

Post Ofsted Parents' Meeting

21 January 2020

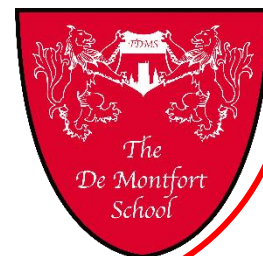


Ofsted Feedback Meetings

At each half termly Ofsted Feedback meeting to parents we will update the original presentation and each time we feedback it will be typed in a different colour so you can see how we progress.

The feedback from the meeting held on 27.02.20. is in purple.

After every update it will be available on the website for all parents to read in the Ofsted section.



Welcome and Introductions

- **Chair of Governors:** Robert Walsh
- **Headteacher:** Guy Nichols
- **Senior Leadership Team:** Stuart Weston, Fiona Lovecy, Tim Dolan and Jayne Sampson
- **School Improvement on behalf of LA:** Nikki Jones
- **School Improvement Advisor:** Kathy England
- **Director Education and Early Help:** Sarah Wilkins (on behalf of LA)



The Purpose of the Meeting is to:

- Discuss the recent Ofsted inspection
- Answer parents' and carers' questions received since Monday 13 January
- Share actions that have been taken since the inspection
- Share how parents will be kept informed of what is happening and how the school is improving
- Explain government expectations for a school judged as inadequate: Serious Weakness



Questions from parents

- Thank you for attending and for raising questions
- From your questions we have created this presentation in order to address them and the areas identified in the report
- We will not be taking any supplementary questions during the presentation, but should you wish to ask a specific question, we will be available at the end of the meeting



The Ofsted Inspection

- On 5th and 6th November, the school was inspected by an Ofsted inspections team as part of the re-inspection cycle
- The school was judged to be Inadequate: Serious Weakness, which means although the quality of education was inadequate, leadership has the capacity to improve



Strengths

- TDMS is welcoming and inclusive
- Leaders have high expectations of pupils' behaviour
- Bullying happens rarely, but pupils know that if it does happen, staff will sort it out effectively
- Pupils are usually polite and respectful and get along well together
- Pupils are now starting to make better progress in their learning than in previous years
- Pupils are fully involved in the community
- Parents and carers praise the school highly for their support and care for pupils
- Sixth formers value the positive relationships with staff



Strengths

- In 2019, progress at the end of Key Stage 4 improved significantly
- Learning is well planned in mathematics, English and science
- Curriculum – Pupils and parents value the wide range of options available
- Sixth Form – Quality of teaching and engagement
- Transition – Leaders’ work in trying to raise standards with other schools
- Pupils’ personal development is a strength of the school
- The designated safeguarding leader keeps rigorous records, ensures staff are well trained and works closely with external agencies to keep children safe.



Strengths

- *“There is an ambitious range of subjects and a wide ranging curriculum, which is reviewed regularly. There is lots of guidance and take up across a range of subjects is strong.”*
- *“Teachers know them and know how to get the best results for them. Teachers are ambitious for them.”*
- *“Students have both the academic and pastoral support to succeed and individuals are well catered for.”*
- *“There is no racism or prejudicial behaviour. This area is very positive indeed.”*
- *“Staff know the students well. You can go to the staff for anything.”*



Areas for development

- Leaders and governors must ensure that they are fulfilling their statutory responsibilities for keeping pupils safe when they are attending alternative provision or work-experience settings. Leaders and governors must ensure that the system and procedures in place to check and follow up on pupils' attendance are robust, that health and safety risk assessments are carried out and that all providers have completed the necessary recruitment checks and provided training for their staff in safeguarding.
- Attendance overall has been stubbornly below the national average. Leaders' hard work with families and external agencies to improve attendance has had limited success so far. Leaders need to review the way they support and challenge families so that attendance improves quickly.



Areas for development

- The Key Stage 4 curriculum offer is very broad. Many of the GCSE subjects offered appeal to pupils' interests. However, very few pupils opt for Modern Foreign Languages at Key Stage 4. Leaders should ensure that pupils develop a deeper understanding in French or Spanish at Key Stage 3 to encourage more pupils to opt for Modern Foreign Languages at GCSE.
- There have been some recent improvements in pupils' progress at Key Stage 4. However, pupils' attainment and progress at other key stages remain below national averages. Leaders do not currently have sufficient oversight of many aspects of the school's work to bring about the necessary improvements. Monitoring activities need to be strengthened to evaluate whether leaders' work is having the intended impact on pupils' learning and achievement.
- Leaders should ensure that their expectations in terms of behaviour are understood and consistently applied by all staff.



