

HONESTY CREATIVITY RESPECT CARE

London Meed Primary School Post Ofsted Action Plan

4.12.19



HONESTY CREATIVITY RESPECT CARE

Welcome and Introductions

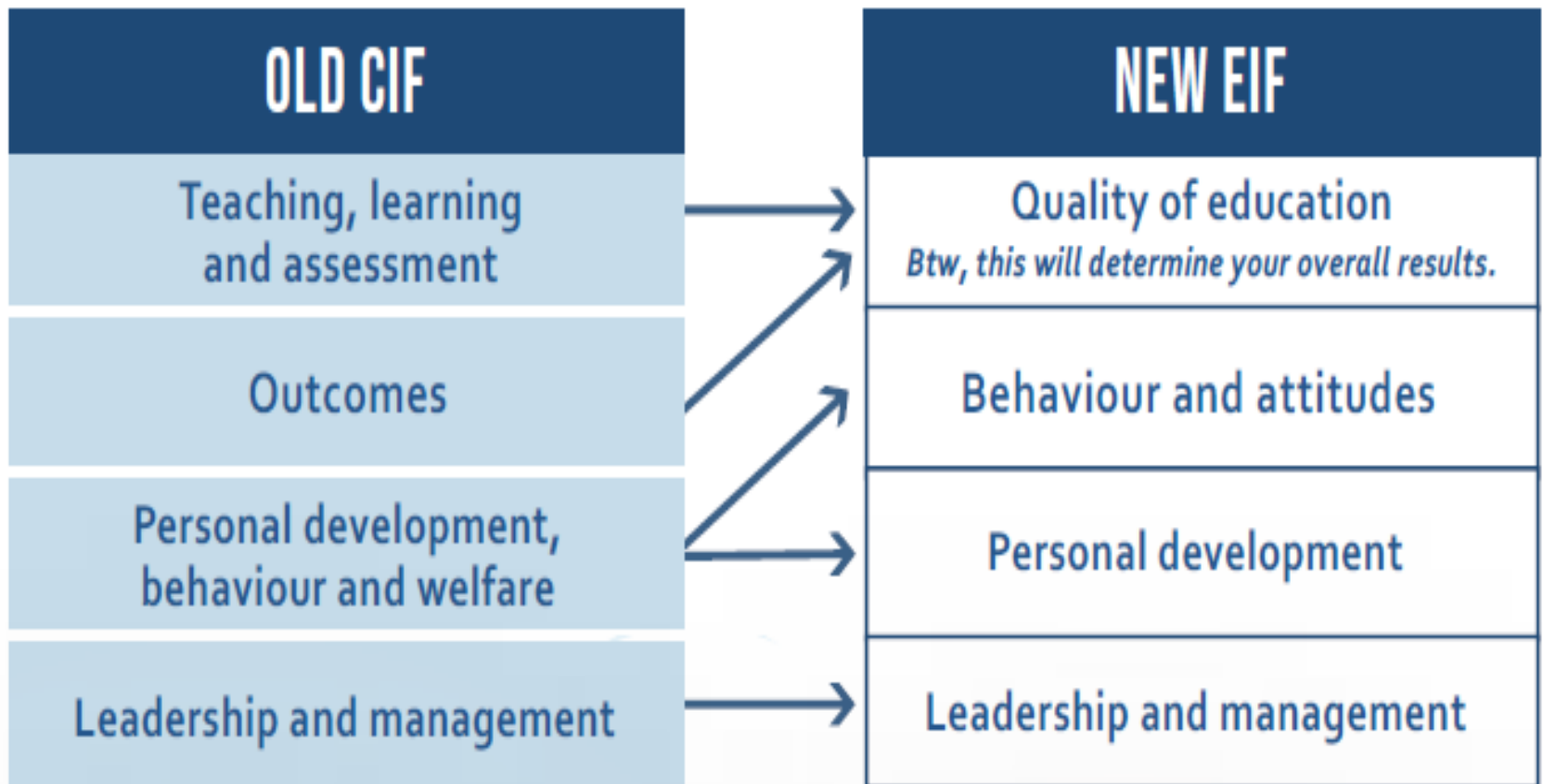
- Families
- Teaching staff
- Office staff
- Governors
- LMA

