No-notice Inspection: A Primary Perspective

Richard Jenkins
The Meads Primary School
Luton
September 2014 - The first we knew...

- Phone call at 8:10am – made from the car park!
- Full Section 5 inspection - arriving in 10 minutes
- 1 HMI & 2 additional inspectors – signing in at 8.25pm
- (Quality Assurance HMI on day 2)
September 2014 - why us...?

- The breadth and balance of the curriculum?
- Rapidly declining standards?
- Safeguarding?
- Serious complaints?
- Standards of leadership and governance?

One year’s poor SATs results in Year 6 (2012/13)
One qualifying complaint (Spring 2014)

“What was it like?”
What was it like?

Supportive
Interesting
Professional
Transparent
Open
Enjoyable
Relaxed
Developmental
Overwhelmingly positive
Enlightening
Friendly
Fun
Of course you can...

- Emphasise your ethos, vision and VALUES
- Create a positive atmosphere for learning
- Demonstrate quality
- Focus on leadership
- Know your weaknesses – tell a convincing story
- Support children to achieve their potential
- Boost motivation, inspire children, strengthen morale
- Capture it all in a manageable self-evaluation
‘The school now benefits from a distributed leadership structure that enables shared decision making and a degree of autonomy which engages all teachers in the school improvement process.’

Government IQ Magazine

‘The school’s holistic approach is apparent in the way Values are harnessed in an effort to give vulnerable and disadvantaged children the same opportunities as their peers; and the way in which it is engaging with parents’

Teach Primary Magazine
The ‘Pyramid of Progress’

Values-based Education

Children

Daily Practice & CPD

Parents

IMPACT in Learning

Teachers

Achievement for All

Assertive Mentoring
Excellent CPD

- Assessment for Learning – Shirley Clarke
- Effective Marking – Woodberry Down
- Growth Mindset – Carol Dweck
- Raising Boys Achievement – Gary Wilson
- Narrowing the Gap – Optimal Learning
- Lesson Study
- ‘WOW’ Factors
- Morning Rituals
- ‘Good to be Green’ reward system etc. etc.

‘Our aim is to create a self-sustaining culture of self-improvement’
‘Pupils make good progress. Standards in reading and mathematics are above the national average at the end of key stage 2’

‘Teaching is good across the school. Lessons are well planned. Teachers assess pupils’ progress accurately and provide them with useful feedback.’

‘Teachers have high expectations of pupils, both in terms their attitudes and their learning.’

‘Senior leaders have a very clear understanding of what the school needs to do in order to continue improving. They lead by example and, by successfully raising the quality of teaching, achievement has improved’
‘Pupils with special educational needs are taught well. The interventions and support that are provided by the school are effective and this means that many of these pupils make better than expected progress.’

‘Disadvantaged pupils who are eligible for the pupil premium have made very good progress because of the interventions that have supported and accelerated their learning. The school commissioned a review of its work in this area and has acted quickly on its recommendations which identified the strategies that were working well and those which weren’t.’
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