Safeguarding – Priority 1

Leaders and governors must ensure that they are fulfilling their statutory responsibilities for keeping pupils safe when they are attending alternative provision or work-experience settings. Leaders and governors must ensure that the system and procedures in place to check and follow up on pupils' attendance are robust, that health and safety risk assessments are carried out and that all providers have completed the necessary recruitment checks and provided training for their staff in safeguarding.



Safeguarding – Priority 1

What have we done already

- SLT responsibilities restructured to place safeguarding of these areas with the Designated Safeguarding Leader
- Immediate withdrawal of extended work experience opportunities
- Morning and afternoon contact with all alternative provision providers and families
- Reviewed and rewritten extended work experience and alternative provision policies and procedures
- External review of safeguarding to verify that all statutory responsibilities are being met

What is planned to happen, and how it will be measured

- An external review of safeguarding, including alternative provision and work experience took place 4/2/20 and Worcestershire Children First confirmed that extensive new policies and systems have been created
- Relaunch of extended work experience opportunities post review
- Ofsted Monitoring Visit



Safeguarding – Priority 1

Update @ 27/02/20 by Fiona Lovecy

- An external review of safeguarding, including alternative provision and work experience took place 4/2/20, led by Worcestershire Children First (WCF)
- WCF confirmed that extensive new policies and systems have been created and stated that “There are now no safeguarding concerns.”
- In theory, this “local intelligence” from WCF should encourage a speedy Ofsted Monitoring Visit, enabling the school to demonstrate it has immediately met this priority, removing this key aspect which had led to the judgement of inadequate
- We are still working to re-launch an extended work experience opportunity
- The new work experience system with additional checks is working well and underway



Attendance – Priority 2

Attendance overall has been stubbornly below the national average. Leaders' hard work with families and external agencies to improve attendance has had limited success so far. Leaders need to review the way they support and challenge families so that attendance improves quickly.



Attendance – Priority 2

What have we done already

- Headteacher strategic oversight
- Staff training on the importance of attendance and new approaches that have been introduced
- Analysed and identified key cohorts where attendance is stubbornly low with SLT weekly monitoring
- Employment of EWO and Pastoral Support Worker to specifically target persistent absenteeism and truancy
- Greater clarity of responsibilities for Heads of Learning, Senior Intervention Tutors and Tutors
- Introduced new rewards systems for all year groups through weekly tutor championship
- Targeted assemblies for all year groups

What is planned to happen, and how it will be measured

- Clearer communication processes to all groups of parents
- SLT weekly monitoring leading to clear interventions and targeted actions
- Review the impact of the EWO and Pastoral Worker to ensure persistent absence is improving
- Reporting to parents “this week’s attendance has been ..” and providing a cumulative overview
- Tracking of attendance against national averages to ensure gap is reduced rapidly



Attendance – Priority 2

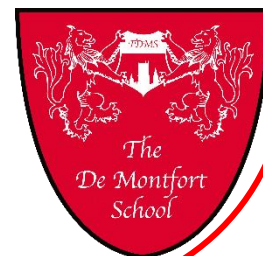
Update @ 27/02/20 by Guy Nichols

- Parents have received letter emphasising the explicit correlation between attendance and outcomes
- An exemplar LA letter has been translated into Polish, Bulgarian and Romanian
- An attendance leaflet has been circulated to all parents and a copy given to any children leaving during the day
- Our weekly reward system highlights top tutor group in each year
- 100% attenders are celebrated in Monday's tutor time every week
- There are termly rewards for top and most improved tutor group in each year
- Weekly attendance and 96% target is communicated via school plasmas and website
- Attendance Team (Head/Attendance Officer/EWO and Pastoral Support Worker) meet weekly to evaluate progress
- EWO has been employed 2 days a week/PSW for 3 days a week, both with clear roles
- Attendance is being tracked and analysed for each year group and by groupings (Boys/Girls/SEND/PP/EAL)
- Attendance is tracked against national using a milestone plan to evaluate progress
- Year 11 attendance has been specifically targeted through mentoring and 1:1 meetings with the Headteacher
- Some, but limited improvement in attendance percentage, more needed



MFL Curriculum – Priority 3

The Key Stage 4 curriculum offer is very broad. Many of the GCSE subjects offered appeal to pupils' interests. However, very few pupils opt for Modern Foreign Languages at Key Stage 4. Leaders should ensure that pupils develop a deeper understanding in French or Spanish at Key Stage 3 to encourage more pupils to opt for Modern Foreign Languages at GCSE.



