



FAITH - RESPECT - CHALLENGE - INNOVATION - COMPASSION

OUR VISION : PURSUE EXCELLENCE

DE LA SALLE SCHOOL

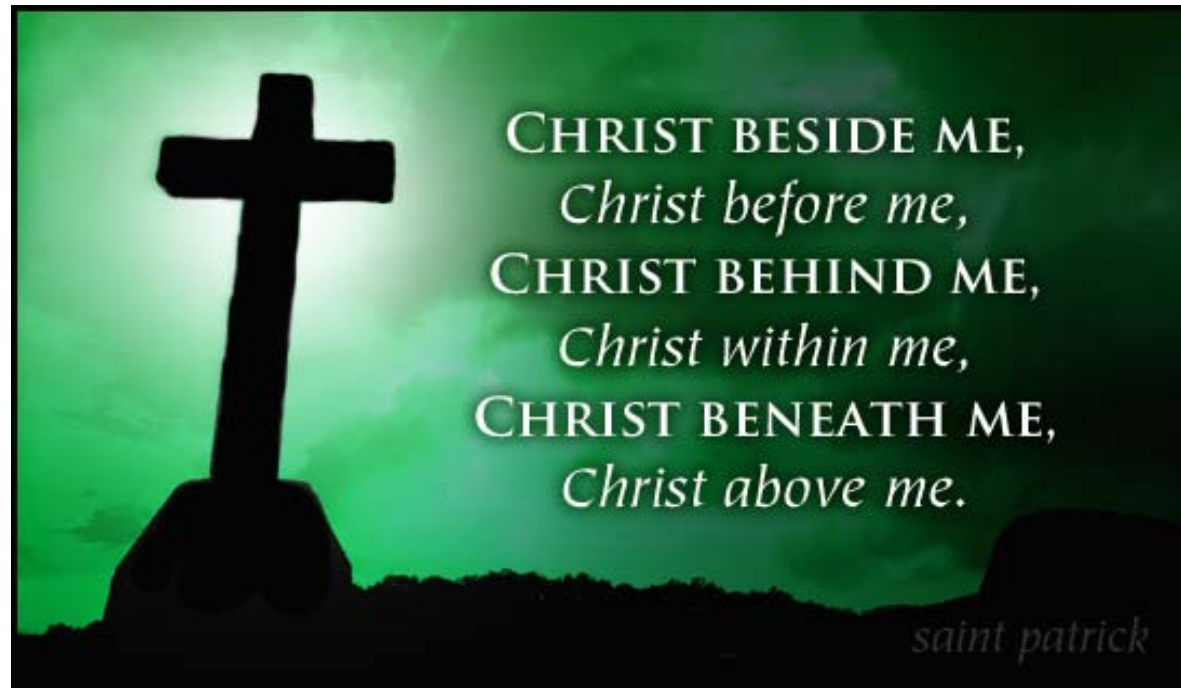
★ ST HELENS

To provide a safe and inspiring environment where all fulfil their potential

Parents' Forum

Thursday 17th March 2016

(The Feast of St Patrick of Ireland)



In Attendance

- Parents/Guardians of the School
- Councillor Teresa Sims, Chair of Governors of the School
- Mrs Joanne Davies, Assistant Director, School Effectiveness St Helens Council
- Mrs Cath O'Leary, Diocesan Schools Officer, Archdiocese of Liverpool
- The Senior Leadership Team of the School

Developments Since November Meeting

- **Overall school progress**
- **Ofsted Inspection December 2015**
- **School places all full for 2016-17**
- **Changes to Parents' Evenings**
- **Changes to SLT**
- **Introduction of new Behaviour and Rewards Policy**
- **New website designer/supplier**
- **Curriculum: extension of GCSE to Year 9 (from 2016-17)**
- **Diocesan commitment to our schools**

The School Progress Plan is on track



De La Salle Progress Priorities Academic Year 2015-16



Proposed Outcomes for Students									
Progress					Attainment				
3LP+				4LP+				5 A*-C	
ENG T	ENG	MATHS T	MATHS	ENG T	ENG	MATHS T	MATHS	ENG/MATH T	ENG/MATHS
89%	87%	83%	78%	41%	58%	37%	41%	77%	74%
Learning and Assessment (KPI 1-4, 5)				Behaviour and Welfare				Leadership and Management (KPI 6, 7-9)	
<p>Aspire to ensure 80% of lessons observed are <u>at least</u> good</p> <p>Improve target setting by better understanding students' starting points on entry</p> <p>Demonstrate a clear focus on DA students and aspire to close the gap in attainment and progress</p> <p>Develop effective marking strategies to improve progress</p>				<p>Improve attitudes to learning and support student engagement and participation in all areas of school</p> <p>Develop rewards and sanctions and involve the views of students, staff and parents</p> <p>Amend pastoral structure to meet student need and appoint key staff to accelerate improvements in behaviour</p>				<p>Develop a culture of regular and robust monitoring of standards</p> <p>Introduce a new QA calendar to embed the narrative of the progress principle in school</p> <p>Challenge departments to create a DPP to align with the SPP</p> <p>Ensure careers advice guides accurately KS4 Options choices</p>	
FAITH		RESPECT		CHALLENGE		INNOVATION		COMPASSION	

