

JOPS Parent Forum

17.9.26



*Helping Everyone Grow
and Flourish*

Core Values



1

Identity

Who we are

2

Integrity

What we do

3

Aspiration

*What we want to
achieve*

Identity - JOPS Context

Number on Roll
412

SEND

13.3%

Below National
15.4%

EHCP

4.4%

In line with National
4.1%

Free School Meals

12%

Significantly Below National
24.9%

**English Additional
Language**

7.4%

Significantly Below National
23.8%

White British 76.2%

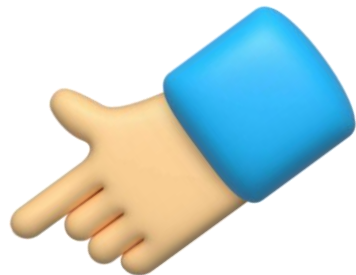
White Eastern European 3.2%

Indian 2.7%

White Irish Traveller 2.7%



School Improvement 2026-27



Be *INSTRUMENTAL*

In Helping Everyone Grow and Flourish



INSTRUMENTAL

Inclusion



- Introduction of support bases
- Consistent universal offer in every classroom
- Targeted SEND and adaptive teaching CPD for all teachers

“If you get it right for the most disadvantaged and vulnerable, you get it right for everyone.”

Sir Martyn Oliver, Ofsted's Chief Inspector

SEND Pupil Premium

Social Care

Traveller

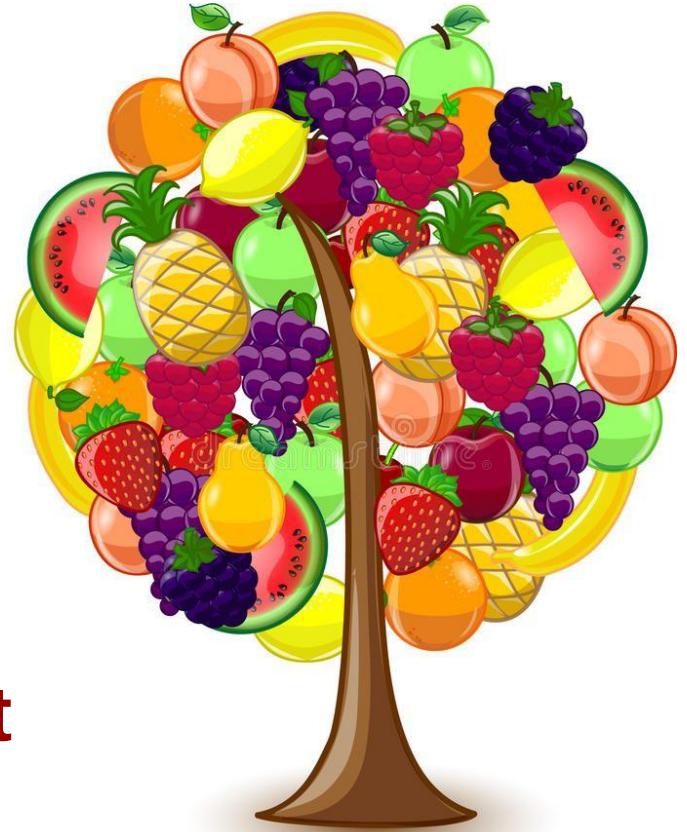
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INSTRUMENTAL Standards

"We are what we repeatedly do. Excellence, then, is not an act, but a habit." Aristotle