MFL Curriculum – Priority 3

What have we done already

- In September 2019 we had already adopted Spanish as our MFL provision in KS3
- We have reviewed KS3 curriculum, updated on our website so parents can see what their children are learning
- This includes MFL, where the updated curriculum plan provides detailed information on what children learn in Years 7-9
- In Year 8, Spanish is in 2 blocks for Options choices Jan to March 2020 Higher ability students are recommended to take the full Ebacc, which means a Humanities subject and Spanish

What is planned to happen, and how it will be measured

- We will implement the post-Ofsted action plan to improve the quality of education in MFL: this will cover the leadership of the subject, the curriculum, its planning and its delivery in lessons. We will actively promote and monitor the uptake of Spanish at KS4
- We will also seek to maximise achievement in MFL by providing greater support for students with additional languages, such as Portuguese, Polish and others
- We will review provision in Year 6 to explore whether French or Spanish is the right curriculum choice.



MFL Curriculum – Priority 3

Update @ 27/02/20 by Mr T Dolan

- There has been further refinement of MFL curriculum plans in Years 7-9 to tighten up the consistency of key areas: age-related expectations for learners in each year and each subject; subject-specific vocabulary; formal assessment. These have been published in the curriculum area of the TDMS website
- MFL Curriculum plans have also been updated in Years 10 and 11 so they reflect Ofqual criteria for grades 2, 5 and 8: these have also been published in the curriculum area of the TDMS website
- Options choices in Year 8 are now complete (deadline 14/02/2020). Currently, recruitment is lower than anticipated in MFL, so we are looking at ways to incentivise students to choose Spanish
- The numbers of students taking full Ebacc is also lower than anticipated so we are reviewing all applications to increase the % uptake
- We have amended our staffing model for 2020-21 to provide staffing to support students with additional MFL so they can gain extra accreditation
- A joint review of the quality of education in MFL by the LEA/TDMS is planned for the summer term 2020, contingent upon LEA brokering arrangements with a suitable Worcs Teaching school
- For 2020-2021 French will remain on the Y6 curriculum



Attainment and progress – Priority 4

There have been some recent improvements in pupils' progress at Key Stage 4. However, pupils' attainment and progress at other key stages remain below national averages.



Attainment and progress – Priority 4

What have we done already

- Analysis of gaps upon entry in Year 6 inform Teaching and Learning (T & L)
- Increased collaboration with our First Schools to raise standards across the whole of KS2
- At KS4, ensuring success is retained, key elements have been further refined and embedded
- Ensuring progression into KS5, The Sixth Form Open Evening format and the IAG in the booklet has been strengthened to give clear messages about Post-16 next step options; Higher expectations in Year 13:

What is planned to happen, and how it will be measured

- Continued collaboration with our First Schools using workshops to minimise gaps upon Year 6 entry
- KS3 curriculum is developed to ensure progression in knowledge and skills from KS2 to KS4
- KS4 curriculum review to ensure curriculum secures improvements in attainment and progress:
- Review of recent Sixth Form structure



Attainment and progress – Priority 4

Update @ 27/02/20 by Mr T Dolan

- KS3 Curriculum Review has been undertaken: curriculum plans have been updated in all subjects. They have been refined, as with MFL, to tighten up the consistency of key areas: age-related expectations for learners in each year and each subject; subject-specific vocabulary; greater clarity on formal assessment strategies – these have all been published in the curriculum area of the TDMS website
- A new assessment framework has been introduced in KS3 based on age related expectations, making it easier to track progress
- Progressions plans for all subjects are planned from Easter 2020, starting with subjects in the English Faculty, which are already in development. These show the core learning objectives that underpin the curriculum from Year 6 to Year 13 and how students will acquire increasingly more complex knowledge and skills. This approach has been endorsed by our School Improvement Advisor, Kathy England
- Our practice has been inspired by the curriculum planning approach developed at Haybridge High School and is intended to embed greater purpose and coherence within subjects. Having a fully recorded curriculum based on common building blocks is the foundation for a more holistic and engaging curriculum



