

# PEOPLE (CHILDREN) SCRUTINY PANEL

18 April 2013

## OFSTED REPORTS ON THE SCHOOL INSPECTIONS COMPLETED FROM JANUARY 2013 TO MARCH 2013

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 the School inspections in Rutland carried out in the period January to March 2013 . The schools covered in this report are:

Ryhall CofE Primary School: 29 – 30 January 2013  
Ofsted grading outcome: Inadequate  
Previous inspection: Satisfactory

St Nicholas CofE VA Primary School: 19 – 20 February 2013  
Ofsted grading outcome: Good  
Previous inspection: Satisfactory

Catmose Primary School (Academy): 20 - 21 February 2013  
Ofsted grading outcome: Good  
Previous inspection: Satisfactory

### 2. RECOMMENDATIONS

2.1 **That Scrutiny Panel considers the contents of the 3 reports noting the inspection judgements, and the plans to address the schools weaknesses in one school and plans for continued improvement regarding the other 2 schools.**

### 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 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.

**3.4** 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 by the 2011 Act).

- 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 schools 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 RYHALL CofE PRIMARY SCHOOL

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

- a) 15 lessons were observed, inspectors listened to pupils read, observed break and lunchtimes
- b) Inspectors met with pupils, governors, senior team and subject leaders
- c) Inspectors observed the school's work and reviewed documents about the achievement of all groups of pupils, the school improvement plan and the progress being made towards its priorities

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

Ryhall CofE Primary School is a smaller than average primary school, with the proportion of pupils entitled to support through the pupil premium (additional government funding for looked after children, pupils known to be eligible for free school meals and those from service families) is well below the national average. Most pupils come from white British backgrounds. The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average. The inspectors confirmed that the school meets the government's current floor standard, which sets the minimum expectations for pupil's attainment and progress. Of note, the headteacher has had periods of absence in recent months.

### 3.11 Key Findings: Ryhall CofE Primary School

The achievement of pupils	Is Inadequate
The quality of teaching	Is inadequate
The behaviour and safety of pupils	Requires improvement
The leadership and management	Are Inadequate

### 3.12 Further information

This is a school that requires "Special Measures" as evidenced below.

- Pupils make inadequate progress through Key Stage 2.
- Standards in writing are particularly low.
- Senior leaders have insufficient information in order to highlight where improvements should be made.
- Teachers do not always know the levels at which pupils are working. Teachers sometimes talk for too long and as a result pupil's behaviour is not always good in lessons. In addition, insufficient feedback is given to pupils.
- Team and subject leaders are not fully accountable for the quality of teaching and achievement in their areas, with leadership not shared appropriately.

- The governing body does not have enough information in order to challenge school leadership.

### **3.13 Outcomes and Ofsted monitoring process**

The school has demonstrated the following strengths.

- Pupils feel safe and secure.
- Pupils have lots of opportunities to develop their personal skills.
- Attendance is consistently above average.

### **3.14 Identified required improvement**

- Make teaching at least good throughout the school particularly in Key Stage 2
- Raise standards in writing by making sure that pupils have ample opportunities to practise and develop their writing skills
- Make sure that teaching is always interesting and engages all pupils
- Strengthen the effectiveness of leadership at all levels
- Ensure the governing body has full understanding of the school's performance

## **4. OUTCOMES OF OFSTED REQUIREMENTS**

- 4.1** Within the statutory guidance published by the Department for Education (DfE) "Schools Causing Concern – guidance for local authorities" (2012) specifies a statutory duty on all local authorities in England, in exercising their functions in respect of schools causing concern, local authorities must have regard to this guidance.
- 4.2** The DfE has a clear expectation that where a School has been judged by Ofsted to require "Special Measures" conversion to an Academy with a strong sponsor will be the normal route to secure improvement.
- 4.3** The Local Authority Statement of Action was submitted within ten days of the publication of the Ofsted Report (published 12.3.13) to Ofsted and an HMI inspection will take place at the school within 4-6 weeks from the publication of the report. This will be a 1 day inspection and will gauge the plans for rapid improvement directly linked to the priorities identified within the Ofsted report. Up to 5 monitoring inspections will consider whether the school has made sufficient progress for "Special Measures" to be removed. If not removed after 18 months the School will be reinspected by Ofsted section 5.
- 4.4** Department for Education, Diocese of Peterborough and Local Authority intervention plans
- There is a close partnership working in place to address the concerns raised. This has involved:
    - a) The appointment of a Local Leader of Education (LLE) funded by the Department for Education to provide direct support to improve the teaching and learning across the school and provide guidance to the leadership team.
    - b) The Local Authority in agreement with the Diocese and the DfE will commence a consultation with all stakeholders connected to

Ryhall CofE Primary School on 11 April and conclude on 30 April on whether the current governing body needs to be replaced by an Interim Executive Board. Following the outcome of the consultation and if appropriate the Strategic Director for People will submit an application to put an IEB in place.

