

PEOPLE (CHILDREN) SCRUTINY PANEL

12 April 2012

OFSTED REPORTS ON SCHOOLS AND COLLEGES FROM DECEMBER 2011 TO MARCH 2012

Report of the Strategic Director for People

STRATEGIC AIM:	Creating a Brighter Future for All
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1. PURPOSE OF THE REPORT

- 1.1 This report provides an overview of the Ofsted reports of maintained Schools in Rutland carried out in the period December 2011 to March 2012. The schools covered in this report are:

Cottesmore Primary School (Appendix A) –
Ofsted grading outcome Satisfactory
(Ofsted grading from last inspection in 2007 Good)

2. RECOMMENDATIONS

- 2.1 **That Scrutiny Panel considers the contents of this report noting the inspection judgements, overall effectiveness, capacity for sustained improvement and what the school needs to do to improve further.**

3. KEY FEATURES OF THE FRAMEWORK FOR SCHOOL INSPECTION ARRANGEMENTS FROM JANUARY 2012

- 3.1 From January 2012, under the revised school inspection arrangements, inspectors are focusing more sharply on those aspects of schools' work that have the greatest impact on raising achievement.

This will involve:

- a reduction in the number of key judgements that are required
 - a further increase in the proportion of inspectors' time in school that is spent observing teaching and gathering evidence of learning, progress and behaviour.
- 3.2 Inspections will continue to engage headteachers, school staff and governors in the process of inspection so that they understand better the basis for the judgements that are made. Inspectors will give greater consideration to the views of parents, pupils and staff as important evidence.
- 3.3 Inspectors are required to report on the quality of education provided in the school and must, in particular, cover:

- the achievement of pupils at the school
- the quality of teaching in the school
- the quality of leadership in and management of the school
- the behaviour and safety of pupils at the school.

In reporting, inspectors must also consider:

- the spiritual, moral, social and cultural development of pupils at the school
- the extent to which the education provided by the school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.

- 3.4 Schools will be able, via the appropriate authority (normally the school's governing body), to request an inspection. If an inspection is carried out in response to such a request, Her Majesty's Chief Inspector (HMCI) may charge the appropriate authority for the cost of the inspection.

This framework sets out the statutory basis for inspection. It describes the policy and principles that apply to inspections of maintained schools and academies, including free schools, university technology colleges (UTCs), studio schools and some non-maintained special schools in England

- 3.5 How does inspection promote improvement?

Ofsted is required to carry out its work in ways that encourage the services it inspects and regulates to improve, be user-focused and be efficient and effective in the use of resources.

Inspection acts in a number of ways to drive and support school improvement, for example by:

- raising expectations through criteria and grade descriptors that illustrate the standards of performance and effectiveness expected of schools
- offering a sharp challenge and the impetus to act where improvement is needed
- clearly identifying strengths and weaknesses
- recommending specific priorities for improvement for the school and, when appropriate, checking subsequent progress
- fostering constructive dialogue between inspectors and those who lead and work in the school
- promoting rigour in the way that schools evaluate their own performance, thereby enhancing their capacity to improve.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An

		outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves

3.6 Cottesmore Primary School

This inspection was carried out with two days' notice. The inspector observed 12 lessons taught by three teachers. Five of these observations were joint observations with the headteacher. Meetings were held with members of the governing body, staff and groups of pupils. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. The inspector analysed 33 questionnaires from parents and carers, nine from staff and 29 from pupils.

Most pupils come to this smaller than average sized primary school from the RAF station on which it is located. Many pupils only stay in the school for two years. The number on roll has fallen significantly since the previous inspection. The number of classes was reduced from seven to three in September 2011 and children in the Early Years Foundation Stage are now taught in a mixed-age Reception and Year 1 class. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils identified as being disabled or having special educational needs is also broadly average. The school meets the current government floor standards.

Cottesmore Primary School Judgements – Key Findings

Overall effectiveness	3
Achievement of pupils	3
Quality of Teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school. The school is going through a period of transition and this has slowed the pace of change. Nonetheless,

leaders have worked successfully to maintain a cohesive school community and members of staff continue to be highly effective in supporting pupils' social and emotional needs.

