress to ensure that all teaching is good or better and that all children's progress is good or better.

Leadership and Management

School Leadership



How will the leadership team be supported and challenged?

- The school will be supported by:
 - the LA to write a Rapid Improvement Plan
 - the Diocese which will carry out a review of teaching and learning
 - a Project Board convened by the Diocese that will meet regularly to monitor the improvement plan and coordinate further actions.

Leadership and Management

School Leadership



How will the leadership team be supported and challenged?

- The school will be supported by:
 - a School Improvement Partner who will work with the head to ensure that high expectations are embedded into all teaching and learning
 - school to school support
 - leaders from the support school will work alongside leaders in this school



School Improvement Plan

- Is there an action plan?
- The school improvement plan in place at present has identified and driven improvements in 2017-18.
- There is an Improvement Plan in place for Autumn 2018
- The LA Rapid Improvement Plan will address all areas Ofsted



School Improvement Plan

- Is there an action plan?
- What are the timescales for improvement?
- The Rapid Improvement Plan will identify:
 - higher expectations for all children so all children will make good or better progress
 - the changes needed and the actions required
 - the staff responsible
 - the resources needed
 - milestones
 - monitoring time table
 - evaluations and next steps



School Improvement Plan

- Who is independently monitoring and supporting this plan to make sure the school is making the right decisions so that children will make rapid progress?

The improvement plan will be externally monitored by:

- a Project Board convened by the Diocese that will meet regularly to monitor the improvement plan and coordinate further actions
- a School Improvement Partner.



School Improvement Plan

The improvement plan will:

- Improve the quality of leadership and management by ensuring that:
 - appropriate external support is secured to assist current leaders
 - improvement planning is sharper and sets clear priorities for improvement which leaders and governors check and evaluate
 - all leaders are clear about their roles and responsibilities and are held to account by senior leaders and governors



School Improvement Plan

The improvement plan will:

- Improve the quality of leadership and management by ensuring that:
 - newly appointed leaders develop and embed their skills so that they can monitor provision in their areas of responsibility and bring about improvements
 - leaders make clear to staff what they need to do to improve outcomes across the school

School Improvement Plan



- Urgently improve pupils' achievement so that all groups of pupils, including the most able, those who have SEN and/or disabilities and those who are disadvantaged, make the progress needed to reach age-related expectations and close the gap with other pupils nationally.

School Improvement Plan



- Improve the quality of teaching so that it is consistently good or better by making sure that:
 - teachers raise their expectations of what pupils are able to achieve, especially in reading, writing and mathematics
 - teachers sharpen their use of assessment information and knowledge of what pupils can do in order to maximise progress from their starting points
 - leaders monitor and evaluate the quality of teaching accurately and use this information to provide appropriate training and support for teachers

School Improvement Plan



Improve the quality of teaching so that it is consistently good or better by making sure that:

- teachers plan work so that pupils can apply their writing skills across the curriculum and write with the accuracy and depth expected for their age
- pupils who have gaps in their mathematical knowledge and skills are helped to catch up
- teachers thoroughly check pupils' understanding of what they have read so that pupils acquire and deepen their comprehension skills

School Improvement Plan



Improve the quality of teaching so that it is consistently good or better by making sure that:

- teachers provide pupils with the accurate information they need to improve their learning
- all teachers insist on high standards of presentation in pupils' work and tackle errors and misconceptions at the earliest opportunity.



School Improvement Plan

What measures have been put in place to support SEN pupils to achieve their potential to the best of their ability, in particular, the more able SEN pupils?

Will teachers have extra training or support for this?

- Leaders are able to identify the difference between children who have SEN and/or disabilities and those who are low attaining.
- All children have been assessed in reading, writing and mathematics to identify current achievement
- Interventions are planned to meet the needs of children
- Interventions are being closely evaluated so that children will make more rapid progress.



School Improvement Plan

What measures have been put in place to support SEN pupils to achieve their potential to the best of their ability, in particular, the more able SEN pupils?

Will teachers have extra training or support for this?

- Last year the SENCO, teachers and teaching assistants received training.
- Support has been purchased from specialist external providers.
- This year there will be more training.
- Interventions are led by a trained teacher or teaching assistant.



Funding

Why was the school playground deemed a priority over education improvement?

- The playground was funded through bid to the Education & Skills Funding Agency (specific funding for academies to improve the conditions of the building and facilities) - **Condition Improvement Fund**. The grant conditions state the purpose of the funding and are not transferable to other areas. It is part of the drive to improve the health of children.



Funding

Why was the school playground deemed a priority over education improvement?

Time and money was invested in school improvement:

For example:

- Training for staff such as Word Aware, Narrative CPD to develop children's vocabulary across the school and improve comprehension, mastery in mathematics
- SEN provision including materials, books, training and staffing such as NASENCo training, Autism training, specific intervention training for teaching assistants, equipment and books to support learning such as Lifeboat, Jimbo, etc
- Moderation and verification of standards in writing and Early Years moderation external support
- Range of other materials and support for all groups of children



Parents

What can parents do to help move the school forward?

What can parents do to make a difference?

What measure can I take at home to support my child's learning in conjunction with the school?

- Education is a joint venture between the child, the parents, the school and the community, we will do better, we ask you to continue with your support for your children and their teachers.



Parents

What can parents do to help move the school forward?

What measure can I take at home to support my child's learning in conjunction with the school?

Parents can:

- ensure that children are punctual and their attendance is good
- look at the Homework Diary – use it to communicate with your child's teacher
- read with your child at home
- join us at the workshops that will be available
- have high expectations of your child, encourage their best efforts.



Where are we now?

EYFS	2013	2014	2015	2016	2017	2018
Total Cohort	25	29	31	30	29	22
% Good Level of Development	40%	44.8%	51.6%	53.3%	55.2%	59%

Where are we now?



Year 1 Phonics	2014	2015	2016	2017	2018
Total Cohort	30	29	30	30	27
Number who passed	20	23	25	24	23
% Passed	67%	79%	83%	80%	85%
National %	74%	77%	81%	81%	82.5

Where are we now?



Year 2 SATs				
Year	Reading	Writing	Maths	MRW
2016 (28)	63	50	67	50
(National)	(74)	(68)	(73)	
2017 (30)	57	53	67	50
(National)	(75.5)	(69.9)	(76.1)	(65.1)
2018 (27)	63	56	63	56



Where are we now?

Year 6 SATs					
Year	Reading	Grammar	Writing	Maths	MRW
2016 (25) ARE	46%	50%	57%	29 %	29%
2017 (30) ARE (Standardise Score)	47% (100.2)	63% (104.4)	57%	37% (100.1)	33% (101.2)
2018 (28) ARE (Standardise Score)	61% (101)	57% (102)	54%	68% (101)	54% (101.3)
(National SS)	105	106		104	



Where are we now?

In November 2017 St Matthias was statutorily inspected as a church school and was judged as Outstanding.

The inspector said:

- The clear and distinctive Christian values which guide all aspects of school life ensure every child feels secure and loved.
- The vision and passion of all staff ensure that the school is on course to fulfil its mission to 'Aspire, Believe, Achieve.' enabling children to accomplish the very best they can academically and socially.

We need to build on this to ensure that the all of the staff and governors expect more from every child and from themselves.