

Following the publication of the inspection report, we held five parent information sessions in order to feedback on the details of the report and answer all questions from parents. We have combined the most common questions for parents who were unable to attend. Please see below the list of frequently asked questions:

How will you ensure that homework set is consistent across all years and subjects, and how can we keep track of our child's homework?

In September, we will be introducing 'Show My Homework', which allows teachers to set homework via an online system that both students and parents can access. This will mean that parents can easily keep track of homework, what is expected and when it is due. In addition, we are able to view all homework set across the school, which will allow SLT to monitor the type, frequency and quality of tasks to ensure greater consistency.

When will we see a copy of the Action Plan and how will you update parents of your progress?

A summary of the school action plan will be available on the school's website during the Autumn Term. We will be holding sessions across the new academic year for parents to attend should they have any further questions about the further detail of the plan.

Why aren't the students' books coming home anymore? Is this a new policy?

We have made the decision to keep books in school in order to track progress over time; it has been important that we are able to access these books at any time. Once we have completed this exercise, students will be able to begin taking their books home again from September.

What is the timeline to be out of Special Measures?

We expect to have our first HMI visit during the first half term; at this visit the inspector will be looking at how much initial progress we have made since the inspection in May. This will be followed by further half termly visits to monitor our progress over time. The aim is to be out of special measures by December 2016 which, from the research we have undertaken, appears to be in line with other schools nationally.

The report states that the school is failing all students across the board, but I feel that you have only talked about disadvantaged and SEND students. What about the students who are doing well, why aren't they pushed more?

Lots of our students overachieve so we are not failing students across the board. The key is to ensure that all students know where they are in their learning what they need to do to improve. We have implemented a much improved marking system since the inspection which allows students to receive and respond to feedback so that they know exactly where they are and what they need to do next. We will also be conducting a review of target setting and expected progress for all students, and considering the way in which we undertake summative assessments to show progress over time. Teachers' continuous professional development will include a focus on all groups, e.g. appropriate challenge for higher attaining students.

I am concerned that teacher absence is adversely affecting my child's education. Is absence a problem at Charlton?

Our staff absence levels are in line with those of other schools in the area. However, in order to improve this we have recently implemented a new absence management policy which has led to a dramatic reduction in absent staff already. Staff are also better managed and supported through their absence. We have a trained team of Cover Officers who have specialisms and are each attached to specific curriculum areas to further develop their skills and provide excellent cover for absent staff. We use supply teachers as a last resort and for a longer period of absence we would employ a teacher to cover the class.

What will you be doing to deal with low level disruption and behaviour issues?

The answer is to provide well prepared lessons and keep students actively engaged in their learning throughout their lessons. This is not as consistent as it could be across the school, although there is a significant good practice in all departments. We aim to make ensure our staff are supported to improve be more consistent in this area. We have implemented a rota of SLT presence around school at all points of the school day. This has already dramatically improved the levels of low level disruption in and around lessons. Our pastoral team work very hard to safeguard relationships between the school and parents, and will be targeting groups for one to one weekly mentoring sessions.

The report questioned the accuracy of internal assessment – how are you addressing this?

The question has been around the accuracy of our predicted grades; this has partly been because staff had been asked to predict grades positively in order to encourage students in their progress. However, we are now promoting a more accurate prediction with the aim of all staff being within a 5% tolerance for the 2015 results and 3% tolerance in 2016. In addition we are introducing a finer grade prediction (e.g. B+, B, B-) which will inform students and parents of how secure a predicted grade is based on the following criteria:

- B+: Definitely a 'B' may covert to 'A'
- B: Definitely a 'B'
- B-: More likely to be a 'B' but could drop to a 'C'
- C+: Definitely a 'C' may covert to 'B'
- C: Definitely a 'C'
- C-: More likely to be a 'C' but could drop to a 'D'
- Etc...

Will there be additional funding available to the school following the inspection result?

Yes, the school will be given additional financial funding to buy in external support, however this is not a large amount relative to the normal school budget.

How will you be improving the support offered to students with Special Education Needs or Disabilities (SEND students)?

Prior to the inspection we had invited Gareth Morewood, a Specialist Leader in Education (SLE) in SEND, into school and he has been offering guidance in this area. We plan to engage with parents on a half termly basis and will be working with teachers to improve their awareness of the needs of all disadvantaged students.