

# PEOPLE (CHILDREN) SCRUTINY PANEL

21 February 2013

## OFSTED REPORTS ON SCHOOL & COLLEGES FROM SEPTEMBER 2012 TO DECEMBER 2012

Report of the Strategic Director for People

STRATEGIC AIM:	<b>Creating a Brighter Future for All</b>
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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 September 2012 to December 2012. The schools covered in this report are:

St Mary & St John CofE VA Primary School  
Ofsted grading outcome requires Improvement  
(Ofsted grading from last inspection in 2008 - 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 SEPTEMBER 2012.

- 3.1 From September 2012, under the revised school inspection arrangements, inspectors are required to focus sharply on those aspects of schools' work that have the greatest impact on raising achievement.
- 3.2 Inspectors are required to report on the quality of education provided in the school, and must, in particular, cover:
- a) The achievement of pupils at the school
  - b) The quality of teaching in the school
  - c) The behaviour and safety of pupils at the school
  - d) The quality of leadership, and management of, the school

This has resulted in the number of key judgements and an increase in the proportion of inspectors' time in school that is spent observing teaching and gathering evidence of learning, progress and behaviour.

- 3.3 Inspectors will continue to engage head teachers, 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.

**3.4** In reporting, inspectors must also consider:

- a) The spiritual, moral, social and cultural development of pupils at the school
- b) 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.

**3.5** Under this inspection framework:

- a) Schools cannot be judged 'Outstanding' for overall effectiveness unless they have 'outstanding' teaching.
- b) An acceptable standard of education is defined as a 'good' standard of education.
- c) A school that is not yet 'Good', but that is not judged 'Inadequate', is a school that 'Requires Improvement'.
- d) A school that is 'Inadequate' overall and that requires significant improvement, but where leadership and management are not 'Inadequate' is a school with serious weaknesses.
- e) A school that is 'Inadequate' overall and where leadership and management are also 'Inadequate' is a school requiring special measures.
- f) Schools that are judged as 'Requires Improvement' will normally be monitored and re-inspected within a period of two years, the timing of the re-inspection will reflect the individual school's circumstances and will be informed by what inspectors find at the monitoring visits.
- g) If a school is judged as 'Requires Improvement' at two consecutive inspections and is still not 'Good' at a third inspection, it is likely to be deemed 'Inadequate' and to require 'Special Measures'.
- h) Inspectors will normally contact the school by telephone during the afternoon of the working day prior to the start of a Section 5 inspection.
- i) Inspections will evaluate the robustness of performance management arrangements, and consider whether there is an appropriate correlation between the quality of teaching in a school and the salary progression of the school's teachers.

This framework sets out the statutory basis for inspections conducted under the Education Act 2005 (as amended), from 2012.

**3.6** This framework applies to all schools in England that are to be inspected under Section 5 of the Education Act 2005 (as amended). This includes all maintained schools and state-funded independent school and certain non-maintained independent schools.

The schools subject to Section 5 inspection are:

- a) Community, foundation and voluntary schools
- b) Community and foundation special schools

- c) Pupil referral units
- d) Maintained nursery schools
- e) Academies
- f) City technology colleges
- g) City technology colleges for the technology of the arts
- h) Certain non-maintained special schools approved by the Secretary of State under Section 342 of the Education Act 1996.

### **3.7 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:

- a) Raising expectations through criteria and grade descriptors that illustrate the standards of performance and effectiveness expected of schools.
- b) Offering a sharp challenge and the impetus to act where improvement is needed.
- c) Clearly identifies strengths and weaknesses.
- d) Recommends specific priorities for improvement for the school and when appropriate, checking on and promotes subsequent progress
- e) Promotes rigour in the way that schools evaluate their own performance, thereby enhancing their capacity to improve.
- f) Monitors the progress and performance of schools that are not yet 'good' and challenges and supports senior leaders, staff and those responsible for governance.

