

# Ofsted Parent Progress Meeting Monday 19<sup>th</sup> October 2015

## Minutes



### Initial concerns raised

- Concern about level of supply teachers
- 5.30pm meeting start is too early for working parents
- Year 9 mixed ability English top end not being stretched
- Not all homework being set according to homework timetable. Year 9 & Year 8
- Some disruption in Year 9 mixed sets

### Exec Head and Headteacher update

- Lots of changes and systems now in place including monitoring of T&L, staff development and a focus on learning
- Going to do review of behaviour policy
- Changed process of target grades for students so that they are now realistic and achievable
- Lots of work on assessment and reporting
- Ethos changes through work on mindset, assemblies and focus on learning
- Development plans for departments plus exam analysis and assessment analysis
- Line management meetings in place for middle level leaders
- 50 minutes lessons means more pace and less low level disruption
- Mixed ability groups – it is acknowledged that this is a concern for many parents. Previously there were 3 sets with 1/3 achieving 5A-C Eng&Maths (5ACEM) and the expectation that only top set achieves. The mixed ability sets aim to raise expectations and ensure a depth of learning, however, we need to ensure that we are monitoring
- Lots of work around personalised planning and the first data drop for Year 11 suggests an upward move
- Very clear focus on differentiation in both directions, i.e. for those with both lower and higher starting points
- We are tracking student progress and will pick up on, and action, under performance
- We want to know your concerns, please talk to us
- We offer an open invite for tours if you want to see what is happening

### Parental concerns

- Parental request for guidance not followed up
- Some homework is too quick and easy, some is seen as a “thoughtless printout” and some is not linked to lesson
- It was suggested that the first parent forum is on homework

### Other points raised

- For Performing arts, Year 11 were not in position to pass and have had to be removed from the course. They are using the time to work on art, computing and maths. Year 10 started the first three weeks with one teacher, but since then another teacher is working well with them.
- Mobile phone policy is working well – there is a drop in cyber bullying very few incidents of confiscation. Uniform – there were concerns re black coats, black bags so we have changed the policy
- **Q.** How long do we give teachers before action?
- **A.** Either, improve with support, leave or we will action. All need to meet teaching standards. The vast majority of staff are dedicated but haven't had investment in CPD, coaching, monitoring etc. Putting in, watching them grow rapidly. Takes 6

months for member of staff to embed changes into their practice. Backed up by monitoring, book reviews, learning walks etc.

Performance tables will show:

27% 5ACEM.

However to count they must be entered for Lit and the students were not entered for Lit. If they had the tables would show:

38%

Maths 55% A\*-C

English 52% A\*-C

History, Sociology, RE all strong results.

Let down by Science, Vocational subjects & Geography.

- **Q.** Enrichment. How does it work? Child put football as first choice but doing puzzles whilst others doing football when put it down as 3<sup>rd</sup> choice. (James Wicks)
- Concern raised over lack of girls' sport and enrichment opportunities
- A Positive is students coming in the front and being greeted