

Parents' Forum

Wednesday 23 November 2022



ASPIRING TO EXCELLENCE TOGETHER



Ofsted Action Plan Update



ASPIRING TO EXCELLENCE TOGETHER



HARD WORK



AMBITION



RESPECT



KINDNESS



Quality of Education

What Ofsted said:

The quality of education is inconsistent. Some subjects, such as mathematics, PE, and design and technology, are not planned well enough or are heavily focused on examination technique. In science, teaching is not sufficiently ambitious. Senior leaders should make sure that all subjects are consistently well planned and taught so that pupils' learning across the curriculum is deep and secure.*



Quality of Education

What the school is doing:

Shared Lesson Structures

EVERY lesson starts and ends with an intro and exit slide to help develop memory recall

EVERY lesson includes a period of silent independent work aimed at building new knowledge for students

Reviewing Subject Content

Continuing use of internal and external reviewers to ensure each subject fully covers the national curriculum. Partnership with London South Teaching Hub

Ensuring curriculum is ambitious in what is being taught with external validation

Rigorous Monitoring

Half Termly monitoring programme

Ensuring what is being taught, and how it is being taught, is of the highest quality.



Quality of Education

Autumn Term 2022 Update:



Each subject has reviewed its curriculum.
Curriculum maps are available on the school website



There have been curriculum reviews (by external experts) of all subjects criticised in the Ofsted report. All necessary improvements have been made.



Our quality assurance processes for monitoring lessons this term shows that the FHS lesson structure is well established and that staff training on ways of building new knowledge are embedding quickly. We had our best ever GCSE results last August.



External reviewers are confident that subject leaders can articulate the thinking underpinning their curriculum, and the way it is delivered, to a very high standard.

SEND Provision



What Ofsted said:

Although pupils with SEND (Special Educational Needs and Disabilities) follow the same curriculum as others, they are not supported well enough in class, and teaching is not sufficiently adapted to help them learn well. Leaders and governors should ensure that support for these pupils is strengthened across the curriculum.



SEND – Key staff

- Radhika Vilas – Assistant Headteacher overseeing SEND
- Helen Sheehan (SENCO) – Currently on leave
- Tara Taylor (Acting SENCO)
- Polly Sparks – Explorer teacher
- Lisa Gayle – HLTA – Literacy
- Margatta Stafford – ISA – Autism Champion
- Lucia Ghezzi – ISA
- Mariana Ana Murray – ISA
- Manjari Dave – ISA
- Chennel Jackson – Starting in Dec
- Sermaine Jackson – Starting in Dec



Funded by



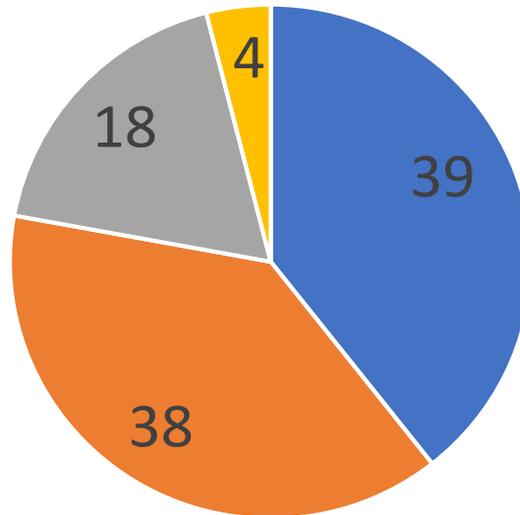
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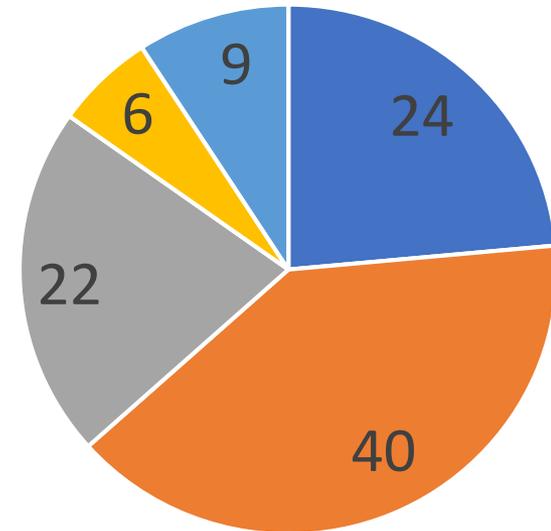


SEND Stats – FHS vs National

% of Area of need



National %



- Communication and Interaction needs
- Cognition and Learning difficulties
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs
- Other