**"The standard you walk past
is the standard you accept"**

Lieutenant General David Morrison

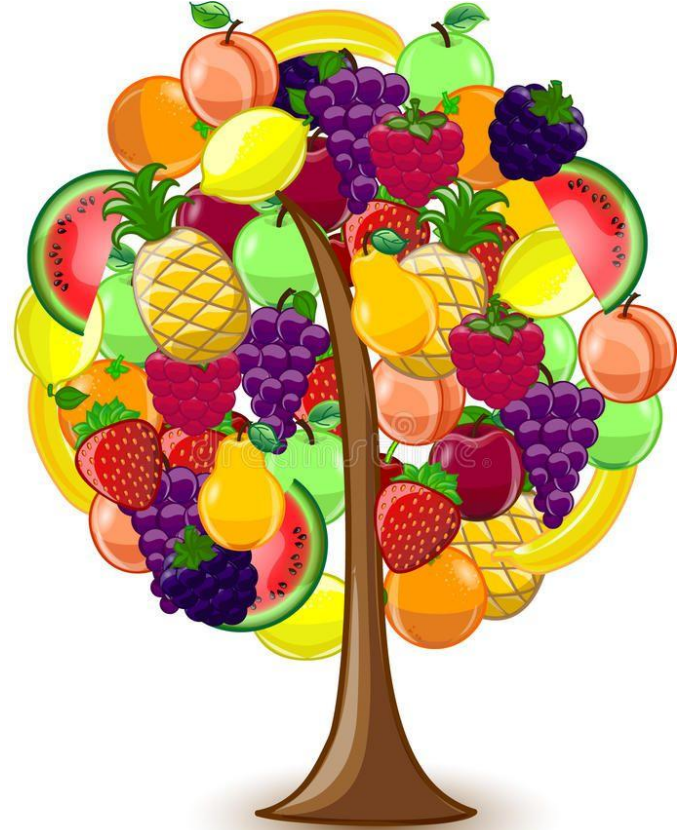


Year group	School 2023	School 2024	School 2025	School 2026	National figures 2026	School vs National 2026
EYFS (1 pupil)						
GLD	73%	68%	80%	73% (-7%)	72%	+1%
Phonics						
Y1 Phonics	75%	82%	75%	80% (+5%)	82%	-2%
Y2 Phonics	90%	88%	91%	100% (+9%)	91%	+9%
Y4 MTC						
Full marks (25)	26%	22%	65%	38% (-27%)	44%	-6%
KS2						
Grammar, Punctuation, Spelling				82%	72%	+10%
High Score				22%	30%*	-8%
Reading EXS	71%	79%	73%	77% (+4%)	74%	+3%
High score	26%	18%	29%	25% (-4%)	30%*	-5%
Writing EXS	66%	77%	82%	82% (-)	72%	+10%
GDS	22%	15%	33%	22% (-11%)	13%*	+9%
Maths EXS	75%	75%	76%	90% (+14%)	73%	+17%
High score	20%	18%	27%	32% (+5%)	27%*	+5%
Combined EXS	53%	64%	67%	67% (-)	63%	+4%
Combined GDS	7%	7%	12%	15% (+3%)	8%	+7%

INSTRUMENTAL

Trauma Perceptive Practice

*All behaviour is a form
of communication*



INSTRUMENTAL

Reading

- Introduction of new English Core Texts
- Big Cats Reading Scheme
- Introduction of Lexia
- Robust tracking and monitoring of reading
- Whole School Reading Initiatives (library take over, mystery reader etc..)
- Ultimately, increase percentage of children reaching expected and above in reading and phonics statutory assessments



‘Multiple studies reveal that reading for pleasure is a stronger indicator of cognitive progress and future social mobility than a parent's education level or socioeconomic status’



INSTRUMENTAL

Universal Oracy

- **Voice 21 Framework:** vision, framework for developing oracy
- **Kagan:** Cooperative strategies for getting all children talking and participating
- **Enrichment:** speaking and performing in front of an audience
- **Explicit teaching and modelling of tier 2 & 3 vocabulary**

“I agree/disagree with you because...” “I would like to build on that idea...” “My evidence for this is...”

“Ensuring every child develops the confidence, vocabulary, reasoning and communication skills to articulate their ideas, listen to others and participate effectively in learning and life”

The Oracy Framework

Here are some things to think about when you are using your oracy skills:



Physical

Voice:

- Are you speaking **clearly**, with **expression**?
- Are you adapting the **tone**, **pace** and **volume** of your voice for different situations?



Body:

Do your **body language** and **facial expressions** match the message you are trying to convey?



Linguistic

Vocabulary:

How are you **choosing** what **vocabulary** to use and **tailoring** it to your audience?

Language:

Are you matching your **language** to the **situation**?



Rhetorical techniques:

Are you using a range of **persuasive techniques**?



Cognitive

Content:

Are you being **clear** about your main points as well as **building** on the thoughts of others?



Structure:

How have you **organised** your talk so that it presents a **clear argument** or **narrative**?

Making things clear:

- Are you asking questions to **clarify**, **probe** and **challenge**?
- Are you **summarising** the main points in a succinct way?