Attainment and progress – Priority 4

Update @ 27/02/20 by Mr T Dolan

- New Faculty webpages are in production outlining their curriculum vision, their implementation of the curriculum, their performance and their development priorities. The first of these will be English, which is currently in production and will be published by Easter 2020, then followed by Maths and Science.
- Our Year 11 booster programme has greater scope than ever before and is well attended; during half term, revision sessions were organised by teachers in Drama, Music, History, Food, Technology and Psychology
- A new and ambitious mentoring programme, focussed on concrete goals such as revision planning, has been implemented and presently involves 101 students and 46 staff. It has in-built metrics that show it is having a positive impact.
- Sixth form recruitment is stronger than last year with 90 applications (57%) compared with 81 last year (48%) and with a higher percentage of students choosing facilitating subjects, especially Humanities
- The interim model of leadership for the Sixth Form will continue until September, with Mr Dolan as Acting Head of Sixth Form and Mr Hopkins and Mr Lungley Acting Heads of Years 12 and 13 respectively



Monitoring – Priority 4

Leaders do not currently have sufficient oversight of many aspects of the school's work to bring about the necessary improvements.

Monitoring activities need to be strengthened to evaluate whether leaders' work is having the intended impact on pupils' learning and achievement.



Monitoring – Priority 4

What have we done already

- Staff training to ensure clarity regarding the school's new seven key principles of T & L
- External staff training on T & L
- Introduced a monitoring schedule to quality assure the consistency of T & L

What is planned to happen, and how it will be measured

- Further staff training regarding the implementation of the new T & L principles
- Full external school review of T & L, also involving middle and senior leaders
- Greater student involvement through T & L focus groups to inform lesson planning
- Clear and concise parental communication on the development of T & L
- External advice for Heads of Faculty will support the development and monitoring of individual subjects
- Review of staffing to minimise shared groups



Monitoring – Priority 4

Update @ 27/02/20 by Stuart Weston

- Staff training has been completed on the key principles of lesson delivery and consistent planning from staff
- Staff training has been delivered on the setting of Learning Outcomes and Objectives
- Heads of faculty have continued to monitor the quality of lessons in their areas, they have completed the reviews of Years 7 and 8 and are currently looking at Year 11
- Indicators that will provide a full, detailed picture to highlight areas of strength and possible areas for improvement or staff training have been developed. Between now and the end of this term they will be used to forensically evaluate the quality of education.
- The information for parents summarising teaching and learning developments has been completed and will be sent out within the next two weeks
- The use of Classcharts in lesson delivery will be evaluated through the working party. This will include the homework management system
- We are awaiting the confirmation of the additional support for Heads of Faculty with a large number of subjects in their area



Behaviour – Priority 5

Leaders should ensure that their expectations in terms of behaviour are understood and consistently applied by all staff.



Behaviour – Priority 5

What have we done already

- Staff training to ensure that there is a consistent application of the current behaviour expectations
- Presentations to students on the importance of good behaviour
- Reviewed current behaviour data to identify those students that require additional support, mentoring and intervention
- Processes and systems for monitoring student behaviour have been reviewed

What is planned to happen, and how it will be measured

- Introduction of new systems that will ensure earlier identification of behavioural issues and more effective intervention and monitoring
- Review of the behaviour policy to renew protocols to ensure these are fully understood and consistently applied by all staff
- Monitoring using the behaviour data, learning walks and lesson observations to ensure that the school's behaviour policy is being consistency applied
- Development of systems to ensure greater parental engagement in behaviour



Behaviour – Priority 5

Update @ 27/02/20 by Guy Nichols

- Staff training has begun on new system called Classcharts, which will provide much faster information and support greater parental involvement in behaviour
- The behaviour policy has been rewritten to support greater clarity and consistency of application by staff
- Staff training has focused on continuing our emphasis on de-escalation but also discussing how inconsistencies can be minimised
- A Priority 5 Team (Head, Senior Deputy, Senior Assistant Head) has been formed to evaluate progress against this priority
- Detentions are currently higher due to an increase in expectations
- Fixed Term and internal exclusions/isolation remain low
- The intent is to discuss the impact of the new behaviour policy with Parent Voice Team/Parent Ofsted Priorities Team



