



# Agenda

- Ofsted process and inspection context
- Report Headlines
- School progress and future plans
- Summary and Q&A
- Patricia Davies, Interim Assistant Director Education
- Mark A'Bear, IEB Chair
- Sarah Curtis, Interim Headteacher

# Ofsted Process and Inspection

- Closed meeting for parents and carers ONLY
- How does the Ofsted process work?
- What were the judgements and what do they mean?
- The good news
  - Safeguarding
  - Leadership and management
  - School to school support e.g. Frays, Cippenham, Whiteknights
- What are the implications of the report?

# Report Headlines

- *‘Newly appointed leaders are now taking action to tackle the situation’*
- *‘The interim HT, IEB and LA have an accurate understanding of the school’s strengths and weaknesses’*
- *‘Recent actions ..... have had a demonstrable impact on the effectiveness of early years and safeguarding’*

<b>Inadequate</b>	<b>Requires Improvement</b>
<i>Overall effectiveness</i>	<i>Leadership and management</i>
<i>Quality of teaching, learning and assessment</i>	<i>Personal development, behaviour and welfare</i>
<i>Outcomes for pupils</i>	<i>Early years provision</i>

# Moving On

- Report contains difficult messages
- School has suffered from uncertainty, disruption and lack of direction
- We've accepted the report and intend using it as a positive agent for change
- Fresh start for all staff
- No excuses, no blame culture
- Now need 100% commitment to support the school leadership and direction

# It's not as bad as it looks!

- We have the capacity to quickly improve – hence RI for L&M
- We have recruited 2 x AHTs and strong teachers for Sept
- The development and career opportunity for committed staff at Beechwood is exceptional
- In the past term we have demonstrated that rapid progress is possible
- There is considerable reason for optimism

# Teaching and learning at Beechwood



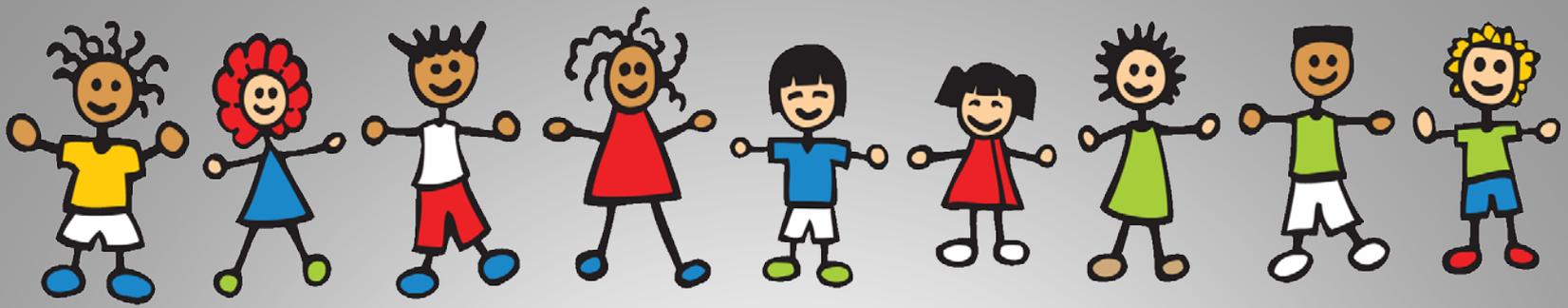
Section 1 – steps taken so far

Section 2 – the future

# Actions taken

- All safeguarding policies have been updated
- Safeguarding refresher training has been delivered to staff
- Safeguarding information for staff is held in one place and readily available.

- Middle leaders have been supported to revise the long and medium term curriculum planning by a National Leader of Education
- Short term planning formats have been revised
- Planning for the term is now shared in a consistent way with all parents



- The timetable in the EYFS has been revised to ensure coverage of the curriculum, teacher led input and independent learning takes place
- The early years team have all visited an outstanding infant school to observe provision

- The early years team are being supported to develop their practice by the local authority and the team leader of an outstanding infant school.
- The early years indoor environment has improved, plans are in place to continue this process and develop the outdoor environment
- Transition for September is much improved

- A new teaching and learning policy is in place and has been created collaboratively
- Since April two rounds of classroom observations have taken place and feedback has been given individually in order to improve practice
- Book scrutiny has taken place across the school and individual feedback has been given to teachers with clear areas for development
- Learning environments have been monitored and individual feedback given. This has been followed up by further monitoring

- All teachers have been given clear written checklists of what their classrooms should contain
- All mathematics lessons now contain an additional challenging task
- Learning objectives and steps to success have been discussed and expectations made clearer
- The marking policy has been revised in light of a new approach to improving spelling