The Ofsted Inspection in December was positive





December 14 Section 5 Special Measures

Section 8 March 15	Section 8 June 15	Section 8 Dec 15	Easter 16?	September 16?
Some progress	Improved Progress	Developed Progress	Sustained Progress	Embedded Progress Move to Section 5 Achieve a Good Ofsted Judgement



By the Year 2020 De La Salle School
will be judged as Outstanding by
Ofsted



Improve the quality of Teaching and Learning so that it is consistently good by:

- ensuring that teachers' expectations of what their students can achieve are high enough and based upon an accurate understanding of students' starting points
- making sure that all students, in particular the disadvantaged and most able, are sufficiently challenged in lessons so that they have to think hard about their work and so deepen their understanding
- ensuring that senior leaders maximise opportunities to drive up standards of teaching, including sharing with their colleagues the good practice that already exists in the school

Improve Attainment and Progress by:

- ensuring that the data collected by senior leaders on students' performance are accurate, reliable and used to inform the extra help students need to keep them on track to meet challenging targets



Monitoring Visit 3

December 2015

Improve **Students' attitudes to learning** (particularly GCSE English and Maths), especially for disadvantaged students, those of middle ability and the most able, by:

- maximising opportunities for students to take responsibility for their own learning, including making sure that teachers set appropriate homework, so that students' reliance on their teachers is lessened and they develop the skills to learn effectively across the curriculum



Improve **Leadership and Management** by:

- making sure that the monitoring and evaluation of how well the school is doing leads to decisive and rapid action to drive up standards
- ensuring that the school improvement plan has a clear order of priorities, with appropriate timescales to enable staff and governors to identify which are the most important tasks that need to be done first in order to have the greatest and most rapid impact on students' outcomes
- ensuring that careers advice and guidance provide students with precise information about the possible long-term impact of their subject option choices at Key Stage 4

- Pupil targets have been amended and are highly aspirational
- Pupils feel safe and are safe in school
- They comment that instances of bullying are dealt with effectively
- The head teacher has a clear and aspirational vision for the school
- Performance Management procedures have been strengthened
- The school is increasingly outward facing
- Pupils feel the school has become stricter
- The Governing Body offers strong challenge to the leadership of the school



- The quality of teaching is improving
- Pupils were seen to be making strong progress over time in some areas
- Inspectors observed positive relationships between teachers and students
- The quality of the marking of students work shows improvement
- Pupils are polite to each other, to staff and to visitors and they wear their uniform smartly
- There has been an increase in the number of exclusions...leaders attribute this to higher expectations
- The level of attendance for pupils is strong

The Ofsted Inspection was Challenging in Places



- The school's predictions for performance in a number of subject areas were over-generous
- There is currently a variability in the progress made by pupils in the school
- The quality of teaching is however not yet consistently effective across the school
- Inspectors saw evidence of some teaching which was still pitched at an inappropriately low level
- Some marking does not yet fully follow the school's policy
- Some (students) felt that the homework was not always useful as it sometimes did not relate directly to the work that they had been completing in class.
- There remains variability in the effectiveness of middle leaders in the proactive use of data to address underperformance in their departments.
- There is scope for greater sharpening of some of the (performance management) targets
- There is no strategic summary of teaching strengths and weaknesses by departments



The School's Response to Concerns raised at the November Parents Meeting



Parents' Evening (Mr Toal)

Logistics and the ability to see all staff in the time allocated.
Concerns over communication of times to parents.

- Positive parental feedback (51.8% parental returns)
- Better communication
- Smoother and calmer evening
- Higher quality dialogue
- Immediate collation of any issues
- Better response time to issues
- Concerns over lost learning time for next year

Both out children are happy at De La Salle. there has been a huge improvement. Well Done x

After years of attending parents evenings with our older children, the new system is an amazing improvement!

'Thank you for changing the system, it was much better to spend time with the teachers and have time to discuss issues and areas for improvement. Thanks for all the effort and enthusiasm.'

'This was the most organised, calmest Parents' eve we have been to at DLS'

Communication (Mr Toal)

Communication with parents is still a bit hit and miss

1. New Website

Non-Conform

(Providers of St Cuthbert's and St Edward's Liverpool)



2. New Communication Portal

Parent Mail



Discipline in lessons (Mr Nunnery)

