



Key Issues Addressed



Parent Ofsted Feedback Session

Session Aims

- To give a further insight into our recent inspection and what we are doing to ensure we continue to improve.
- Respond to concerns sent in advance and general school improvement actions. There will be an opportunity to take specific issues relating to your child after the session.
- To meet the key leaders that will take the school forward.

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Key Presenters

- Andi Briggs (Chair of Governors)
- Dean Watkin (Headteacher)
- Rachael Dodds (Deputy Headteacher)
- Joel Hinchliffe (Assistant Headteacher)
- Leanne Morgan (Assistant Headteacher)
- Helen Metcalfe (Kirklees Local Authority)

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Key Issues Addressed

*Operational & Strategic
explained*

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Ofsted said.....

Whole School Leadership

- Over the past year, the headteacher, with the support of governors, **has strengthened leadership** at all levels.
- Leaders are now **clear about what needs to improve and the steps that are needed** to achieve their ambitions.
- Although leaders have recently implemented the necessary changes to make improvements, **it is too soon to see the impact of their actions.**
- Leaders have ensured that the **curriculum is broad and balanced and meets the needs of pupils.**
- We can further improve leadership and management by developing leadership at all levels **to take full advantage of the skills, motivation and passion for change** which exists within school leaders and governors

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School Senior Leadership Team

- Headteacher – April 2017
- Deputy Headteacher – September 2017
- Assistant Headteacher – April 2018
- Assistant Headteacher – September 2018
- Business Manager – September 2018

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Ofsted said.....

- It is only **since the arrival of the new headteacher that systems and structures** which effectively check the quality of teaching and learning have been put into place. **These systems are now beginning to have a positive effect** by enabling leaders to identify the professional development needs of staff. This, in turn, is helping leaders to **begin to improve teaching and learning**. Leaders are **aware that further development** of these systems and structures are required.
- Older pupils in the school have studied a significantly large number of GCSE subjects in the past, which, in many cases, due to the pressures of the work required, **has compromised their overall achievement**. The new leadership of the school has recognised this and has been **quick to introduce a new, refined, broad and balanced curriculum, which more suitably meets the needs of the pupils**.
- The recently appointed headteacher has been **determined in his actions to eradicate weak leadership** in the school. As a result of his work, **leadership at all levels has been strengthened and re-energised** and leaders now **share a very clear vision and focus for school improvement**. Senior leaders are aware that there is a need to provide professional support to new and less-experienced middle leaders to ensure that they fulfil their roles to best effect.

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Ofsted said.....

- Leaders **have created a positive climate** which provides pupils with appropriate spiritual, moral, social and cultural experiences. Leaders have established a **thoughtful programme of personal development** which is delivered in tutor-group sessions and assemblies. In addition to this, leaders have been **keen to ensure that there is a wide range of out-of-classroom learning opportunities** through visits and activities. **Pupils speak highly of these opportunities** to enrich their experiences.
- Leaders have been **successful in integrating pupils who benefit from the specialist provision** which is part of the school. During the inspection, inspectors observed pupils who have physical or hearing impairments taking a full and active role in school life.
- Staff report that **behaviour has improved 'dramatically'** since the arrival of the new headteacher and they now feel they are **better supported by senior staff**.
- Leaders have put into place **rigorous systems and actions to target low attendance**. As a result, attendance is improving for most groups of pupils and approaching national average levels.
- Leaders **know that standards are not improving rapidly**.

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Strategic Leadership

Governing Body

- 12 governors make up the Governing Body
- 2 parents
- 1 headteacher
- 1 staff
- 1 local authority
- 7 co-opted

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Changes

- 8 new governors appointed since Ofsted inspection in April 2016
- New Chair & Vice Chair of Governors elected September 2018
- A new Committee structure and shared leadership
- All governors lead on at least one area of school with SLT link
- A wide and diverse range of skills, knowledge and experience within the Governing Body
- Currently a vacancy for a co-opted governor

*Governance has been externally assessed (Nov 2018)
by a National Leader of Governance*

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External Assessor said.....

