

PEOPLE (CHILDREN) SCRUTINY PANEL

12 July 2012

OFSTED REPORTS ON SCHOOLS AND COLLEGES FROM MARCH 2012 TO JUNE 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 March 2012 – June 2012.

The schools covered in this report are:

Edith Weston Primary School (Appendix A)
Ofsted grading outcome - Satisfactory
(Ofsted grading from last inspection in 2009- 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 Edith Weston Primary School

3.7 This inspection was carried out with two days' notice. The inspector observed eight lessons, taught by four teachers, for a total of almost four hours, as well as spending other time looking at pupils' work. In addition, meetings were held with staff and members of the governing body, as well as pupils. The inspector took account of responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a range of assessment data, policies, reports and planning documents. The responses to 38 parental questionnaires were analysed.

3.8 This is a smaller-than-average primary school. No pupils are currently known to be eligible for free school meals. A below-average proportion of the pupils is from minority ethnic groups or speaks English as an additional language. The proportion of disabled pupils and those with special educational needs is below average. The main needs are moderate learning difficulties and speech, language and communication difficulties. A very high proportion of pupils joins or leaves partway through their primary school education. This is largely due to the fact that 82% of the pupils are from service families. The Headteacher has taken up her post since the last inspection. There has been significant staff turnover in recent years. The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

The school has Healthy Schools status, an Activemark award and an International School award.

Edith Weston 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. It is improving after a period of staffing turbulence and has strengths in the provision for the youngest children and in parts of Key Stage 2, but it is not yet good because there is not enough good or better teaching across the school to ensure that all groups of pupils achieve consistently well in English and mathematics.
- Children's progress in the Nursery and Reception is good. Older pupils currently make satisfactory progress in reading, writing and mathematics, and attainment is broadly average. Too few pupils reach the higher National Curriculum levels, but the current Year 6 pupils are well on track to achieve their challenging targets.
- Teaching and learning are satisfactory. Some very effective teaching, especially in Key Stage 2, is supporting improved progress, but staff have not had sufficient opportunities to spread this good practice. In some lessons the work does not sufficiently challenge all pupils. Interventions are well planned and effective. As a result all groups, including late arrivals, disabled pupils and those who have special educational needs, make satisfactory progress.
- Pupils' behaviour is good. This has a positive impact on their learning and on how safe they feel at school. Attendance is above average. Pupils talk positively about how well they get on together and the lack of bullying. The parents and carers who returned questionnaires are equally positive.
- The leadership of teaching and management of performance are satisfactory. The Headteacher has worked successfully, with effective support from the local authority, to improve the quality of teaching, despite subject leadership being hampered by staffing changes. The governing body provides satisfactory and improving support and challenge for the school.
- Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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
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5. CONCLUSION

As stated in the content of this report, Edith Weston Primary School has faced significant challenges. The Local Authority had put in place a planned intervention programme following an independent report in January 2012 which raised concerns with regard to attainment and achievement. Significant resources have been provided with regular strategic meetings held by the LA and in partnership with the Senior Leadership Team (Headteacher and governors) to address the attainment and achievement of pupils at the school. The school is in the process of completing the 'Improving School Programme' and a number of additional interventions. The outcome grading of 'satisfactory' demonstrates that the school needs to continue to be relentless in making improvements to ensure the pupils at the school achieve the best possible outcomes.

Acknowledgement is made within the inspection report of the positive involvement of the Local Authority and the LA plan to continue the process of challenge and support to maintain and make further improvements. The LA plans to continue to strategic meetings and the progress of the school will be monitored through the core group process. The school is likely to receive a monitoring visit in the next 18-24 months.

Background Papers

Ofsted framework guidelines
Ofsted Inspection report from:
Edith Weston 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.