



# Virtual Ofsted Briefing for Parents

# What did Ofsted say?

- Frequent changes in leadership have led to this school failing. Over time, a number of strategies to improve pupils' education have been implemented but not followed through.
- The curriculum is not well thought out, meaning that pupils are not able to build their knowledge and skills. Because of this, many pupils do not achieve as well as they should and too few pupils leave well prepared for secondary school.
- Provision for pupils with special educational needs and/or disabilities (SEND) is weak. Staff do not fully understand the needs of these pupils and therefore do not support them well. As a result, their achievement suffers.
- Frequent off task behaviour in class disturbs the learning of the majority of pupils. When this is unchallenged by staff, it can become wilful disrespect.
- Some pupils say that they have some opportunities to talk about the world around them and to consider their place within it but they would like more. Other pupils are not always included in presentations in assemblies and enriching discussions in classrooms. Therefore, not all pupils are prepared well enough for life in modern Britain.

# Why do we need a parent briefing?

- Following the Ofsted inspection which took place on 28th & 29th January 2020, you will have read that the school was judged to require the category of Special Measures.
- Special Measures means that the school is failing to provide its pupils with an acceptable standard of education, and is not showing the capacity to make the improvements needed.
- Following a school being placed into a category of Special Measures, it is a requirement that the report is shared with parents prior to publication and a parent meeting is held to explain what happens next and what action school leaders and the local authority are taking to improve the school.

# What happens when a school is judged inadequate?

- Academy conversion is mandatory when a maintained school is judged to be inadequate. **The Education and Adoption Act 2016** places a duty on the Secretary of State for Education to make an academy order if a maintained school is judged inadequate by Ofsted.
- Also, the Department for Education's "Schools Causing Concern Guidance" says: The Secretary of State has a duty to make an academy order in respect of any maintained school that has been judged inadequate by Ofsted, to enable it to become an academy and receive additional support from a sponsor.
- The Regional Schools Commissioner (RSC), acting on behalf of the Secretary of State, will take responsibility for ensuring that the maintained school becomes a sponsored academy as swiftly as possible, including identifying the most suitable academy trust and brokering the new relationship.

# Future Governance Arrangements

- Whilst the Governing Body were disappointed with the Ofsted judgements they fully recognised the need for a change to the governance of the Roselands and Stafford Federation.
- The Governing Body were proactive in working with the local authority to secure an Interim Executive Board (IEB) to support the school.
- An IEB is a small body appointed on a short-term basis by the local authority. It is made up of experienced school improvement, finance and HR professionals.
- It will provide expertise, support and capacity to strengthen the leadership and management of the school.
- The IEB's main purpose is to ensure that Stafford Junior school makes rapid improvement to provision and pupil progress. It will take over all the roles and responsibilities of the governing body with immediate effect for both Stafford Junior and Roselands Infants.
- The IEB will meet monthly beginning on the 21 April. In the first instance these meetings will be remote.

# Managing the academy conversion process

- Stafford Junior school will receive an academy order from the DfE and will be required to join a trust.
- As Roselands Infant school is in a federation with Stafford Junior and has joint governance and staffing arrangements, it is expected that Roselands Infants will also convert to become an academy within the same trust.
- The IEB will undertake a full consultation with staff, parents and the wider community regarding the proposal for academy conversion at Roseland Infants.
- Due to the current circumstances we are unable to be precise about when this consultation will commence or what form it will take.

# IEB Introductions

The IEB members are:

- Penny Gaunt: Chair (Previously Deputy Director of Children's Services)
- Clive Wormald: Schools Accountant, ESCC
- Janet Bowen: Lead HR consultant, ESCC
- Claire Roberts: Senior Manager, Support and Intervention (Improving Performance), ESCC

# The partnership with Cavendish

- The partnership between Cavendish School and Roselands Stafford Federation was started in January 2020, prior to the Ofsted inspection, to strengthen capacity within the school and secure improvements.
- Improvements were already starting and although in their infancy, were noted in the Ofsted Inspection report.
- The partnership continues to support the Stafford Roselands Federation and the Primary School Hub opened on Monday 23 March at Cavendish School to the children of key workers and vulnerable pupils to enable these children to remain in school during these unprecedented times.
- The partnership will continue to provide leadership capacity from Terms 5 & 6 and Kyra Siddall-Ward will take over the Executive Headteacher post. This will enable a smooth transition to Phil Powell, Executive Headteacher Designate, for September.
- Stafford and Roselands staff will be working together with Cavendish teaching staff on key school priorities - adding additional support and capacity.



