

# Ofsted: Frequently Asked Questions

## **What is the plan for improving the school?**

This is now available via a link on the school website within the 'Ofsted' page under 'About Us'. (To follow)

## **How will I know the school is improving?**

This is an obvious concern for all, with details of the school improvement published within the governors minutes (ratified) which are available via the Clerk to the Governors ([clerk@melbournvc.org](mailto:clerk@melbournvc.org))

Personal experience is another way of finding out about the school. Please contact your Head of Year to arrange a visit to MVC during the school day.

## **How can parents help?**

Many parents have offered their support. One method could be via joining our Governing Board if there are vacancies. Please contact the Clerk to the Governors for further information ([clerk@melbournvc.org](mailto:clerk@melbournvc.org)).

Ensure your child is ready for learning, be that having the right equipment, homework completed, uniform correct and taking opportunities to discuss their current experiences at school. As I have clearly stated previously, we, as a school, want to continuously improve. We can not do this without the support and feedback from parents.

## **What are you doing to improve behaviour?**

As adults, we know the importance of building positive relationships in order to be able to influence the actions of others. This is why our behaviour policy was reworded Positive Relationships policy as it focuses upon relationships and both positive and negative consequences for students' behaviour choices. Expectations have been highlighted to students and staff, with training being regularly delivered to the staff as a whole or individuals as appropriate.

Our systems for monitoring the behaviour choices of students are becoming stronger, allowing us to identify issues, put in place appropriate consequences and measure their impact. But if such approaches do not work, the full range of consequences I can apply are available and have been used this term.

As adults, I believe, we want our young people to make the right behaviour choices consistently, which is why we are moving towards a more proactive approach to behaviour management. Using our tracking data to inform our teaching (e.g. Personal Development, tutor time and assemblies) about negative behaviours and their impact, whilst further recognising the positive choices made by the vast majority of our students.

## **Will the Ofsted judgement impact upon my child's education?**

No. We are all working to improve the school which will have a positive effect upon our students' education.

## **Will teachers be distracted from their teaching?**

Teachers want to be focussed upon their work with students, which is why we provide a broad range of developmental opportunities in which staff engage. Our monitoring procedures are already in place with just amendment to our practice occurring. Before the impact of our changes can be measured, students need to be taught consistently well for an extended period of time.

## **How will we measure the progress towards achieving the targets set by Ofsted?**

We will triangulate our quality assurance procedures through:

- Lesson observations
- Data reviews of academic progress/behaviours
- Student voice

We will also quality assure the processes we use by working with external partners, for example the Trust Director of Education who is a practising Lead Ofsted inspector.

## **Can I view the outcomes of the quality assurance process?**

This is the role of governors with the relevant meeting minutes when ratified being available via the Clerk to the Governors ([clerk@melbournvc.org](mailto:clerk@melbournvc.org)).

**When will we be inspected again?**

A full inspection as a result of which the school's Ofsted grade can be changed, will take place within two and a half years of the initial inspection date.

Before that inspection, a monitoring visit will take place. It is possible that this monitoring visit can be converted into a graded inspection. This visit usually takes place about a year after the initial inspection. I would expect this to take place by the end of the Autumn term 2024.

**Has behaviour improved?**

Yes, and it continues to do so. Since we have been recording the behaviour choices of students there has been 52% reduction in negative incidents between November 2022 and the same point in November 2023.

**Why has this happened?**

Students know (they are told in assembly for example) of the positive behaviours we expect and those that are unwanted, with the resulting recognition or consequences that will be applied. Please note that we are a school with hundreds of young people, and we do unfortunately have instances of some very negative behaviours to which the full range of consequences (even removing the student from the school) are applied.

**What have you learnt?**

That the behaviour of students and adults has changed overall since the pandemic, which was a horrific experience with many families experiencing horrible conditions and incidents over an extended period of time. Overall behaviours have changed, which is why we have responded, after careful consideration, in the previously described manner. The impact of our proactive approach to behaviour management, training staff on our expectations of their behaviours, then explicitly teaching the students, is working as previously described.

A significant change is the amount of time we now spend teaching students, training staff about behaviour expectations.

**Staffing – are there many vacancies being advertised?**

Yes, we have vacancies for two reasons:

We are expanding our staffing with, for example, the administration team doubling in number, more teaching assistants employed, welcoming nine new staff to Melbourn village college this half term alone, with the aspiration of filling four new posts this half term.

Spanish (this is the only teaching vacancy currently) - Yes, we still have a vacancy having been either let down or deeming unsuitable the seven or more candidates we have interviewed, or the non-appearance of permanently employed staff. This situation is beyond unsatisfactory. We have been able in part to resolve the situation for some students but not all. We are working on alternative solutions, and I will keep the parent community regularly updated with progress.

**Mandarin Excellence Programme**

The school remains and will remain, part of the MEP programme which at Melbourn Village College achieves results that are significantly higher than the national average. This is within the agreement that we use to support this work. I appreciate some parents have raised questions about the MEP, but I have now received written confirmation that MVC will remain part of this programme.

**Communication**

Several parents have stated that they wish for greater communication regarding the work of the school. Therefore:

- Contact lists will be made clearer on the website.
- Mr Bennet will write more frequently to all parents regarding the impact of our work on addressing the issues identified by Ofsted and by ourselves.
- Parent Panel Minutes will be available from the end of January