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Agenda

- Previous school priorities
- Post Ofsted October 2019 priorities
- The Governing Body
- The LMA
- Parental Support

Changes to the Common Inspection Framework (now Education Inspection Framework – September 2019)



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London Meed Ofsted priorities

May 2017 – July 2019

Priority 1 outcome: To improve the progress made in Reading, Writing and Mathematics by ensuring that:

- Teaching builds consistently on pupils' understanding
- Teaching deepens and extends pupils' learning sufficiently, including for the most able
- Teacher expectations of all pupils' learning are sufficiently high

Priority 2 outcome: Strengthen middle leadership roles in making sure improvements in teaching are fully established across subjects and in checking that pupils are making better progress as a result.



Priority 3: Make sure that pupils' behaviour during the lunchtime break is of the same consistent high quality as their behaviour during morning break, in lessons and around the school.



Outcomes over 4 years

	2016 Nat	2016 London Meed	2017 Nat	2017 London Meed	2018 Nat	2018 London Meed	2019 Nat	2019 London Meed
EYFS	69%	68%	71%	74%	72%	65%	72%	77%
Year 1 Phonics	81%	82%	81%	82%	82%	89%	82%	86%
KS1 Reading	74%	84%	76%	67%	75%	82%	75%	86%
KS1 Writing	65%	71%	68%	55%	70%	70%	69%	74%
KS1 Maths	73%	81%	75%	55%	76%	70%	76%	78%
KS2 Reading	66%	50%	72%	76%	75%	76%	73%	76%
KS2 Writing	74%	64%	76%	76%	78%	86%	78%	83%
KS2 Maths	70%	58%	75%	76%	76%	74%	79%	86%
KS2 RWM	53%	48%	61%	66%	64%	65%	65%	72%

Higher Standard (Greater Depth)

	2016 Nat	2016 London Meed	2017 National	2017 London Meed	2018 Nat	2018 London Meed	2019 Nat	2019 London Meed
KS1 Reading	24%	5%	25%	9%	26%	15%	25%	17%
KS1 Writing	13%	2%	16%	0%	16%	5%	15%	9%
KS1 Maths	18%	0%	21%	5%	22%	12%	22%	15%
KS2 Reading	19%	19%	25%	26%	28%	31%	27%	33%
KS2 Writing	15%	0%	18%	13%	20%	15%	20%	17%
KS2 Maths	17%	13%	23%	24%	24%	34%	27%	35%
KS2 RWM	5%	5%	9%	6%	10%	13%	11%	12%

Grammar,Punctuation,Spelling

We are in the top 20% of all schools for GPS at the higher standard.

GPS	2016	2017	2018	2019
School Expected Standard	63%	82%	82%	86%
National Expected Standard	73%	77%	78%	78%
School Higher Standard	27%	47%	40%	60%
National Higher Standard	23%	31%	34%	36%

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**Post Ofsted Action Plan 2019
details our new priorities
following the October 2019
inspection.**

We have a clear and ambitious vision, that is understood by all, for fostering a love of reading across the school.



Vision, Values, Learning Characters, Golden Rules



We are ensuring that all children have a quick start to learning phonics.

We are continuing to train staff so that they have the right knowledge and skills to teach early reading well.



We will make sure that all staff, especially those in early years, have high expectations of what pupils can do and achieve.



The curriculum is coherently planned and sequenced.