- All classrooms now contain interactive spelling walls
- Across the school baseline writing expectations have been created and shared with children and displayed in classes
- Teachers have received training from an outstanding primary school on a new and challenging approach to guided reading, this has been introduced to all classes from year 2 up
- The use of the Read Write Inc phonics programme has been refocused and runs in the early years, year 1 and two classes daily

- Teachers have moderated their judgments with other schools
- Internal moderation has taken place in school
- The local authority has moderated EYFS, year 2 and year 6
- NFER tests have been purchased to support teacher judgment and provide a clear baseline of attainment, allowing progress to be measured accurately
- Target Tracker data tracking software has been purchased to ensure tracking our children's progress and attainment is rigorous

- A SEN review has been carried out by the local authority and is being acted upon by senior leaders
- A nurture classroom is now open and running
- Quiet lunchtime space now exists for children who find lunchtimes challenging
- SEN coffee mornings are being held monthly as a form of support and to improve communication
- Classroom environments have been examined to ensure they meet the needs of children with additional needs

- Clear behaviour expectations with a focus on manners and respect have been shared with all children
- Uniform expectations have been clarified
- Attendance is being regularly monitored, shared with parents via the newsletter and celebration assemblies and poor attendance is challenged where appropriate
- The library is being created, new furniture will be ordered
- After school clubs are now in place ready for September

- The school environment has been tidied up, clutter is being cleared and corridors freed up
- Displays are being changed to bright and welcoming colours, enhancing the learning environment
- Parents and Carers are invited to weekly celebration assemblies
- Families are invited in to school at the end of each term to share in their child's learning
- Weekly newsletter go home every Friday

- The senior leadership team has been strengthened by the appointment of two new assistant head teachers
- Strong teachers have been appointed for September
- The school has a supportive and highly skilled 'team around the school' in the form of the local authority, the IEB, Frays Academy Trust, Cippenham Infants and Whiteknights primary schools.

## Next steps.

- Sustainability – we will continue to work hard to ensure excellent practice is embedded through the regular monitoring and training of our staff
- All planning will always include further challenges for higher achieving children
- Distributed leadership will be enhanced through the assistant head teachers and early years lead practitioner
- We will continue to change the culture at Beechwood to one of high expectations – no excuses

- We will create a fit for purpose OFSTED action plan which will be rigorously followed and monitored for impact
- INSET training has been booked for all staff on AFL (assessment for learning) a proven way of raising attainment
- Growth Mindset will be reintroduced across the school and embedded
- A review of the use of pupil premium funding will take place and we will ensure our actions are research and evidence based

- We will continue to enhance our curriculum offering
- We are creating pupil profile files ready for September to ensure all children with additional needs get the support they require
- Class provision maps are being introduced in September to enable senior leaders to monitor the provision children with additional needs receive
- The behaviour policy will be rewritten alongside children to ensure it is fit for purpose and followed rigorously

- Classroom environments will become immersive and enabling
- An enabling and inspiring early years outdoor area will be completed allowing children the opportunity to take their learning outdoors
- An external canopy will be fitted to the early years outdoor area so that children may learn outdoors whatever the weather
- Pupil progress meeting will take place termly in order to hold teachers to account for the progress the children in their classes are making
- IT provision is being audited to ensure it is fit for purpose and supports teaching and learning

# Beechwood has all the ingredients needed to thrive

- Supportive families
- Wonderful children
- Fantastic facilities
- Dedicated staff
- Committed improvement partners

# Summary

- The report is history. What we do from here, as a community, is what matters
- The school improvement journey is well underway and supported by Ofsted
- Our focus is on the children
- We are asking staff for their complete commitment to the journey
- There is a great opportunity to grow and develop together
- Actions speak louder than words

# What's Next

- Shadow Governing Body
  - Invite new governors to create a shadow GB
  - Undertake governor training
  - Work with the IEB and gradually become more involved
- Timescales
  - Autumn term – recruitment and training
  - Spring term – closer working with IEB
  - Summer term – IEB transitions out
- Composition (example)
  - Elected parent govs = 2
  - Headteacher and 1 staff gov = 2
  - Local Authority gov = 1
  - Co-opted govs = 5 (skills based)

# What's Next

- Academy order
  - The inadequate judgement includes a requirement to join an academy Trust
  - The requirement includes conversion by Easter 2019
  - The RSC is 'considering a suitable academy sponsor'
  - We believe this may be Frays
- Meanwhile .....
- School improvement continues
- We establish a shadow governing body
- The faster and greater improvement we can make, the greater the choice we will have

Thank You

Questions?

