

## Parent Information Evening Wednesday 25 April 2018

**Purpose:** to inform and share with parents/carers the details of our Quality Improvement Plan 2017-2019 and answer questions regarding the Ofsted report.

Thank you to those who attended the evening and for the support and challenge during the discussions and questions. This summary attempts to capture the questions generated on each table, together with my responses to inform those who were unable to attend. Should you have any further specific questions please email Julie Moller at [mollerj@skdrive.org](mailto:mollerj@skdrive.org).

### A summary of questions raised on the evening

#### 1. What is the school doing to address some disruption in some classes through poor behaviour?

We discussed our focus on 'climate for learning' (QIP Strand 3) this year which involves staff creating a positive, engaging atmosphere, rooted in high expectations with respectful relationships. This is work in progress and the impact of the steps we are taking will provide a more effective classroom climate with learning at the heart of every conversation.

We are reviewing the structure of our school day to ensure we are giving key pastoral staff e.g. Tutors and Heads of Year time to ensure all students are equipped and prepared for a successful day, focused on learning.

We are revising our behaviour system based on a model of 'Right to Learn' to provide a consistent approach across the school in focusing our young people on the impact of their actions on their learning and the learning of others.

#### 2. What action is being taken to address the performance of the most able and disadvantaged learners?

Within these two groups of learners some of our students achieve very well. In the new GCSEs last year we achieved 18 Grade 9s reflecting the highest attainment for some of our most able learners. Within our disadvantaged learner group, again some of the students achieved very well and made above expected progress. However, within these groups the percentage of students making at least expected progress is not high enough.

We have been working proactively with all teachers in identifying these specific learners within our classroom and developing more effective strategies and tailoring our provision to engage, motivate and stretch these individuals. We are confident our 2018 results will reflect our progress in this area. Our work in this area will continue with the North Somerset Teaching Alliance subject leads and our work with The Beach Teaching School Alliance.

#### 3. Is sufficient homework being set across all subjects?

Positive comments were made on the extended projects which are based on specific units or topics being studied and parents/carers highlighted the engagement and enjoyment this brings to the young people completing it. The amount and quality of homework we were expecting students to complete was being challenged.

Homework has always formed a key part of our curriculum and as a school we fully support the importance of engaging young people with homework. Our homework statements outline expectations from across faculties and we monitor the homework set through ShowMyHomework. We aim to get the balance right

to encourage independent learning and research whilst also recognising the demands from across all subjects. We will review this with faculty leaders during term 6.

**4. The Year 8 parents' evening is too late in the calendar for effective dialogue?**

The Year 8 parents' evening in June is late in the year. We have reduced the number of parents' evenings in Term 6 to address the time between each parent's evening as a child progresses through each year. We will review this in our planning during term 6 and make adjustments where possible to improve this.

**5. How can parents and carers develop their understanding of exam technique to support at home?**

We are reviewing the structure of our subject evenings and looking to include some bespoke sessions specifically to address how parents/carers can support effectively at home, including how to support your child with revision and exam technique.

**6. What support does the Head of School require from parents/carers to connect the learning journey?**

We are taking steps to build a stronger connection between the school and home to ensure the triangle (student, school, home) is working more effectively. Strand 2 of our Quality Improvement Plan is focused on engaging the community to support our young people to be successful.

We are reviewing the progress check information to ensure students and parents/carers have a more informed picture of the progress of their child. This is in the process of being changed and refined based on feedback from parents/carers.

To provide an overview of the curriculum for each year group, we will be publishing this information for parents/carers so you have an overview of the content being covered each term and year.

We will continue to address this connection with home and the quality of information and feedback you receive. Mr Francis-Black is leading these assessment and curriculum piece of work.

**7. With a focus on the most able and disadvantaged learners, how can we ensure there is a focus on all students?**

Within all classes a teacher works with and monitors the contribution and progress of each student. In our teacher packs, teachers will record notes and highlight particular strategies for individual students throughout the year. The high level performance of particular groups is shared with faculties and all teachers will review the progress of these particular groups and the strategies being deployed to make a judgement on their effectiveness. We carried out this exercise at the beginning of the year following our self evaluation of the whole school results in August. This work continues throughout the year as part of our INSET training and our challenge is to ensure the most effective strategies and approaches are shared and implemented effectively across the school in all classrooms. This is monitored through our teaching and learning lead, Miss Cave, and through our quality assurance visits through the Trust.

**8. When will Ofsted return to St Katherine's and what will they expect to see?**

Ofsted will return within 30 months. Within this period there will be a monitoring visit to look at the impact of the actions we are taking inline with our Quality Improvement Plan and Raising Attainment and Progress Plan. These documents, as referenced in the report, address our areas for improvement.

**9. How can parents/carers help?**

Within our QIP strand 2, we identified the need to engage all parents/carers to be more active partners within our community. With the change of leadership in sixth form, this piece of work is behind schedule

and we will establish an effective Parent/Carer Association moving forward to grow the relationship between school and home, which will ultimately benefit all our young people. Further communication on how this will work, how to become involved will be communicated shortly.

**10. Will parents/carers receive updates on the progress being made re: Quality Improvement Plan (QIP) and Raising Attainment and Progress Plan (RAPP)**

We will update parents every two terms on the progress against our QIP.

During the evening we referenced and shared details of our QIP which was referenced in the Ofsted report. This has been in place since the start of the academic year and is our guide for our work at a strategic level. All staff are fully aware of the QIP and as recognised in our Ofsted report, staff are fully behind the vision for this plan. The RAPP is a more detailed document which sits under the QIP detailing specific actions, dates and what we would expect to see as a result. The RAPP is an internal document for leaders.

**11. External support for the school**

We will continue to work with our partners to accelerate our progress. We are always receptive to external support and our collaboration continues to support and challenge our work within the QIP. We are confident our progress will be reflected in the summer 2018 results at both GCSE and A Level.

**12. Do you anticipate changes to staffing and middle leadership?**

The Ofsted report noted the commitment of staff behind the vision of the school as detailed in the QIP. Our Teacher Support Programme provides a very clear structure to address standards which are below our expectations and we will continue to work together with colleagues to reach the expected standard. Where delivery is below our standards this may result in a change to staffing.

**13. Are there plans to improve the pupil progress reports?**

As mentioned in question 5, we have made changes to provide a clear 'flight path' for students from Year 7 to Year 11 based on the new GCSE grading. This work will continue to be refined during terms 5 and 6 ready for September 2018 and we welcome feedback from parents/carers on this. Feedback should be directed to Mr Francis-Black - [francisblacka@skdrive.org](mailto:francisblacka@skdrive.org).

**14. What is the direction for the school with the Trust?**

The Regional Schools Commissioners' (RSC) office in Bristol has an overview for the South West and once a review has been completed we expect to receive further information in May 2018 which will be communicated to all staff, parents/carers.