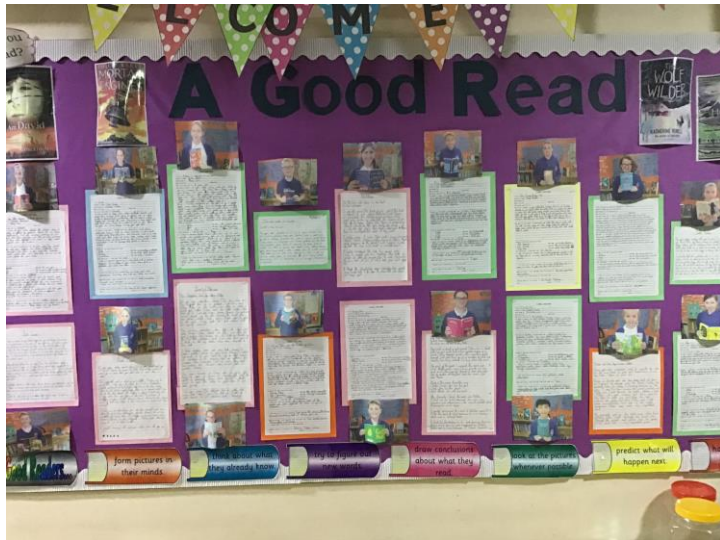
# What have we done so far?

- Some of the work has already started and many of you will have already noticed the changes in Stafford Junior school.
- Whilst we recognise that some of this work has now stopped due to the closure of both schools to all but identified children, leaders and staff will be continuing to drive improvements in other ways. This includes, in the immediate, remote training for staff, opportunities for research, planning and preparing for the return of the children.



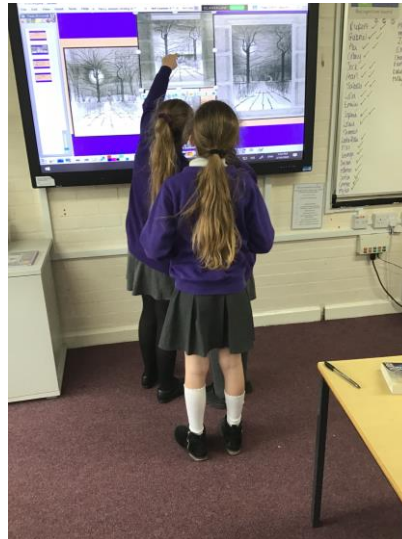
# Improving the learning environment

- Reviewed the environment and set clear expectations for what is expected in the learning environment.
- This means considering how tidy and inviting the shared spaces are, how the displays, both in the classrooms and the corridors, support and celebrate learning.
- This work will continue during as soon as the schools re-open.



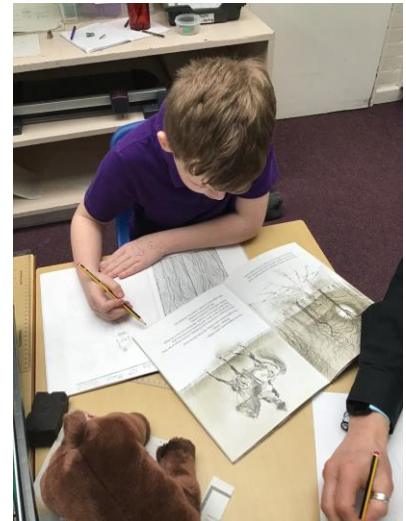
# The Connected Curriculum

- Introduced a well planned and cohesive curriculum called the **Connected Curriculum**. Connections between subjects are clearly mapped, whilst providing adaptability and flexibility so that the lives and heritage of learners and their communities can be distinctively embedded.
- Importantly, the Connected Curriculum recognises the value of schools providing a balance of thematic and discrete teaching with an emphasis on both knowledge and skills.