- Since taking up post in September the new chair and vice chair have brought about a number of changes which are still embedding but have already improved governance practice, some of which is now exceptional
- Governor induction was previously an area of weakness but this has been identified and the most recently appointed governor spoke highly of her induction process.
- The governing body is working together to develop its own Strategic Plan, separate from but in line with the School's Development Plan. The draft plan is an impressive document which identifies five key objectives, clear success criteria and the questions the governing body will need to be able to answer to evidence whether the success criteria have been met.
- This is an impressive, hardworking and committed governing body. It has recently been through a turbulent period including the election/appointment of a number of new governors and a new chair and vice chair. The new leadership has introduced a number of changes to practice over a short period of time and these changes are still embedding. However some of the practices already in place are excellent and where there are further areas for improvement the governing body is already aware and working to address these.

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Ofsted said.....

- The Governing Body is now holding leaders to account more effectively.
- The membership of the Governing Body has undergone substantial change in recent months. The recently appointed Chair of the Governing Body has an accurate understanding of the roles and responsibilities of the governors.
- Governors are now holding leaders to account for their actions much more effectively. They have ensured that the information they receive from leaders is appropriate to their needs as a Governing Body, and that it is accurate and reliable.
- The Headteacher has the full support of the Governing Body. Governors have ensured that additional support to help the school improve is available through the appointment of a National Leader of Education and the continued engagement with learning partners from the local authority.

“Keep doing what you are doing” – Barry Found - Lead Ofsted Inspector

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Leadership & Management

Strengths

Leaders have created a **positive climate** which provides pupils with the spiritual, moral, social and cultural experiences they are entitled to.

Leaders have established a **thoughtful programme of personal development** which is delivered in tutor group sessions and assemblies.

Leaders have been keen to ensure there is a wide range of **out-of-classroom learning opportunities** through visits and activities.

Pupils speak highly of these opportunities to enrich their experiences.

Leaders have been successful in integrating pupils who benefit from the **specialist provision** which is part of the school.

Governors are now holding leaders to account for their actions much more effectively & the Head has full support. They have ensured the information they receive from leaders is appropriate to their needs as a governing body, and that it is accurate and reliable.

Staff are clear about their duty to keep pupils safe and have received relevant and up- to-date training. Recruitment records are completed appropriately and meet the statutory requirements.

Areas we need to improve

Over time, leaders have not had an accurate understanding of the quality of education at the school. As a result, they have not acted quickly enough to bring about the improvements in the quality of teaching, learning and assessment which are required.

Over time, leaders have not used an accurate process of monitoring to identify weaknesses across all aspects of the school.

Those pupils who require extra support to catch up with their **literacy or numeracy** skills are not able to access additional resources and support programmes.

Senior leaders are aware there is a need to provide the **professional support to new and inexperienced middle leaders** to ensure they further develop.

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Teaching, Learning & Assessment

Strengths

While improvements are increasingly evident in the quality of teaching, learning and assessment, it is too soon to see any substantial increase in the progress that pupils are making over time

Where pupils followed the schools **assessment policy** - pupils made better progress in their learning

Peer assessment seen as important part of the students learning experience

Effective **support in lessons for pupils with SEND** and those who benefit from specialist provision

Skillful questioning used by some teachers

In lessons where **questioning deepens and extends learning** successfully, students take part enthusiastically in lessons

Areas we need to improve

Higher expectations of pupils in lessons

Work set to **offer challenge** and opportunities to extend learning

Ensure planning takes into **consideration pupils starting points**
To not repeat work covered in primary schools

Allow pupils **opportunities to catch up** on missing work so there are no gaps in knowledge

Consistency in the development of detailed pupil responses to **feedback** across all years and subjects

Staff to monitor **peer assessment** closely to ensure any misunderstandings in the work can be swiftly resolved

Students with SEND who don't have specialist support are making slower progress therefore need more personalisation of tasks in lessons

Develop more opportunities for pupils to **write at length** in lessons to develop knowledge and literacy skills

Ensure that regular and repeated mistakes in **spelling and grammar** seen in books are addressed earlier - push in raising literacy standards

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Personal Development, Behaviour & Welfare

Strengths

There are some improvements in pupils' **attendance**

Leaders have created a **positive climate** which provides students with SMSC experiences.

Leaders have been successful in integrating pupils who benefit from the **specialist provision**. PI and HI take a full and active role in the school.