We ensure that all subject plans identify what pupils need to know and understand, so that their learning is secure.

	e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
Year 2	<ul style="list-style-type: none"> • I can explain why I need to keep my password and personal information private. • I can describe the things that happen online that I must tell an adult about. • I can talk about why I should go online for a short amount of time. • I can talk about why it is important to be kind and polite online and in real life. • I know that not everyone is who they say they are on the Internet. 	<ul style="list-style-type: none"> • I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions. • I can tell you the order I need to do things to make something happen and talk about this as an algorithm. • I can program a robot or software to do a particular task. • I can look at my friend's program and tell you what will happen. • I can use programming software to make objects 	<ul style="list-style-type: none"> • I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. • I can make and save a chart or graph using the data I collect. • I can talk about the data that is shown in my chart or graph. • I am starting to understand a branching database. • I can tell you what kind of information I could use to help me 	<ul style="list-style-type: none"> • I can use technology to organise and present my ideas in different ways. • I can use the keyboard on my device to add, delete and space text for others to read. • I can tell you about an online tool that will help me to share my ideas with other people. • I can save and open files on the device I use. • 	<ul style="list-style-type: none"> • I can tell you why I use technology in the classroom. • I can tell you why I use technology in my home and community. • I am starting to understand that other people have created the information I use. • I can identify benefits of using technology including finding information, creating and communicating. • I can talk about the differences between the Internet and things in

The writing curriculum is planned to follow a logical sequence.

Teachers routinely adapt their plans to take account of pupils' skills.

Teachers use assessment effectively to help pupils to embed their knowledge and become fluent writers.



Teachers routinely adapt their plans to take account of pupils' skills.

Teachers use assessment effectively to help pupils to embed their knowledge.



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London Meed Governors - Contribution to Post Ofsted Action Plan

- Who are we?
- What do we do?
- How do we do it?
- Why do we do it?
- How will we make a difference to this school?



London Meed Primary

Honesty Creativity Respect Care



Our values

- Honesty
- Creativity
- Respect
- Care



JANE DAVEY
CHAIRMAN



TERRY PRUE
VICE CHAIRMAN



Our values

- Honesty
- Creativity
- Respect
- Care



Our values

- Honesty
- Creativity
- Respect
- Care



Mrs L Sykes
Clerk



Mr R Cartwright
Governor



Our values

- Honesty
- Creativity
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- Care



