



# Next steps...

Response to Ofsted report: January 2023



# Welcome and introductions

- **School staff:**

Miss Mattocks- Head Teacher

Mrs Jones- Deputy Head Teacher

Miss Hurved- Assistant Head Teacher and SENDCo

- **Trust:**

Claire Grainger- Head of Trust/CEO

Deidre Leeming- Trustee

- **Governors:**

Dan Beier- Parent Governor and Chair of Resources committee



# What do we do well?

- “Pupils are happy and feel safe”
- “Pupils enjoy coming to school. They are polite and respectful of each other. At social times, pupils play well together”
- “Leaders have designed an ambitious curriculum”
- “Trips and visits broaden pupils’ interests... pupils enjoy attending the range of clubs on offer”
- “...a well ordered curriculum... supports teachers to know what to teach and when to teach it”
- “teaching of phonics supports pupils at the early stages of reading... reading books match the sounds they are learning”
- “There is a strong focus on early language and communication skills”
- “a rich set of varied experiences are provided to promote pupils’ personal development”



# Behaviour and attitudes -questions



- Are behaviour systems going to change?
- Will sanctions and consequences be implemented to limit distractions?
- How is the behaviour policy going to change to minimise disruption and support class teachers?
- How will the behaviour policy be changed so that it is consistent throughout school but meets the age of the children?
- What specific behaviour strategies will be implemented and what changes will pupils notice in the classroom?
- Will you be streamlining the complex rewards system and move away from learning/kindness rewards?
- Why was Beacon behaviour chosen to support school with behaviour?



# Behaviour and attitudes -responses



- This weeks behaviour review was the first step to improving behaviour and attitudes and will mean some changes:
  - Implement and reinforce a code of conduct
  - Share and sign a home school agreement at the beginning of each year
  - Review mission statement, vision and values with stakeholders
  - Work with the children to consider what each value/expectation looks like in our school
  - Amend policy to ensure clarity and to include clear consequences
  - Ensure that the policy reflects the age of the child → age appropriate expectations
  - Review and streamline the rewards system in consultation with children whilst encouraging intrinsic motivation
- Ongoing monitoring and review following implementation to ensure consistency
- ‘Beacon behaviour support for schools’ will provide on-site support and audits. They are well established in schools across the city and within the local Consortia group of schools. Also provide on-site training for teachers and parents, as well as the website providing a wealth of training videos targeting specific areas.



# Challenge for all -questions



- What is the plan for 'able' children who meet expectations? How will they be challenged and nurtured? How will their abilities be recognised?
- How will 'more able' children who aren't producing the work to the standard they are capable of be supported/challenged?
- Is there any provision for identifying bright/gifted children and supporting them beyond the standard curriculum?
- How will you ensure that children are given the right level of challenge?



# Challenge for all -responses



- Review of the assessment cycle to incorporate more robust formative assessment to ensure more able children are identified accurately in each unit.
- Formative assessment and analysis of summative assessments informs teachers planning to ensure they provide sufficient support or challenge- this process will be monitored to ensure it is robust.
- Staff training provided to support each step in the assessment cycle.
- Challenge is not about 'more of the same', but about planning for the next steps in learning- this will vary for every subject.



# Teachers subject knowledge -questions



- What areas were subject knowledge deemed to be insufficient?  
Across the curriculum or specific areas?
- How are you going to support teacher sin having in-depth subject knowledge?
- What will be done to address teachers' lack of subject knowledge?





# Teachers subject knowledge -responses



- The point in the Ofsted report around teachers subject knowledge related to:
  - computing
  - impact following implementation of the Cornerstones'22 curriculum
- Improving subject knowledge in computing will be targeted through staff training
- Ongoing monitoring, along with staff feedback, of the wider curriculum will ensure we identify if there are any other subjects which need to be targeted for training
- Any school can only show impact of a curriculum over time- the Cornerstones'22 curriculum was only implemented in September'22
- Ongoing monitoring and review will also focus upon ensuring consistent and high expectations



# Homework -questions



- Will there be a consistent approach to homework and feedback across the year groups in order to foster a love of learning?
- Are there plans to revise the 'optional homework'?



