

Minutes from Parent meeting 5th June 2013

Approximately 170 people attended. 2/3 current HT parents. The other 1/3 consisted of current PD parents or parents without children in either school yet and Governor of a local school.

RR – open forum for parents

Difference between progress and attainment

Progress is the difference between SATs at the end of KS 1 (Year 2) and where the children are at the end of KS2 (Year 6). For example: If a child arrives at HT with a 3B (a good level of attainment) they need to achieve a 5B (a good level of attainment) at the end of Year 6 but this will only be viewed as no more than expected progress.

Attainment is a child's final score in SATs at the end of Year 6. Ofsted themselves quoted 'Pupils typically enter the school with attainment that is well above average and they leave with similar attainment'.

Raise online reports on these results in two ways.

- Firstly our attainment section which is all highlighted green = high level
- Secondly our progress where we didn't do as well as expected is blue

This means that under the new Ofsted framework the achievement section was graded 3 which meant the sections on Leadership and Teaching followed suit. We were only able to achieve higher in Behaviour and Safety.

Parents Questions

Q: Were last year's SATs result different to previous years?

A: The historical data referred to in the report is for 2 years. Maths progress over the last two years has been lower than average but this has been from different groups of children. In the previous Ofsted framework baseline data collected when the children entered Year 3 could be used to measure the children's progress but not anymore. If this data had been used our progress would have been in line or above.

Q: Praised the pastoral care the school provides for children but questioned the quote 'Teachers do not always give pupils clear advice about their next steps in learning when marking their work or give them time to respond to this.'

A: Changes in the inspection framework require children's books to show a child's learning journey without the teacher being present. Marking should be able to be tracked to show the child's progress, their response and evidence that this has been acted upon in future pieces of work. Our emphasis has been upon children verbalising their thoughts and opinions allowing them to evaluate their learning journey through conversation. This made it hard to prove during the inspection. We

acknowledge that marking does need to change and we will ensure there is consistency across the school which clearly evidences the progress children are making.

Q: Are you saying the children are verbally aware of their next steps but it's not recorded?

A: Yes

Q: Are the recent improvements in progress or attainment? When previous children came through the school there was significantly more input from school such as comprehension sent home. Could this have had an impact?

A: This year there has been a significant rise in progress across each year group. Ofsted guidelines don't state 'over two years' but the inspection team held true to that in their report. Though the report highlights 'progress in reading' specifically in fact all areas are good.

Q: Are they not allowed to use current data?

A: They do and they do reference it throughout the report. If progress continues at the current rate we will have achieved. We no longer coach to the test in KS1 which was completely accepted by the PD Ofsted team in July 2012. There is a Surrey wide problem of inflated scores out of Year 2.

Q: Is it possible for more transparency on results for internal testing so I could know more clearly where my child is?

A: Parents can always ask and always have been able to ask since I've been Head here. I also encourage my staff to talk to parents in quartiles about where their child is in relation to the rest of the class.

Q: Statistics can be very complicated but am I right that if progress continues year on year and gets to excellent isn't there an inevitability that they can't get any higher and will fail?

A: For an individual child to achieve level 3 is attainable on a test but at the end of Year 6 to achieve better than expected progress they have to achieve 95% on the test on one day. It is achievable but...

This was essentially an audit and it's unfair to measure a school on numbers even Ofsted themselves quote 'extent to which teachers are having an impact on pupil's progress is easy to measure' because then they can line all of us up but what we do is much wider than that.

Q: Is there any reason why levels couldn't be routinely given rather than having to ask for them?

A: Not at all but I have a problem with children knowing their levels. The saddest thing when a child is announced as a 4C is that that child thinks of themselves as a number rather than all the parts that make them up as a unique child. There is no problem with giving levels to adults.

Q: Is it not your role to let children know that they're a 4C but also good at sport, ballet etc.

A: I absolutely disagree. Our children are unique children of God.

Q: I don't want to know my child's levels. Not that I'm not interested but previously my children were at a school where levels were shared and I withdrew my children from that environment. It created an extremely competitive environment when I wanted them to love learning. HTPD persuaded me to put my children back into education. It teaches children a cultural and emotional intelligence that is unique. Employers are looking for character and self motivation and HTPD provides that for our children. It is outstanding whatever Ofsted says.

Q: I feel reassured that RR has every intention of providing parents with what they want and I am reassured that he is being accommodating. I feel there is a lot of agreement and support amongst parents bar homework. Will there be an opportunity to unpick how homework may or may not be used to support the next steps/progress?