Reasons:

Are you **responding** to what is being said and providing **evidence** for the points you are making?



Social & Emotional

Working with others:

Are you aware of the **group dynamics** and actively **inviting** others to share their opinions?

Listening:

Are you **actively listening** and **responding appropriately**?

Confidence:

How are you showing that you're **confident** as well as being **respectful** to others?



Audience:

Are you thinking about your **audience** and **adapting** your speech accordingly?

INSTRUMENTAL

Mental Health and Wellbeing

**Over 1 million
children referred
to mental health
services 2024-25**

**Children and young people have
reported that often, school is not a place
they feel safe to express their mental
health difficulties and don't feel that
teachers are equipped to support them.**

- *State of Child Health 2026*



Be INSTRUMENTAL

SCHOOL IMPROVEMENT OBJECTIVES FOR 2026-2027

Inclusion	To improve outcomes for all disadvantaged groups and ensure provision is equitable across all classes.
Standards	To ensure monitoring is robust and all statutory requirements are met by relevant staff.
Trauma Perceptive Practice	To continue to develop the school community's understanding of trauma and embed the principles of TPP.
Reading	To develop a culture of reading for pleasure and improve phonics and reading outcomes.
Universal Oracy	To train staff in using the Voice 21 Oracy Framework (Physical, Linguistic, Cognitive, and Social/Emotional strands) to plan and assess talk.
Mental Health and Wellbeing	To ensure all children know strategies to support their mental health and wellbeing.

Attendance and punctuality

- Ms Northwood (pastoral lead) and Mrs McCann – Attendance officer and we have an Education Welfare Officer (EWO) who works with families when attendance falls below 90%
- To report an absence then email attendance@jamesoglethorpe.havering.sch.uk or leave a message on the school phone 01708 225202.
- We do not authorise holidays in term time - we pass any unauthorised leave of absences to Havering and a fine maybe issued. FYI The school does not receive the money.

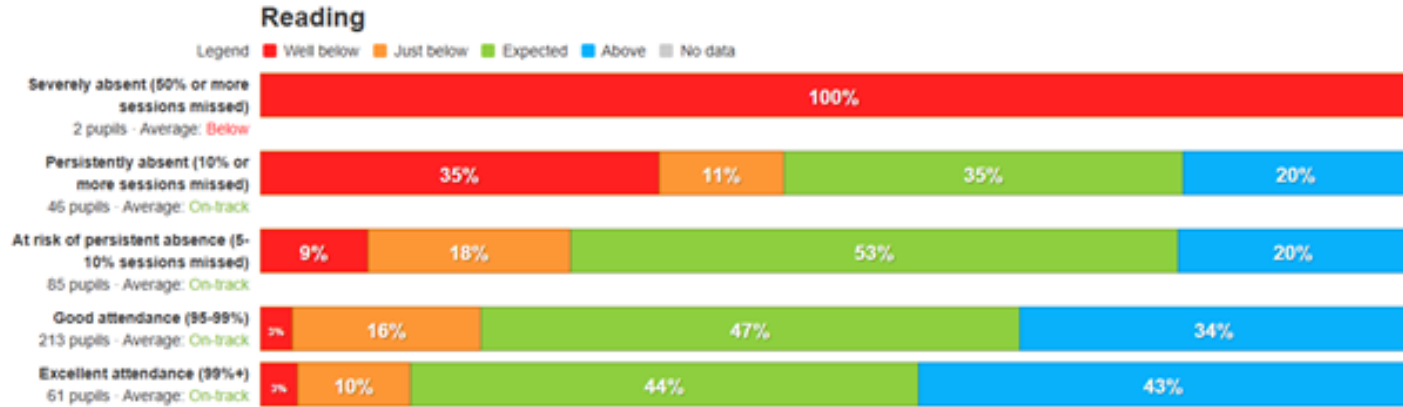
EVERY SCHOOL DAY COUNTS

Don't miss out on the education you deserve.



Attendance and punctuality

The impact of attendance on attainment 2025-26



The more school children miss, the bigger the impact on attainment and progress.

EVERY LESSON COUNTS!

Attendance and punctuality

46% of persistently absent children did not reach age related expectations in **Reading** last year.

46% of persistently absent children did not reach age related expectations in **Maths** last year.

If your child was a persistent absentee last year (less than 90%) then Mr Fielder or Miss Northwood will be contacting you to discuss possible support for this year.