- Pupils' achievement is satisfactory but progress is uneven across the school. Pupils make good progress in the Early Years Foundation Stage and in Key Stage 1 because they are taught well.
- Pupils make satisfactory progress in Key Stage 2. Teaching is not always successful in meeting pupils' differing needs in mixed age classes because of the wide range of abilities.
- Pupils' behaviour and safety is good. They behave well and are very happy at school. They get on well together, work hard and give each other good support in lessons.
- The curriculum successfully promotes pupils' spiritual, moral, social and cultural development. Pupils develop good social skills and keenly take on responsibilities.
- Leadership and management are satisfactory. Leaders have ensured that the school has continued to run smoothly during the period of transition. They are making a concerted effort to ensure that recent changes have not had a significant impact on pupils' learning. They know that not all teachers have adapted equally well to the demands of teaching mixed age classes and support has not been successful yet in improving sufficiently the quality of teaching where it is less effective.
- The school engages very well with parents and carers and they contribute significantly to their children's learning, especially in reading.

Ofsted's requirements for further improvement:

- Build on strengths in the Early Years Foundation Stage and Key Stage 1 so that teaching in three out of four lessons in Key Stage 2 is good or better by
 - ensuring that expectations are high enough and work is pitched at the right level for all pupils
 - ensuring that the pace of learning is always brisk and that pupils are encouraged to work more quickly(By December 2012)
- Strengthen leadership and management by March 2013
 - using monitoring of teaching and learning by leaders at all levels to set clear targets for improvement and then following them up to check that they are being effective
 - ensuring that assessment procedures are applied consistently across the school so that dips in progress are identified and tackled more quickly
 - developing the role of middle managers in improving provision in their subjects(By March 2013)
- Sharpen the use of targets in key Stage 2 so that pupils are clear about how to improve their work.
(By April 2012)

4. RISK MANAGEMENT

RISK	IMPACT	COMMENTS
Time	Medium	School will be reviewed through LA Core Group process and through monitoring by the LA strategic support
Viability	Medium	Dependent on continuing partnership with the LA to contribute to improving outcomes for all children and young people. Currently school has not expressed an interest in becoming an academy.
Finance	Low	Currently supported through existing budgets. However if a future Ofsted inspection does not demonstrate the required improvements, the LA may need to put in place additional resources.
Profile	Medium	The Department for Education (DfE) is fully focussed on raising achievement and attainment. Continued improvement in standards will be monitored by the DfE
Equality and Diversity	Medium	Targeting support in order to ensure that all children and young people achieve the highest standards is essential, and will be tailored to meet the needs of individual children An Equality Impact assessment has been completed which raised no issues

5. CONCLUSION

As stated in the content of this report, Cottesmore Primary School has faced significant challenges. The Ministry of Defence announced the closure of RAF Cottesmore in March 2013 and was brought forward to 31st March 2012 when the RAF will vacate the base and the Army will take responsibility from 1st April 2012. The school has been adversely affected with pupil numbers decreasing substantially creating high mobility. The class structure was reduced in 2011 from a 5 class to a 3 class structure. In September 2012 it is expected this will need to increase to 5/6 classes.

In view of the recent Ofsted outcome, the LA has put in place a number of support mechanisms.

- LA strategy group to review progress related to the required Ofsted improvements.
- LA support for the senior leadership team with regard to future school organisation and recruitment of additional staff.
- LA involvement to complete independent observations of teaching and learning across the school and targeted intervention to support teaching and learning.
- Support for the school with regard to security of pupil assessment processes
- Specific intervention for key stages identified as part of the Ofsted inspection
- School performance is monitored through the LA Core Group process.

Within the Ofsted inspection report it should be noted the significant good practice that is taking place across the school.

The school is well positioned to address the issues identified and has welcomed the support of the LA in working through the concerns raised by Ofsted. It is likely that an Ofsted monitoring visit will take place in the next year with a follow up Ofsted inspection within eighteen months.

Background Papers

Ofsted framework guidelines
Ofsted Inspection report from:
Cottesmore Primary School

Report Author

Sarah Bysouth
Head of Service Lifelong Learning

Tel No: (01572) 722577

e-mail: enquiries@rutland.gov.uk

A Large Print or Braille Version of this Report is available upon request – Contact 01572 722577.