### **3.8 What inspection judgements mean**

When finding the overall effectiveness of the school and when making the four key judgements about the achievement of pupils, the quality of teaching, the behaviour and safety of pupils and the quality of leadership in, and management of, the school, inspectors use the scales below:

- a) Grade 1 Outstanding
- b) Grade 2 Good
- c) Grade 3 Requires Improvement
- d) Grade 4 Inadequate

### **3.9 St Mary and St John CEVA Primary School**

The attached Ofsted inspection report provides background information about the inspection carried out – in summary:

- a) 16 lessons observed to measure the quality of teaching and learning
- b) Observations took place in the breakfast club and after-school sandwich club, school assembly

- c) Inspectors met with staff, pupils, representatives of the governing body and parents
- d) Feedback was received from the Local Authority
- e) Policies, teachers' plans and school improvement planning informed inspectors as to the progress of the school

**3.10** Information relating to the school which provides a background as summarised below:

St Mary and St John CEVA Primary School is smaller than the average sized primary school, with the proportion of pupils eligible for pupil premium is below average, almost all pupils are of white British heritage with very few pupils from minority ethnic backgrounds, none speaks English as an additional language. The proportion of disabled pupils and those with special educational needs at the school is below average, whereas the number of pupils supported through school action plus or with a state of special educational needs is average. The inspectors confirmed that the school meets the current floor standards of 60%.

Of note is that the Acting Headteacher took up post in September 2012 and at the same time, four new teachers joined the staff.

**3.11 Key Findings: St Mary and St John CEVA Primary School**

The achievement of pupils	Requires improvement
The quality of teaching	Requires improvement
The behaviour and safety of pupils	Are good
The leadership and management	Requires improvement

**3.12 Further information**

The school has a number of strengths which are clearly identified in the Ofsted Report and noted the strength of the governing body, outstanding leadership of the early years foundation stage, a calm atmosphere within school, secure safeguarding arrangements and confirmed the school is good at helping pupils to level their spiritual, moral, social and cultural understanding.

However, as reported this school Requires Improvement and is not Good due to a number of issues relating to quality of teaching, attainment in certain areas, expectations of teachers and marking guidelines. Evidence concluded that skill development is required to support improvements and procedures need to be reviewed as does the development of a strategy to tackle disadvantage and monitoring impact.

At the conclusion of the Ofsted inspection, the inspectors identified clearly what the school needs to do to improve. The main areas are as follows:

- a) Raise attainment in writing
- b) Improve the quality of teaching so it is consistently good or better
- c) Improvements related to leadership and management.

Further information is available within the content of the inspection report.

### 3.13 Outcomes and Ofsted monitoring process

Schools judged to require improvement will receive an initial monitoring inspection visit usually within four to six weeks of the publication of the Section 5 inspection report. Following this, the inspector will recommend whether or not further monitoring visits and/or other activity should be arranged to promote school improvement. All schools requiring improvement will be reinspected under Section 5 of the Education Act 2005 no later than 24 months after the inspection at which the school was judged to Require Improvement.

**3.14** The school and Local Authority have worked in partnership over a considerable period of time to make improvements alongside addressing the actions required as part of this inspection. Targeted support has included the following actions:

- a) Independent review of teaching and learning
- b) Participation in the Improving Schools Programme
- c) Support in developing Ofsted action plan
- d) Intervention work to develop middle leadership
- e) Specific monitoring and SEN advice and support
- f) School Improvement Advisor and Primary Officer intervention work
- g) Reviewed and monitored through LA Core Group process

## 4. RISK MANAGEMENT

RISK	IMPACT	COMMENTS
Time	Medium	LA would provide targeted intervention and support and will review through the LA Core Group process
Viability	Medium	LA is committed to improving outcomes for children and young people and endeavour to support and challenge schools to improve teaching and learning
Finance	Low	Reduced levels of funding are available to support schools. The introduction of the school funding reform on 1 <sup>st</sup> April 2012 delegated the Dedicated Schools Grant to schools. Any funding needs to be used effectively to support learners.
Profile	Medium	Any school inspection outcomes will create interest in the community; this school is subject to improvement by Ofsted.
Equality and Diversity	Medium	Targeting support in order to ensure all children and young people achieve the highest standard is essential, and will be tailored to meet the needs of individual children.  An EIA has been completed which raised no issues.

#### Background Papers

St Mary & St John CEVA Primary School  
Ofsted regulations for inspection and monitoring visits and support

#### 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.**