



Update to Parents

School Development Post-Ofsted 2018

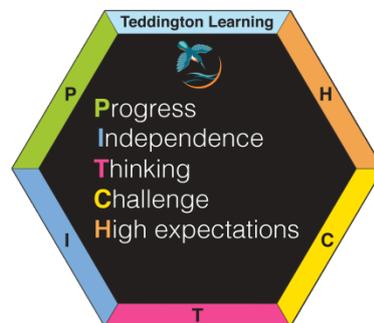
April 2019

Updates on our key school development priorities

Teaching and Learning

Ofsted recommendations following the last visit:

1. *set work for students that matches their needs and challenges them to learn and make progress*
2. *encourage students to think deeply, explain their thinking and improve their work*
3. *receive the professional support they need so that teaching becomes consistently effective.*



Our current focus on developing **PITCH** as our main driver for improvement is moving forward. All students are aware of PITCH in their lessons and will see evidence of teachers planning for this through the PITCH hexagon which will appear on their power points and resources. Students will also be asked to identify in their books this half term where they are applying the different learning skills.



Progress. The green hexagon for Progress involves self-reflection in the classroom from the students in green pen. They may be peer assessing another student's work or correcting mistakes on an assessment or responding to teacher feedback. Good feedback techniques used in the classroom are essential to students being able to correct misconceptions and progress to the next level. We have been working with staff on developing these techniques through our training sessions.



Independence. The blue hexagon indicates when students will be instructed to work independently, either writing or reading in silence, completing an in-class assessment or discussing a problem within a group. Again, staff are being instructed on the best ways to develop this important skill with students.



Thinking. The pink hexagon highlights the chance for students to be challenged to think hard. We have been training staff on appropriate strategies to be used in the classroom. These strategies can present themselves via questioning techniques or through resources or group work. One quick engagement strategy is Think Pair Share which encourages more thinking time for students to be able to construct their responses.



Challenge. The yellow hexagon appears during lessons. Staff have been trained to plan for differentiation and making sure that the task is pitched to different abilities. For some students, it may be more appropriate for them to go straight to the challenge task.



High expectations. The orange hexagon can relate to different moments throughout a lesson. It could be in respect of rewards, behaviour for learning, presentation or homework as examples.

Staff have been encouraged to use the language of PITCH to support students' understanding of the skills we are encouraging them to develop.

Learning journeys are embedding in practise and improving every half term. Heads of Departments have been working with their teams to develop them at Key Stage 4 and 5. I have been meeting with parents to review the reporting system for next year. This has been very helpful and we are considering changes. We are going to be providing exercise books next year with simple progress trackers inside the front cover so that parents are aware of recent assessments and results.

The quality of our teaching provision will continue to be monitored with three foci:

- the learning environment;
- the standard of work in students' books
- the clarity of teacher's classroom instruction.

This term we had a full teaching and learning review as part of the Bourne Education Trust due diligence process. The feedback about lessons observed was encouraging and the recent data following the mock exams for Years 11 and 13 looks promising.

Our foci for next term will be:

- embedding PITCH and ensuring all classrooms display the strategy.
- marking and feedback;
- continuing to improve and embed the learning journeys in Years 7-13.

Leadership and Management

Ofsted recommendations following the last visit:

- *develop an accurate school self-evaluation process*
- *improve the reliability and accuracy of the assessment system*
- *act quickly to improve the prospects, provision and outcomes for disadvantaged students*
- *ensure that the curriculum meets the needs of all students so that they can succeed and gain good qualifications*
- *increase the support for the learning of students who have SEN and/or disabilities*
- *are challenged consistently, routinely and robustly by governors.*
- *Conduct an external governance and PPG review.*

The two recent parent forums offered an opportunity to meet Alex Russell, the CEO of the Bourne Education Trust together with some of his senior colleagues. Both evenings were well received. We are at the due diligence stage and are anticipating joining the Trust in September 2019. I personally have been working with one of the Executive leaders, Steve Price and the COO, Kate Sanders. They have been fantastic to work with and very supportive of what we are doing at Teddington School. More information will follow once we have completed the due diligence process.

I have welcomed several new members of the senior leadership team this term. I am currently without a Deputy Head until September, when we have secured Karen Davies, a very experienced Deputy Head teacher, as a secondment from the Bourne Education Trust. She will be working with me on secondment for the next year. The team from the beginning of this term will be:

Paul McGrath- Assistant Headteacher Key Stage 3

Kirk Campbell- Assistant Headteacher Key Stage 5 and Teaching and Learning

Kath Corrigan- Maternity leave

Nicola Green- Assistant Headteacher (Maternity cover) – Inclusion

Ali McGrandles- Assistant Headteacher (1 year secondment) – Key Stage 4

Summer Thornley- Associate Assistant Headteacher (2 year secondment) - Raising Standards

I look forward to working with the team.

The scheme of delegation for governance has been rewritten and we have welcomed four new trustees to the board. Our trustees are engaging in the life of the school and they are making regular link visits to the different areas that they lead on, as well as participating in 'learning walks' across different years and different subjects.

In addition to a teaching and learning review from BET, we have had external visits from the ESFA to review our financial plans and a SEND review. All visit reports were positive with clear recommendations. The School Improvement Partner, Maggie Bailey from Grey Court has recently revisited with a focus on data, curriculum and the reformed leadership team.

I am very pleased to say that admissions to Year 7 next year are looking healthy. I have been meeting with families and visiting primary schools in order to foster a sense of community trust back in Teddington School. There is once more, a waiting list for September.

Thank you to all families who approved the changes we are putting in place for September to support the curriculum developments. The government wants all schools by 2022 to have at least 75% of students studying EBAC subjects. Following the recent Year 9 options process, 61% of our students this year have opted to study all the EBAC subjects. This is an increase from 29% for the current Year 10. We are now at the timetabling stage and securing staff for September. I am looking forward to ensuring that we have a great teaching staff ready for the new academic year.

Our equality priorities are on our website and my personal focus has been to ensure that our disadvantaged students are getting all the support that they need to succeed. Following the recent data drop, the disadvantaged students have made much improved progress compared to last year.

I anticipate that OFSTED will visit us again around June 2020.

Behaviour for Learning

Ofsted recommendations following the last visit:

- *ensuring that the behaviour policy is applied consistently across the school*
- *improving students' attendance, including the attendance of students who have SEN and/or disabilities, so it is consistent across year groups*
- *improving the quality of teaching.*

Our attendance figures are currently above national expectations and have improved in comparison to this time last year. Our work this year with the local authority Education Welfare Officer has been very valuable in supporting those students who are persistently absent.

As well as improving our teaching practice, which will in turn improve behaviour for learning, staff have been trained in restorative practices. Under the leadership of the newly appointed Assistant Headteacher, we will be developing our behaviour for learning strategy further this term ready for term 6. In order for our new behaviour systems to be highly effective; consistent implementation by all staff results in a calm learning environment throughout school.

Our focus on rewards and celebrating success will continue.

Staff Professional Development

Alongside directed department meeting times, there are additional opportunities for our Heads of Departments to work with Department Heads from other Richmond borough schools. There have been four meetings already this year to share best practice and to develop and maintain excellent teaching and learning across the school.

Kathy Pacey