The arrangements for **safeguarding** are effective.

Staff are clear about their duty to keep pupils safe. **Recruitment records** are completed appropriately.

Pupils know how to stay safe and **staff are trained well on local issues**, with pupils benefitting from personal development programmes too.

Pupils wear their **uniform** with pride.

The **environment** leaders have created is inclusive, welcoming and supportive.

Areas we need to improve

Embedding strategies to support the progress of **disadvantaged pupils** and those with SEND, so they make better progress and catch up with those pupils who have a similar starting point.

Further improve the **attendance** of all pupils with a focus on SEND and disadvantaged. Further reduce PA figure.

Embed **RITA** in the schools everyday work. However these aims are strongly reinforced in the words and deeds of leaders, staff and governors.

Eliminate **low level disruption**.

Ensure programmes for personal development and welfare cover "fully" the local issues which could pose a threat (**CSE**).

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Outcomes

Strengths

While improvements are increasingly evident in the quality of teaching, learning and assessment, it is too soon to see any substantial increase in the progress that pupils are making over time.

Where specific needs can be matched to **skilled support** in the classroom, pupils make better progress

The school is beginning to address the low **literacy skills** evident in work through the non-negotiable literacy standards.

Leaders have ensured the **curriculum** is broad and balanced and meets the needs of all pupils.

Areas we need to improve

Pupils make progress which is significantly below average in several subjects, including **English, mathematics and science**.

Disadvantaged pupils and those with SEND also underachieve considerably.

The current progress of pupils in **English and mathematics** is variable, but overall is too slow.

Pupils' work scrutinised by inspectors in other subjects and across all year groups, indicates that although there have been some improvements in progress, **pupils are still underachieving considerably**.

Teachers do not **routinely plan for the needs** of pupils according to their starting points.

Pupils' **literacy skills** have not been developed effectively and they are held back as a result.

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Key Issues Addressed



- Our judgement and what this means.
- Pressure for teachers, newly-qualified staff.
- Students not being pushed enough to achieve higher.
- Supporting special needs.
- Eliminating low-level disruption in a positive way.
- Plans for Y10 and Y11 to ensure they reach their full potential.
- Addressing inadequate teaching, continuity and progression.
- Attracting and retaining talented teachers.
- Improving extended writing.
- **Questions relating to whole school development to be taken.**

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Ofsted Feedback

OUTSTANDING	Outstanding progress and good/outstanding in all areas.
GOOD	A good school with many strengths.
REQUIRES IMPROVEMENT	A school that is not good.
SERIOUS WEAKNESSES	Confidence in leadership to improve this school.
SPECIAL MEASURES	No confidence in leadership to improve this school.



Ofsted have confidence in the school but acknowledge we still have significant areas in which to improve.

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School Statistics: Our Journey so Far

Progress & Attainment Overview	HISTORICAL			Current	
	NHS 2016	Nat 2017	NHS 2017	Nat 2018	NHS 2018
Progress 8	-0.51	0	-0.45	0	-0.44
Attainment 8	40.3	44.2	39	44.5	40.1
Grade 5+ in E&M	39*	39.10%	30%	43.30%	23.00%
Grade 4+ in E&M	39*	63.30%	53%	64.20%	55.00%
EBacc 5+		19.50%	17%	16.70%	10.00%
EBacc 4+	12%*	23.50%	21%	24.10%	26.00%
Entering EBacc	47%	34.90%	45%	38.40%	50.00%
Staying in education/employment	93%	94%	92%	94%	95.00%
Pupils staying in education or employment for 2T	93%	94%	92%	93%	95%
Attendance	94.60%	94.80%	94.60%		93.10%
PA	16.60%	13.10%	16.60%	13%	18.40%

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Key Issues Addressed

Where we were

- £259k in debt
- Lack of data tracking procedures in all areas
- No clear behaviour policy in place
- Lack of safety procedures (fence etc.)
- Inappropriate curriculum - 13 GCSEs studied
- Inconsistent lesson structures
- Incomplete Senior Team
- Incomplete SEND Team
- Incomplete Governing Body
- Unhappy staff (60%)
- Working together and communicating

Our journey

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