# Homework -responses



- Homework is another area that will be up for review, but it is a difficult one to balance. Some families enjoy and embrace more open ended or creative activities, but others find this difficult to fit in to a working week.
  - The impact of homework has to be considered.
  - The [EEF \(Education Endowment Foundation\)](#) are an independent charity who work with schools to improve teaching and learning. Their research concludes that the impact on homework for Primary children is fairly low (+3m for primary).
  - Consideration of family life and what parents can support with.
  - Prioritisation of homework tasks:
    - Phonics
    - Reading
    - Times Tables
- } All of these areas impact upon the wider curriculum



# SEND -questions



- What about support for Social, Emotional, Mental Health (SEMH) needs? Will previously promised interventions/focused work which haven't happened be implemented?
- To support all children with SEND, can the point in the action plan be changed to 'early identification of SEND needs and prompt, high quality interventions'? Could the action plan not be limited to speech and language?



# SEND -responses



- The action plan focuses just upon the areas of improvement identified in the Ofsted report. The action plan will feed into the SDP (school development plan), but the SDP will target broader areas (of SEND, for example).
- SEHM needs will be targeted through Mrs Mee's new role as Learning Mentor.
- Increased capacity in the Leadership Team and support staff will ensure that planned interventions do happen. Interventions are designed to be over a set time period.



# Parental involvement -questions



- How will parents be kept up to date with progress? Is there a timeline or a prioritisation list?
- How will KPI (key performance indicators) performance be visible to parents and with what frequency?
- How can parents work with school- in terms of giving feedback, sharing insights about the children etc- to support this journey of improvement? And will this be welcomed?



# Parental involvement -responses



- Updates will happen over time. This could be through the newsletter (when appropriate) or via a newly implemented policy shared with stakeholders.
- The SDP (which the action plan forms part of) will include a timescale, success criteria and a 'progress against the priority' column for each priority- this will be monitored at both governor and trust level.
- In terms of prioritisation, there has to be an order to things. I have started with 'behaviour and attitudes' which impacts upon all areas of school life. I will continue to prioritise areas which have the most significant impact, but some priorities may be worked on simultaneously.
- Parental feedback and positive home-school relationships are important to us and vital in supporting our children to achieve in all areas. It is most useful however when feedback is requested on specific aspects of school life relating to priorities on the SDP.
- Surveys will be conducted with parents (and other stakeholders) to feed into specific aspects targeted on the SDP.



# Ofsted specific questions

- What is the school's ambition? Is it only to be 'good' or to strive for 'outstanding'?

*My ambition for the school isn't really about an Ofsted grading but about ensuring the best outcomes for our children. Children that are happy, safe, achieve well and are well prepared for the next stage in their education.*

- When will Ofsted next be inspecting?

*For a school in our position where the grading has dropped to RI, the guidance states that Ofsted will revisit between 12 and 30 months following the last inspection.*





# Other questions

- What changes can we expect for upper KS2 children?

*Everything I have discussed so far today will impact upon all children, including children in Y5 and 6, but whilst we prioritise those areas of school life, we will simultaneously be prioritising preparing all children for planned statutory assessments. Additional teacher appointed to work across Y5/6.*

- Are timetables going to be reorganised so that there is equitable curriculum coverage?

Coverage is already equitable, but there may be further adaptations to timetables over time.

- Will teachers autonomy be retained? We don't want to lose staff due to a 'top down' approach.

*Where appropriate, yes. However, staff may well move on. Changes within schools can mean that people may want to move on, but change shouldn't be scary.*

Will SFPS continue to host student teachers?

*When a school becomes RI, they are no longer required to host student teachers.*



# Other questions

- What experience does the new Head have to pull the school out of RI?

*My experience focuses around school improvement, teaching and learning and curriculum design. My career spans 15 years in two outstanding schools.*

- How can you ensure that this action plan will be different to the last in terms of delivering the improvements we are all supportive of?

*I can't comment on the previous action plan so this is difficult to answer, but my aims and intentions are clear. I have a plan of how we are going to achieve those aims and a fantastic team behind me. All I can ask for is backing from the trust and support and patience from parents to make this happen.*

- What curriculum support will be offered within the consortium? BEP Peer to Peer reviews?