Disruption to progress and impact on discipline on supply and cover staff

- A new Behaviour and Rewards Policy was launched on 7th March after considerable consultation with pupils, Governors and all sections of the staff. Assemblies, the website and posters in every classroom have been used to promote it.
- Rewards are based on the 'positives', with pupils being rewarded for the 'non-negotiables' in every lesson. The 'middle children' are no longer being overlooked
- Positive Action for Learning (PAL) has been launched again after consultation and with looking at best practice in other schools. It provides another layer of support for the classroom teacher with SLT and subject leaders 'on call' to deal with pupils who are disrupting the learning of others
- The structured 'pupil on report' system allows pupils to be tracked throughout the day with sanctions following if pupils fail to co-operate. This includes 'same day sanctions' and Saturday morning detentions taken by the Headteacher
- Fixed term exclusions for pupils making the wrong choices are up by two thirds on this time last year. The HMI report (Dec. 2015) quoted from a pupil 'the school seems a lot stricter'

Exam Timetables/Revision (Mrs Wellens)

Can this information be communicated to parents earlier? And not just focus on Yr 11

- All exam/revision sessions information is the on the school's website and has been communicated to pupils
- Year 9 exam information was included on the website
- Texting parents as the information becomes available is now the norm
- At the last parental forum it was stated that the year 11 parents' evening was too late, we then changed the date to early February as a response

Staffing and Supply teachers (Mrs Wellens)

How will the school ensure that standards do not drop?

- Supply staff are consistently monitored by subject leaders and SLT
- The long-term supply we have at present mark books and attend meetings
- Supply costs have reduced by a third from the same time last year
- Cover supervisors complete a weekly report to SLT so that work set can be monitored
- Teaching staff who are light on their timetable are used for cover this academic year which has improved behaviour for learning as the staff are known

Pupil Reports (Mr Ross)

Accuracy of data/quality of comments?

Communicate summary of all target grades to parents

- We having re-designed our systems for checking that the data we enter about pupil progress is consistent and accurate
- We have re-designed our reports so that they mirror our marking policy, suggesting what went well (WWW) and that work would be even better if... (EBI)
- We will be adding your child's expected progress at GCSE onto all years' reports
- We have introduced an enhanced system of checking reports before they come to you
- We are researching further ways for you to access progress data using new technologies

Homework (Mr Ross)

Types of homework set? Is there enough?

Is homework when staff are absent and lesson covered?

- We have on the whole successfully introduced Show My Homework as our primary recording tool
- This has dramatically increased our ability to communicate with pupils/parents and facilitated provision of revision activities
- We expect all long-term supply teachers to set homework and monitor this
- We are reviewing the quality of homework set in the Summer term and will be canvassing your thoughts then
- We have maintained the use of the journal as it is a further channel of communication and serves to support our new star rewards system

Standards in Books (Mr Ross)

Is marking consistent with school policy to promote and protect standards?

- We introduced a new marking policy 12 months ago that has been endorsed by Ofsted
- We regularly take samples of books in to assess the progress and marking present
- Teachers are then given an advice sheet pointing out the strengths and weaknesses
- Pupil progress is the first benchmark for scrutinising books
- Action is taken where improvements are needed

Options (Mr Clarke)

Concern over the potential for the current Year 9 to “miss out” on assistance at the expense of Year 8

- Increased support from year teams:
 - Yr9 Mrs Back, Mr Fletcher, Mrs Abbott/Yr8 Mrs Mulhall, Mrs Jones, Mrs Guy
- Information evening
- Launch assemblies
- Year 9 parents were surveyed on the options process
- Extended the time allowed by 10 working days
- Careers guidance from Mrs Scully
- Careers guidance in both years integral to EPR
- Email, phone and meetings have all been made available by the team

Data (Mrs Bahan)

Is the data, rigorous, robust and reliable?

- Note that grades/levels are reported differently in some subjects and year groups as we move away from A*-C and towards 9-1
- We collect data 3 times per year instead of 6 and these 'data drops' are subject to a rigorous moderation process in each department
- We have used external examination results to compare predictions to actual grades and we use this information to challenge subject areas regarding reliability



Monitoring and Intervention (Mrs Mulhall)

Can the school show there is sufficient intervention pertinent to the needs of each year/group of students?

What assurances can the school give that their assessment of learning need is accurate in order to set accurate targets and to develop suitable strategies?

- A Teaching and Learning action plan has been developed and shared with Subject Leaders, focusing specifically on ensuring medium term planning explicitly references how work can/should be differentiated to ensure pupils make effective progress. The timetabled lesson is generally the best place for intervention and DLS is committed to ensuring all schemes of work focus clearly on support, differentiation and challenge
- The Teaching and Learning action plan also gives a clear strategy focus for each half term. This half term the strategy development has focused on questioning. De La Salle has gone “hands free” in our approach to questioning in the classroom. A clear strategy for developing questioning has been shared with all staff and pupils’ response to this will form the content for the next pupil voice activity. Next half term the strategic area will focus on challenging the most able
- Best practice with regards to MAD time has been shared in department meetings and this will continue to be cascaded out over the coming weeks
- DLS continues to offer a literacy catch-up programme for Y7 pupils and a Beat Dyslexia Programme for identified pupils. Extensive extra-curricular intervention takes place in all faculty areas at lunch time and after school

Questions from the Floor



Date and Time of the next forum

Thursday 14th July @ 18:00 in the School Hall

