

Brookland Junior School

Moving forward together

Ofsted– a bigger picture

- ▶ Under the current Ofsted Framework schools that are deemed good at their last inspection are inspected on a three year cycle. This can be brought forward if there are major safeguarding concerns or serious weaknesses in terms of progress and attainment

Ofsted– a bigger picture

- ▶ Schools that are deemed as ‘Outstanding’ at their last inspection are not routinely reinspected. This means that many schools across the country have not been inspected since 2010– before our current Year 3 were born
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Ofsted– a bigger picture

- ▶ Since this time Ofsted have had many ‘Framework’ changes
 - ▶ Inspections are now much tougher
 - ▶ In 2010 the notice period for inspections was 3 days. Ofsted now inform schools that they will inspect around lunchtime of the preceding day (around 20 hours notice)
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Where are we now?

- ▶ As you are all aware the inspection in December has graded our school overall as Requiring Improvement.
 - ▶ Ofsted did not tell us anything we didn't know already
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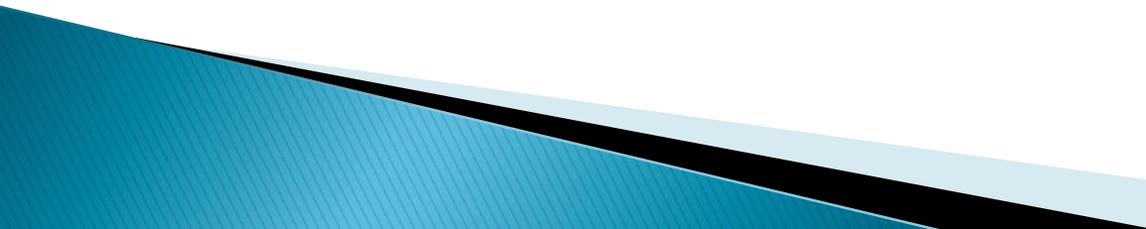
Where are we now?

- ▶ Currently attainment and progress across the school are not yet good enough
- ▶ Achievement in National Curriculum tests in the Summer of 2016 and 2017 was not good enough

Where are we now?

- ▶ From September 2016 as a school we have been working towards re-establishing our 'Good' Ofsted rating.
 - ▶ The school was judged as good under an older less stringent Ofsted criteria
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Where are we now?

- ▶ When I took on the role of Headteacher in September 2016 my first task was to re evaluate where I felt the school was
 - ▶ When this was complete I created my SEF (School Evaluation Form) summarising the Ofsted judgments that I felt were correct for the school. I judged the school as Requires Improvement in all areas except behaviour and Safety
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Where are we now?

- ▶ Each term myself and the SLT meet with our School Improvement Partner from Herts County
 - ▶ Each term since September 2016 we have judged the school as still Requiring Improvement– until November 2017 when we felt we had a good chance of receiving a grading of good
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Where are we now?

- ▶ We now have an 18 month window before our next inspection
 - ▶ Many of our actions following Ofsted are already in place and have been since September 2017
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What is the school judged on?

Effectiveness of leadership and management

Quality of teaching, learning and assessment

Personal development, behaviour and welfare

Outcomes for pupils



Effectiveness of leadership and management

Strengths

- ▶ The SLT have identified key areas to improve and poor attainment is beginning to be tackled
- ▶ New Head has restructured the leadership team
- ▶ Performance of teachers is well managed
- ▶ Leaders have strong relationships with parents and the wider community
- ▶ Pupils enjoy a broad and balanced curriculum, sports premium funding is well spent
- ▶ The schools vision is well embedded and the children use the 'Brookland Six' effectively
- ▶ Pupils have an influence on how the school is run
- ▶ Governance is improving and beginning to hold leaders to account
- ▶ The staff are happy
- ▶ Majority of parents are happy
- ▶ British Values are promoted
- ▶ Sports Premium money is used well and gives the children the opportunity to participate in a wide range of sports including the Daily Mile
- ▶ Governance is improving under the new Headteacher

Areas to Improve

- ▶ Self Evaluation has been over generous
- ▶ Attendance of disadvantaged groups and SEN is below average and persistence absence of these groups is too high
- ▶ The follow up of teachers areas for development is not rigorous enough
- ▶ Since the last inspection Governors have not challenged the leadership team enough regarding the 'decline' in standards

Quality of teaching, learning and assessment

Strengths

- ▶ Leaders have identified improvements needed in maths
- ▶ Staff have good relationships with pupils
- ▶ Teachers and teaching assistants ask a range of interesting questions
- ▶ Inspectors observed a Year 4 art lesson where children used their knowledge of English to evaluate a painting
- ▶ Pupils are well supported and enjoy reading
- ▶ Teaching assistants provide effective support

Areas to Improve

- ▶ Too much variability of teaching across year groups
- ▶ Assessment of non core curriculum subjects is not yet developed enough to ensure rapid progress for all groups
- ▶ Not enough emphasis on evaluating the progress of different groups of learners. The pupil premium grant is not used effectively
- ▶ The schools marking policy is inconsistently implemented

Personal development, behaviour and welfare

Strengths

- ▶ Pupils are proud of their school
- ▶ The schools work to promote personal development and welfare is good
- ▶ Pupils feel safe
- ▶ Pupils report they are well looked after
- ▶ Pupils understand about healthy lifestyles
- ▶ A new behaviour policy is bring a consistent approach

Areas to Improve

- ▶ When teaching is not good, some groups, mainly boys, behaviour is not good
- ▶ A small minority of parents expressed concerns about a small number of pupils behaviour
- ▶ Pupils do not consistently present their work with care and attention
- ▶ Attendance of pupils is broadly average
- ▶ Disadvantaged pupils and those with SEN attend less well

Outcomes for pupils

Strengths

- ▶ In 2016 and 2017 achievement and progress was below the national average
- ▶ Girls achieve well across the school
- ▶ Progress in reading improved in 2017 (In fact progress in all areas improved in 2017)
- ▶ Pupils who have SEN make good progress from their starting points

Areas to Improve

- ▶ Achievement of boys is not in line with girls and below the national average
- ▶ Lesson observations and work in books showed that in some classes the most able did not achieve as well as they could
- ▶ Writing in subjects other than English shows a reduction in the quality of work

What can Parents do?

- ▶ Listen to children read regularly– a wide range of books pitched at a challenging level (95% accuracy)
- ▶ Ensure children attend every day, on time– try to avoid term time holiday etc.
- ▶ Ensure children come to school in correct uniform with PE Kit
- ▶ Reinforce expectations at home regarding behaviour and learning attitude
- ▶ Encourage children to participate in extra curricular activities– such as mega maths for Year 6
- ▶ Ensure all home learning is completed– encourage implementation of school presentation policy at home
- ▶ Discuss learning with children regularly
- ▶ Actively engage with school

What can Parents do?

- ▶ Encourage independence in children in all tasks
- ▶ Attend workshops– for example average attendance at last years maths workshops for parents was between 6–12 parents
- ▶ Make class teacher the first port of call, however SLT are always here to listen