*Projects and collaboration through the Consortium do provide a lot of support which we will continue to be heavily involved with. BEP look after school improvement across the city and also provide external consultancy which we are already engaging with.*



# Trust -questions



- Will the school now stop expanding the trust given that they clearly are not coping with the expansion?
- Will the Executive Head now consider her position, now that she has presided over an expansion that the host school was clearly not prepared for?
- Why does the report mention that there have been problems with the leadership for a number of years? Why was this not acted on sooner?
- Will the trust be placing all its resources to restoring St Francis to the thriving school it once was with a good Ofsted rating, before recruiting more schools to the MAT?
- How can we be confident that this will be addressed this time and things will get better?
- Why do you think the school has declined into requires improvement in 2022?
- How are the governors and trust going to support and monitor progress of the action plan? We'd welcome hearing how they are going to measure success.
- Is the trust going to pause adding schools to the trust following this RI result so they can focus on support and investment in St F's to deliver the action plan? How is Miss Mattocks going to be supported by the Trust?
- The other schools in the trust are 'Good', so why is St Francis struggling? Is there disproportionate focus on the other schools by the Trust?
- Given the Trust takes 5% of the school budget and uses 67% of this figure for 'improvement' (Fioretti handbook) does the Trust believe this decline represents value for money? Will the Trust take more money from the school for 'improvement' given the rating? Why should parents pay, as we do through the year, when the money has apparently been misused for the last 3 years?
- Please can it be confirmed over what period of time this review has taken place ie. since last inspection / or over last 12 months. It's unclear when it refers to concerns around leadership over what period of time this is referring to.
- What lessons have been learnt and how can members of the Trust/SLT assure parents that change will happen this time?
- The action plan refers to 'Fioretti Champions'. What is a Trust Champion? What criteria does a teacher need to meet in order to become a champion? What measurable impact have Fioretti Champions made in other schools within the trust?
- Will the school be accessing support from good/outstanding schools beyond the trust?



# Trust -responses



## *Fioretti Trust Leaders know the school's strengths and priorities for improvement.*

- **Trust Expansion:** we are not currently looking to expand. The growth journey is paused whilst we continue to focus on the priorities at St Francis.
- **Role of Trust Leadership:** on-going since last inspection. St Francis has been our main priority and continues to receive the most funds and support.

Some examples of previous activities that were funded by the Trust: Y1 Teacher (to release Mrs Jones for 2 terms from teaching commitment to focus on leadership and provide continuity for the children), Executive Headteacher model (Summer term 2022), non-contact time for subject leaders to receive training and support in developing their curriculum, purchase of Cornerstones'22

Some examples of current activities funded by the Trust: Induction for Miss Mattocks, Resources to support curriculum (including £10K on IT), Resources to support Behaviour and Attitudes, Training for staff (subject knowledge and leadership development), Additional part-time teacher across upper KS2, FIT meetings

- **Declining Good to Requires Improvement:** Leadership wasn't strong enough to drive previous action plans. Formal support package put in place (Feb 2020). Pace was interrupted by lockdown. Lead Inspector did acknowledge the swift action taken by Trust and Governors to recruit a new Headteacher.
- **Lessons learnt:** we have evaluated the impact of our support. We reviewed and relaunched our school improvement offer (Sept 2022). Lead Inspector acknowledged 'green shoots' of this offer and that it was targeting the right priorities. Fioretti Improvement Team (FIT) meet monthly; set agendas and focus on post-Ofsted priorities/action plan. Evidence to be challenged and holding leaders (at all levels) to account.
- **Monitoring:** revised systems, revised leadership structure and hopefully a clear road ahead to ensure pace and rigor will be achieved.
- **Appointment of new Headteacher:** rigorous process, which tested knowledge and skills based on school improvement strategies. The interview included the opportunity for candidates to share evidence of their impact of school improvement in a previous role. The panel – including two external consultants – unanimously agreed that Miss Mattocks has the experience and vision to lead the school in challenging times.



# Governor -questions



- Who will attend the meeting from school, trust and Governors?
- What strategies do the governors have for monitoring performance, ensuring the plan is actioned and tracking improvement is being made. What provision will the governors put in place to ensure this is reported to parents?
- As the 'Requires Improvement' grade stands, one can only assume that the Governing Body has missed several opportunities to fully scrutinise the information presented to them and in turn, follow up with robust next steps. How is the accountability system going to change to ensure standards improve so that the action plan is successfully rolled out? Will further training be provided to key members of the Governing Body?



# Governor -responses



- The role of a Governor is a voluntary role and is often undertaken alongside regular employment elsewhere. Governors make every effort to ensure visibility at key meetings.
- Through the school SLT, Governors will ensure that progress and updates are reported back to parents and wider stakeholders at appropriate intervals.
- The day to day management and leadership within school is the responsibility of the Head Teacher.
- There is no intention to change the accountability system. Current processes are more than adequate to ensure the action plan is successfully rolled out. Governors enjoy ongoing development as part of their role which has been in place for many years. Again, this process will continue without change. As recently as June 2022, Our focus is on ensuring that necessary improvements are made as swiftly as possible for the benefit of the children, staff and wider school community.