EVERY LESSON COUNTS!

New AI Guidance for Schools

The new **AI guidance for schools**, developed by the **UK Online Harms Early Warning Working Group** and published by the [UK Safer Internet Centre \(UKSIC\)](#), outlines how educational settings should manage and protect photographs of children.

Link:

[Image guidance for education settings - UK Safer Internet Centre](#)

New AI Guidance for Schools

This guidance was issued following a **real incident where criminals harvested photos from a UK secondary school website, used AI to manipulate them into sexually explicit content, and attempted to blackmail the school.**

The advice does not ask schools to stop celebrating pupil achievements, but rather to change *how* they share imagery to mitigate serious safeguarding and data protection risks.

New AI Guidance for Schools

Schools are advised to review their current online photo policies and adopt the following risk-reduction measures:

- **Avoid face-on images:**
Move away from clearly identifiable, front-facing photographs of individual pupils.
- **Never pair names with photos:** Do not publish a child's name alongside their image, making it harder for online bad actors to link identities.
- **Strip EXIF metadata:** Ensure all image metadata (such as the exact time, date, and embedded GPS location data) is removed before uploading any files to the web.
- **Downgrade image quality:** Only upload low-resolution versions of pictures to websites and social media channels to make them much harder for AI tools to cleanly manipulate.
- **Utilise parent portals:** Consider moving content behind secure, password-protected parent portals instead of leaving them on public-facing sites.
- **Update consent forms:** Data protection experts note that schools must update their parental consent policies. Consent must now be specific, easily withdrawable, and explicitly inform parents about potential **AI manipulation risks**.

Parallel AI Guidance for Parents

In tandem with the school framework, the [National Crime Agency \(NCA\)](#) and the [Internet Watch Foundation \(IWF\)](#) have issued parallel safety advice warning parents about "sharenting". They recommend that parents lock down their own social media accounts, review any existing photography permissions they have granted to clubs or schools, and openly discuss digital image consent with their children.

[New guidance for parents and carers as AI-manipulated images of children become a growing concern - National Crime Agency](#)

Plan for AI Guidance at JOPS

 Bishop Aldhelm's CE
Primary School
Loved by God, United in Learning

WE'VE CHANGED THE ANGLE, NOT THE STORY

Celebrating *every* moment. Protecting *every* child.
Adapting how we share, in response to evolving AI safeguarding concerns.

-  **HANDS ON CONTENT**
Learning, exploring and creating without showing faces.
-  **BACKS OF HEADS**
We can still show the moments that matter.
-  **SIDE FACING PHOTOS (WITH PERMISSION)**
Only when we have consent from parents/carers.
No front facing photos.



- Still celebrate fantastic achievements and learning
- Sharing important moments and information
- Protecting children

Black History Month

‘Honouring Our Communities’.

Rather than focusing only on famous figures, we will explore the stories of people who have made a difference — through their achievements, their work, their creativity, their service and their contribution to the lives of others.

Each year group will explore Black British people who have made a significant contribution in a different area:

- **Reception – Art, Creativity & Culture**
- **Year 1 – Music**
- **Year 2 – Poetry, Stories & Words**
- **Year 3 – Sport**
- **Year 4 – Culture & Entertainment**
- **Year 5 – Science, Medicine & Service**
- **Year 6 – Leadership, Activism & Community**

Children will spend time researching and learning about their chosen individuals before becoming **experts** and sharing their learning with children from other year groups.

Across the school

Reading & Stories

Daily storytimes will celebrate books by Black authors and stories about inspiring Black people. Our library will feature a special Black History Month book display, encouraging children to discover new authors, characters and stories.

Music & Singing

Singing assemblies will celebrate the contribution of Black musicians and performers. Children will experience a range of musical styles, including jazz, reggae and hip-hop, and learn about the people and communities behind these genres.

Proud to be day

Children will bring in photos, artifacts, or objects that represent themselves and their heritage, celebrating personal and cultural identity. Perhaps someone who has inspired them in their local community.

Parent Involvement:

Palies to share stories, read books, or talk about a black British figure hey admire OR they may choose to provide photos or share short stories about their family heritage (2:45 - 3:10) rents will be invited to class assembly

Thank you

Questions?



*Helping Everyone Grow
and Flourish*