

# PARENT FORUM MEETING

January 2018

Post-Ofsted update



# Overall Judgements

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<b>Overall effectiveness</b>	<b>Requires improvement</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Requires improvement</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good



# Strengths

## The school has the following strengths

- Balfour Primary School is a place where pupils can be themselves and are respected as individuals. Pupils enjoy coming to school, they attend regularly and play together well. Behaviour is good.
- This is an improving school. Senior leaders have tackled previous weaknesses in teaching. As a result, the quality of teaching is now good and improving.
- Improved teaching of reading has led to stronger outcomes in the phonics screening check at the end of Year 1. Pupils make rapid progress in reading in key stage 2.
- Children make a good start to their education in the Reception Year. Parents are very happy with the support their children receive when they start school.
- Pupils' spiritual, moral, social and cultural understanding is well developed. Pupils' learning is enhanced by the opportunity to use a philosophical approach to thinking about important issues.
- Leaders and staff care deeply about pupils' personal development and welfare. The curriculum includes many opportunities to help pupils learn to stay safe and healthy.
- Leaders have planned a broad and balanced curriculum that provides pupils with a range of exciting learning experiences and opportunities.
- Safeguarding procedures are effective.
- The governing body has been reinvigorated. New governors are already having a demonstrable impact on helping the school to improve quickly.

# Areas for development

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## **This is a school that requires improvement**

- Disadvantaged pupils make slower progress than their peers, especially in writing. The school's pupil premium strategy has not met their academic needs well enough.
- Sometimes, the most able pupils are not sufficiently challenged in lessons. This slows their progress over time.
- Additional support for pupils who have special educational needs (SEN) and/or disabilities does not help them to make sufficient academic progress.



# What does an RI judgement mean for the school?

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- Within 3 weeks the Senior Leadership Team (SLT) presented immediate actions to the Full Governing Body (FGB) and Local Authority (LA) to address the issues raised and the impact of these on children in the classroom.
- SLT and Governors attended a Strategic Improvement Board (SIB) meeting called by the Local Authority to agree next steps and how they can support the school.
- The School Partnership Advisor (SPA) has continued to work closely with SLT.



# Actions since the Inspection

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Actions plans have been written to address the three areas that require improvement:

- Pupil Premium Strategy
- Pupils with Special Educational Needs and Disabilities (SEND)
- Most Able pupils



# Pupil Premium Strategy

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- Pupil Premium review scheduled by a Headteacher of an outstanding school recommended by the DfE.
- Book look for Maths and English for all disadvantaged pupils.
- School policy has been amended so daily feedback is given to all disadvantaged pupils regarding their English and Mathematics learning.
- Disadvantaged parent/carer meetings with SLT being undertaken.
- Disadvantaged pupil conferencing.



# Pupils with Special Educational Needs and Disabilities (SEND)

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- Revision of school processes of identification of need.
- Link governor assigned and visits undertaken.
- Overhaul of interventions to ensure targeted support and impact of additional work, including cost.
- Training for all teachers regarding SMART targets for Individual Provision Maps (IPMs) linked to individual progression needs.
- All staff trained and advised on dyslexia and dyslexia-friendly classrooms introduced.
- Dyslexia screening training carried out.
- Phonics assessments undertaken for relevant pupils and individual support plans being written.





# Most Able pupils

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- Most able pupil policy written.
- Identification criteria agreed for English and Mathematics, whole school register drawn up. Other subjects and areas to follow.
- Most able parent workshops planned for each year group for Spring 2.
- Completion of the most able provision map, incl. pupil voice.
- Most able link governor assigned.
- Staff audit to be carried out to determine training needs around providing appropriate challenge for most able pupils.
- Teacher-led groups to focus on most able pupils to ensure progression of skills.
- Planning and lesson observation focus.



# Any Questions?

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