# Engagement

- The introduction of the Connected Curriculum provides a perfect starting point for exciting, engaging and motivating learning.
- The Connected Curriculum will seek to provide opportunities for your children to feel excited about their learning, to engage in a hands on experience.
- Each Learning Unit has one or two focus subjects. The focus subject of a Learning Unit provides the opportunity to 'get under the skin' of the skills, and deepen understanding, of that subject area. For example, with history as a focus subject it gives learners the opportunity to know and understand what it is to be an historian.



# Behaviour for Learning

- A review of the behaviour policy has taken place and it has been simplified so the staff and children are very clear about our high expectations of them and how we can support them to adhere to these expectations.
- Staff are already implementing the new behaviour policy. This has enabled any inappropriate behaviour to be managed much more effectively with children receiving appropriate support and intervention.
- Any pupils who are still finding it difficult to adhere to the new behaviour policy now have individualised behaviour plans which set out expectations for their behaviour and identify the support they will receive to move towards working within the school's behaviour policy.
- We are absolutely committed to ensuring all children feel safe in the school and are able to enjoy their learning.
- It is also really important that we continue to recognise and celebrate the efforts of the children who behave well.

# Inclusion

- Inclusion for all pupils is our top priority.
- Class dojos are awarded to every child demonstrating pro learning behaviours throughout the day. The expectation is that each child achieves three a day and 15 a week.
- Staff are tracking the class dojo data and the SENCO is undertaking a forensic analysis of the data to identify the support individual children need to support their inclusion.
- Children on the Special Educational Needs register will have personalised planning to support their success in the classroom. An increased emphasis on engagement with outside agencies will support this process.



# Improving pupil outcomes

- Introduced rigorous pupil progress meetings which undertake a forensic analysis of learning gaps and the intervention required to close the gaps.
- Reorganised staff to improve pupil outcomes by providing targeted support as needed.
- Planned booster work for Year 6.
- Undertaken external moderation of writing to ensure Year 6 judgements are accurate.
- Introduced a new tracker designed to make the tracking of progress of all pupils more accurate and to support with the planning of next steps for pupils.

# Staff continuing professional development

- Support has been given for all year groups to plan a clear unit of writing including the specific grammar focus for the children. Quality texts have been allocated to each year group to drive the writing process.
- Some staff have had the opportunity to visit other schools, to look in books and to see the individual year group expectations.
- Introduction of software designed to monitor and track staff professional development has been introduced. Staff report that they already feel that they have a clear direction for their development.
- During term time whilst the schools are closed staff will be undertaking training remotely.



# Immediate communication

- Already due to the unprecedented circumstances in which we are all working we have had to adjust our usual approach to holding a meeting with parents to brief them on the Ofsted inspection outcomes.
- We hope that by providing a PowerPoint presentation we have communicated clearly to you key messages about what being judged as requiring Special Measures means now and in the future for Stafford Junior school and the Federation.
- Undoubtedly this presentation will have prompted a number of questions.
- To raise these questions please e-mail our clerk - [sgreed@roselands-stafford.org](mailto:sgreed@roselands-stafford.org) – by 3pm on Friday 27 March. The IEB will then provide a response on the federation website, under the governors' section by close of play on Wednesday 1 April.

# Future communication

- The IEB will meet monthly and we have our first meeting on 21 April.
- Once approved the minutes of the meetings will be on the federation website, under governors. (They will be placed there five weeks after the meeting as the minutes of one meeting can only be approved at the next.)
- There will also be regular newsletters from the executive headteacher but due to the current circumstances we are unable to be specific about how frequent these will be.
- However, if you have any concerns about aspects of the schools' provision over the next few weeks, please e-mail Kyra Siddall-Ward, [ksiddall-ward@roselands-stafford.org](mailto:ksiddall-ward@roselands-stafford.org)