A: As you will know the SDP targets that were released before the Ofsted visit specifically targeted homework and working with parents. There will inevitably be a move towards more formal homework in year 5/6 but I am equally aware that some parents will be disappointed with this move too.

Q: What did they look at? Were you happy with what they saw?

A: The day started 8.40 at 8.45 an inspector joined a class already in motion. The class had to do the register and dinner money and at 8.55 line up for assembly. Feedback was very affirming about practise but the inspector said unfortunately didn't see sufficient progress for the more able children.

The SEN inspector said they hadn't seen evidence of phonological awareness though she had walked through a lesson in full flow. The Learning walk showed very successful cooking and drama lessons but inspector reluctant to look. It was very difficult to show the inspection team the best of what we do.

4 children were picked to read to the inspectors - 2 excellent readers and 2 less able. When asked if they liked reading the first 2 said "yes" the second two "no" which translated in feedback to 50% of your children don't enjoy reading at this school. This statement was later retracted when challenged as too small a sample was taken.

20/25 minutes was the longest observation and about half of those listed in report were for 5/10 minutes. The inspector expected progress to be shown at that moment in all lessons observed. We

wanted them to see more on the second day but due to some interviews having to be redone only a learning walk was possible.

Q: How do we make sure OFSTED is regulated?

A: Initially I was incensed by the report and wanted to contest the snap judgements and factual incorrect interpretations but I was convinced at a Governing Body meeting that this would cause more problems than it would solve. Our responsibility is to teach the children not challenge the Government.

Please write to Anne Milton our local MP and also on the back page of the report parents are entitled to contact Ofsted themselves.

Q: Can we recall Ofsted?

A: We can at any time however this is not frequently done and is financially expensive. We now work with an HMI who will visit 4-6 weeks after the publication date so anytime from 22nd June. The deadline for another inspection will be 2 years or when we and the HMI decide the school is ready.

We don't accept everything that is in the report but we will improve and take what is good and what are we going to do about it. Please see the action plan. The shaded areas are those actions we have completed already.

Q: Does this effect Government funding?

A: Only in advantageous way.

Q: If this were a business we would have to look to the leaders and ask are they doing the right thing? So I ask that question?

A: That has been asked publicly in front of everyone here. HMI are going to ask it of us and if we fail to deal with that you will hear the results. You have the action plan so you can see the leadership bear the responsibility and accountability. We are also awaiting this years SATs results and will ask the question again.

Q: We mustn't lose sight of the fact that this is a school not a business.

Q: Which parts do you accept, don't you accept and which bits in the middle?

A: the part in the report that starts 'what must the school do?' I have to accept. Other comments such as 'lessons lack pace' I don't accept.

The inspection and process is flawed, however I have to accept or resign. When the HMI comes they will ask specifically do you accept this document?

Q: Are those achievable without compromising your ethos?

A Yes we can walk the tightrope. I have every faith that if we start to lean too far either way parents will tell us.

Q: It's a shame they weren't here long enough to see. When I ask my son who his best friends are he says 'I don't have a best friend we're all best friends'

Q: Standard audits look at a small part and this feels like that. Needs to look at how children develop as whole child.

Q: I'm concerned that things will change as I don't want them to. I don't want the unique compromised to get results.

A: There are improvements we can make without compromising our ethos such as marking. There are always things to improve and we look at how we can do it creatively and with consistency. We need to tweak areas and tighten up but we won't be changing our ethos.

Q: My head teacher is doing a doctorate and looking at evidence that indicates the audit culture is demotivating. How will you protect your staff?

A: Staff morale is good against all the odds. Everyone is determined and working really hard.

Q: I understand there are always things to improve but find their findings shocking as don't seem to equate to requiring improvement.

Q: My son is very happy but I do feel positive things can be taken from the changes such as work 'set at the right level' The meetings around changes to the maths teaching said there would be comeback to parents but we have never heard anything to reassure us.

Q: Our daughter previously attended the school and coped very well when we had to move to Ethiopia and she went into a very different school. With a child joining the school this year I would like to know what can we the parents do?

A: Write to Anne Milton. We are still an excellent school and we are not shaken from that belief.

I am sure we will feature soon in the Surrey Advertiser so please send any well crafted letters.

At a meeting today this judgement does not create a cause for concern for the government or Surrey equating to the old satisfactory judgement.

Q: Weyfield recently featured in the paper for a very good Ofsted whilst their previous was not so good. I feel it leads us to treat the inspections with a pinch of salt. Parents should visit and know a school for themselves not purely from an Ofsted report.

A: Parent focus group forming so please e-mail RR 3 meetings to look at the Action plan and SDP.

The meeting closed by the audience present expressing their thanks and support for the staff of the school.