Leadership

What have we done already

- Clarified Senior Leadership roles and responsibilities
- Assigned specific link roles to governors to each of the Ofsted identified priorities
- Secured external support for Heads of Faculty with a large number of subjects to monitor and develop leadership

What is planned to happen, and how it will be measured

- Half-termly external monitoring of the progress being made against the improvement areas identified



Governance

What have we done already

- Met all areas for improvement identified from external reviews of governance Sept 2018 & March 2019
- Changed structure and individual Governor responsibilities to maximise focus and effectiveness, including revised governance links to explicitly hold leaders to account in all areas for improvement
- Established Governors' Impact Log (commended by Ofsted).
- Skills audit carried out to inform allocation of responsibilities and target training at where most needed.
- Additional governor training on safeguarding
- Governance monitoring cycle linked directly to the school's Action Plan

What is planned to happen, and how it will be measured

- All key areas for improvement scrutinised at School Improvement Committee meetings
- Continue to seek non parent governors to fill two current vacancies
- To drive improvement to ensure rapid improvement in areas covered by Ofsted Statement of Action
- External monitoring (governors included in termly reviews by Babcock)



Leadership (including governance)

Update @ 27/02/20 by Guy Nichols

- The first external monitoring of progress (called a Project Board and which included governors) took place 20/02/20 to evaluate progress against each of the 5 priorities
- The School Improvement Advisor conducted a leadership review and confirmed that roles and responsibilities had been appropriately and efficiently assigned
- The Project Board's judgement was that the school is making good progress towards meeting the priorities identified by Ofsted
- A Single Statement of Action Plan has been submitted for approval by Ofsted
- This plan includes costing for external support for faculties with a large number of subjects to monitor
- Leaders, including governors, have been liaising closely with the Royal Schools Commission (RSC) to provide information in assisting the transition towards academisation
- Staff nominations have been received and an election is in process to elect a staff governor
- A vacancy for a Co-opted governor is in the process of being filled



Becoming a Sponsored Academy

- The Regional School Commissioner (RSC) identifies a suitable sponsor
- A potential preferred sponsor will be identified and will then carry out due diligence
- Too early to give a timeline until due diligence is completed
- The governors will be working with the Department for Education (DfE), and the Local Authority to ensure this is in the best interests of the school, and that potential barriers are addressed and resolved as quickly as possible



Worcestershire County Council (LA)

- Through the school improvement team with involvement and oversight of the Director for Education and Early Help, the LA will work closely with the school and provide external support as is necessary
- A statement of action is written and when agreed it is an effective set of actions for improvement - it will be sent to Ofsted for approval
- This sets out the key steps the school needs to take for improvement, how this will be done and the **difference it will make for children in the school**
- The report has to be approved by the Ofsted Lead Inspector of schools for this area



Keeping parents informed

Parents will be kept up to date through

- Day-to-day contact with staff in school
- Open door policy for parents to visit the school or meet with the SLT
- Half termly written update on website
- Half termly Parents' Meetings



Our commitment to your children

Our Vision Statement

- Our children will be happy, safe, healthy and successful. As active learners, they will engage and contribute to a rich educational experience. They will be aspirational and have the highest of expectations and a genuine sense of pride; whilst displaying exceptional attitudes towards learning, celebrating cultural diversity and respecting others and our environment.
- At TDMS, our children will receive an exceptional education. Encompassing both academic and personal development, they will become independent and reflective learners, willing to work for their own success, with the moral values to make the right choices although these might not be the easy ones.



Our commitment to your children

- We will nurture and develop every child, whatever their ability, their gifts and their talents. Our highly skilled, committed and caring staff will provide the exceptional support, guidance and challenge to ensure we unlock every child's potential. Our children will have exceptional opportunities to develop their teamwork and leadership skills as well as the self-confidence and determination to always try their best.



Our commitment to your children

- TDMS will be at the heart of our local community, supporting all first and middle schools and provide a family 10-18 education; ensuring our children develop the skills to succeed in higher education, work and adult life.
- Progress will be judged as outstanding and standards sustained above those achieved nationally. Attainment in all subjects will be high and especially in English and Mathematics. Our children and our local community will benefit from our exceptional sporting, creative and performing arts facilities.