Key actions

- Staff training – CPD schedule has a SEND section at each training opportunity
- SEND champions in each faculty deliver training in faculty meetings – subject specific training
- SEND register shared with pupil portraits to all teachers
- Seating plans with subject specific strategies created by all teachers for all classes for pupils with SEND they teach



Key actions

- Pupil voice has been collected and shared – this will continue throughout the year
- Parent voice taken during SEND coffee mornings – different approach after Christmas with Needs specific Coffee mornings
- Collaboration with different SEND agencies (DRUMBEAT, Lewisham Ed Psych team, Whole School SEND, CAHMS)



Next steps

- Continuing to look at SEND during each QA cycle
- External reviews taken place highlighted that seating plans where developed and strategies where evidenced on the seating plans
- Need to ensure that training is implemented in the classroom at each QA cycle



Behaviour

What Ofsted said:

Despite recent changes to the school's behaviour policy and a reduction in recorded incidents of misbehaviour, teachers' expectations in the classroom remain inconsistent. This leads to low-level disruption, which, in turn, is sometimes unchallenged and disrupts learning in lessons. Leaders should ensure that the school's behaviour policy is applied consistently by all staff, both in lessons and around the school.

Behaviour

What the school is doing:

External Support

Working with external consultants, partner schools to build upon best practice within the school.

Behaviour Policy

Simplified policy so that rules, routines and expectations are easy to understand and apply.

Continuous monitoring of implementation of policy

Behaviour Training

Regular training for staff – plus additional support those finding it harder to adapt

Regular reminders for students so that everyone is clear about systems, rules and expectations.

Behaviour



Autumn Term 2022 Update:



The behaviour protocols introduced last academic year are now very well established across the school.



We are further developing behaviour expectations to include explicit positive behaviours students should display both in classrooms and around the school.



Behaviour around the school continues to be of a more consistently high standard in the overwhelming majority of lessons (96%) as revealed by our quality assurance processes.

Annual Parent Survey - Results



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Summary

- 2022 survey was carried out in June
- Thank you to all parents/carers who completed the survey
- 2022 v 2021 – very similar data
- Each year, we aim to take the key issues that come out of the survey and provide an action plan for responding



2021 Actions

You said...	We did...
<ul style="list-style-type: none">• More info about clubs and activities	<ul style="list-style-type: none">• Schedule on website
<ul style="list-style-type: none">• Concerns about student behaviour in class	<ul style="list-style-type: none">• New behaviour policy• Worked with external consultants• New lesson protocols
<ul style="list-style-type: none">• Better understanding of progress in school reports	<ul style="list-style-type: none">• Changed way we report progress• Identified expected standard for every subject• Provide Achievement Indicator and Attitude to Learning comment for every student

2021 Actions



You said...	We did...
<ul style="list-style-type: none">• More info about what students learn	<ul style="list-style-type: none">• Detailed curriculum information on website – regularly reviewed/updated
<ul style="list-style-type: none">• Don't understand role of governors	<ul style="list-style-type: none">• Dedicated Governors page on website• Intro to Governors via half termly newsletter• Attendance at school events
<ul style="list-style-type: none">• How do we share views with senior staff?	<ul style="list-style-type: none">• Set up termly Parent Forums• Continue to host coffee mornings• See Parent Voice page on website

2022 Results



- Similar to 2021 – many answers within +/-5% of last year's responses
- Highest number of responses from Year 7 parents/carers
- Lowest number of responses from Year 12/13 parents/carers
- Table of results will be available on the website on Friday (link in Weekly Bulletin)

2022 – Key Issues



You said...	We will...
<ul style="list-style-type: none">Concerns about low level behaviour in class/corridors	<ul style="list-style-type: none">Continue with new policy/protocolsRegular SLT / Middle Leader drop-ins to lessonsFormal lesson monitoring
<ul style="list-style-type: none">Concerns about bullying and how effectively it is dealt with	<ul style="list-style-type: none">AssembliesPHSCE lessonsAnti-bullying resources added to school website
<ul style="list-style-type: none">Varying concerns around homework and marking of it	<ul style="list-style-type: none">Introduced improved system for checking completion of homeworkRolling out Seneca Learning



2022 – Key Issues

You said...	We will...
<ul style="list-style-type: none">Parents' Evenings – will it return to face-to-face meetings?	<ul style="list-style-type: none">We will survey parents in Parents' Evening evaluation form
<ul style="list-style-type: none">Parents want to feel more connected to the school	<ul style="list-style-type: none">Considering other opportunities in addition to forums and coffee morningsWill speak to Friends of Forest Hill about calendar of events for 2023

2022 Results



- Full report available on school website by the end of the week:
- <https://foresthill.lewisham.sch.uk/parent-voice/>

Questions