MRS M CHAMBERS
GOVERNOR



HOWARD COLLINS



MRS T EASTLEY
GOVERNOR



Mrs E Cole
Governor



Mrs S Stalker
School
Business Manager



Mrs S Lewis
Governor



MR MATTHEW MILLS
PARENT GOVERNOR



MRS JENNY ELLIOTT
PARENT GOVERNOR

Meet The Governors

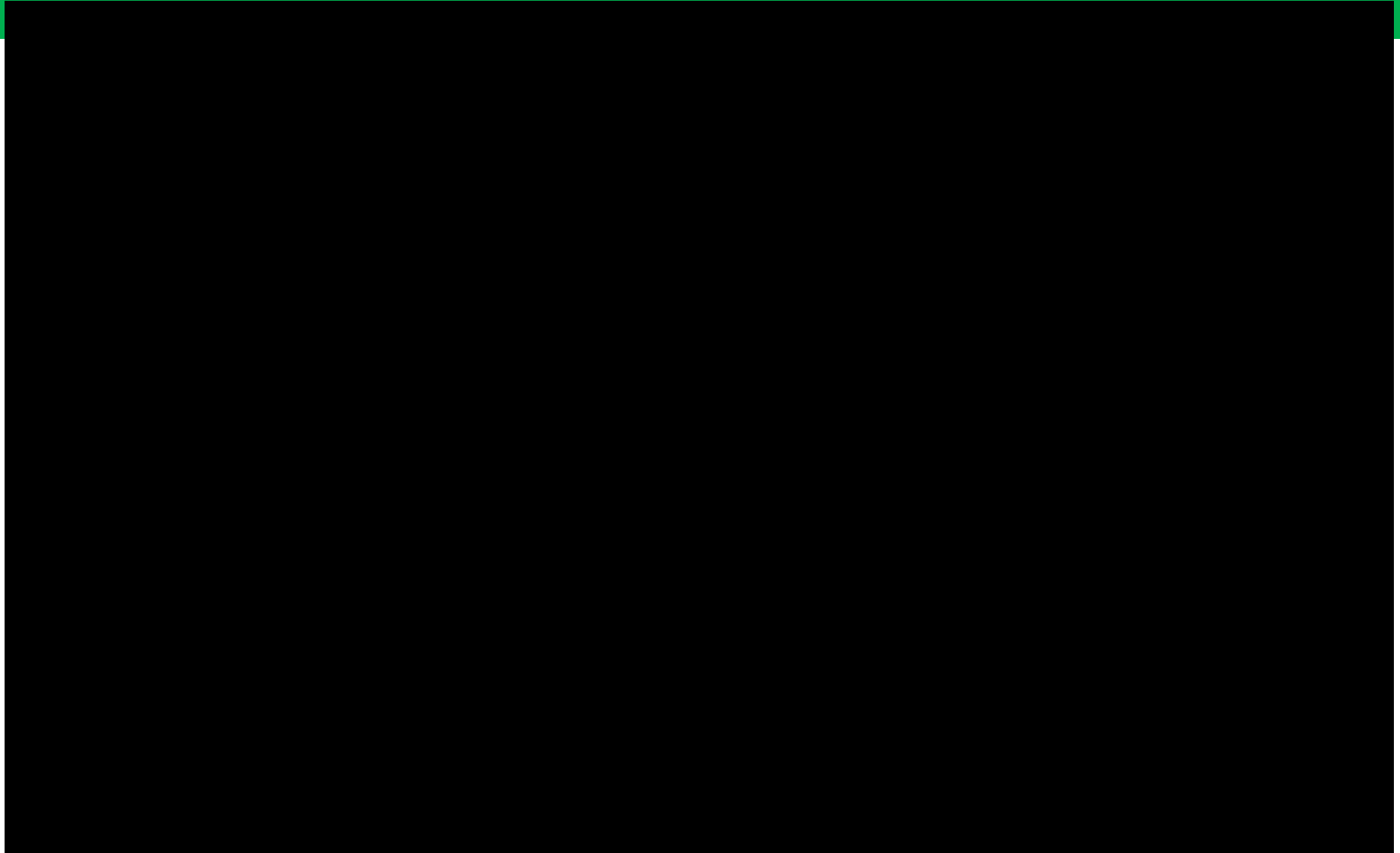
What do we do, how and why?

- Not involved in day to day running of the school but the important overview
- Key responsibility – “critical friend” to SLT regarding performance of the school (pupils, staff and financial)
- Full review following Ofsted inspection
- **New roles to support school** - Reading, Phonics, EYFS, AFL, Curriculum, Maths, Personal Development, Behaviour & Attitudes, Leadership & Management, Marketing/PR, Year Group Governors as well as existing roles Safeguarding, PP, SEND, H&S and Finance.
- Presence in school, surveys, data, finance reports, policies etc
- **Evidence, asking key questions, support**

How will we make a difference?

- We are part of the school's Post Ofsted Action Plan, not an add on → working partnership with school
- Revised activities and roles → react and adapt e.g. if new priority emerges
- Improve communication of our work with staff and parents → transparency and trust
- Important part of our school community

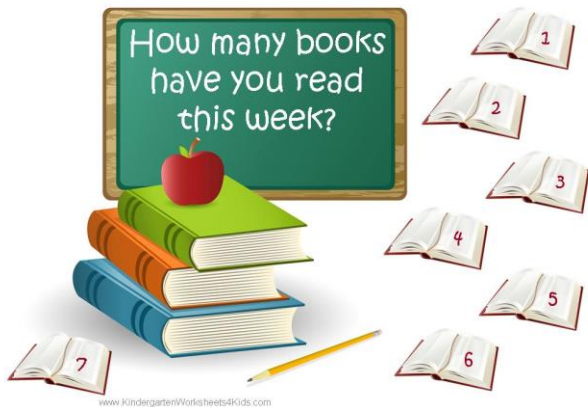
London Meed Association



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How can parents support the school?

- Reading diaries – expectation is that children have their reading records signed by an adult four times a week
- Help promote reading fluency and a love of reading



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**If you are unhappy, tell the school;
if you are happy, tell everyone
else!**



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**Opportunity to ask
questions at the table.**