- c) The DfE, the Diocese and the Local Authority are moving forward to look at a range of suitable partners to take the role of Sponsor Academy. This will put in place a robust framework for school improvement. All partners believe that a sponsored academy solution will provide rapid sustained improvements that are required at Ryhall CofE Primary School. In any situation such as this the sponsor academy will be an outstanding school with a proven track record in raising school standards. These plans require approval from the Education Minister and the Board of Education, Diocese of Peterborough. The Local Authority would be in full support of this direction of travel.
- d) A meeting has been arranged with parents on Monday 15 April 2013 at Ryhall CofE Primary School with representation from the DfE, the Diocese and the Local Authority to provide additional information on the above actions.
- e) The Local Authority continues to provide support to the school with regard to teaching and learning and leadership development.

## 5. ST NICHOLAS CofE PRIMARY VA SCHOOL

**5.1** St Nicholas CofE VA Primary School is much smaller than the average primary school with fewer pupils from ethnic backgrounds than most schools. Very few pupils speak English as an additional language. The proportion of disabled pupils and those who have special educational needs supported at ‘school action’ is above average as is children who are supported at ‘school action plus’ or have a statement of special educational needs is also above average. There are an average proportion of pupils supported by the “pupil premium”. The school meets current government floor standards, which set minimum expectations for pupil’s attainment and progress. The Ofsted report is attached (Appendix B)

Of note since the last inspection the school is in a formal federation (hard) and share the same headteacher and governing body with Ehissendine C of E Primary School.

### 5.2 Key Findings: St Nicholas CofE VA Primary School

The achievement of pupils	Good
The quality of teaching	Good
The behaviour and safety of pupils	Outstanding
The leadership and management	Outstanding

### 5.3 Further Information

The school has many strengths which are clearly identified in the Ofsted Report and also noted the rapid pace of improvement since the school’s federation in 2011. School leaders especially the headteacher, are relentless in their drive to improve teaching and raise standards. The Ofsted report noted the strength of the Governing Body and confirmed how well the

federation between the schools is working to ensure that all pupils do as well as they can. The teaching has improved with good teaching across the school, children are making good progress and are keen to learn, and their behaviour is exemplary.

To move towards an 'Outstanding' grading the school needs to improve standards in mathematics, provide more able pupils the opportunities to expand their learning in English and Mathematics. In addition, to promote and develop further pupils cultural understanding of the world.

The progress this school has made is exceptional, the staff and pupils are to be congratulated, and the Ofsted report clearly documents the improvements. Also of note, is the commitment of the leadership team and the staff to continue to drive standards forward and provide the best possible opportunities for the children in their care.

- 5.4** The School and the Local Authority have worked in partnership over a period of time to make improvements addressing the required improvements from the last inspection.

## **6. CATMOSE ACADEMY PRIMARY SCHOOL (ACADEMY STATUS)**

- 6.1** This is a smaller than average primary school with almost all pupils coming from white British backgrounds with a small number of pupils speaking English as an additional language. An average number of pupils receive the "pupil premium". The proportion of disabled pupils and those who have special educational needs who receive support at school action is below average, however the proportion who receive support at school action plus or who have a statement of special educational needs is broadly average.

The school met the government's current floor standards, which set the minimum standards for pupils' attainment and progress.

Of note, is that since the previous inspection the school has converted fully as an academy and entered into a formalised partnership with Catmose College through a multi-academy trust known as Catmose Federation. There is one senior leadership team for the federation overseeing the work of both schools; however each school has its own separate governing body. Since the last inspection the numbers of pupils on roll has increased and is becoming increasingly popular.

### **6.2 Key Findings: Catmose Academy Primary School**

The achievement of pupils	Good
The quality of teaching	Good
The behaviour and safety of pupils	Good
The leadership and management	Good

### **6.3 Further Information**

This school has many strengths with good teaching using well chosen resources, good learning support and good teaching skills to support learning. Children make good progress across all key stages developing from a below average starting point to achieving broadly average standards

by the end of Year 6. Pupils are well behaved and attendance at the school is above average. The senior leadership team with the support of the governing body have made significant improvements since the previous inspection and have demonstrated good capacity for further improvement.

To move towards an “Outstanding” grading the school needs to increase the pace of learning in some areas, support pupils further to enable pupils to learn independently and ensure pupils know their next steps for learning when their work is marked.

This school has made very good progress and the staff and pupils are to be congratulated on the outcome of this Ofsted inspection.

The school staff and governing body are relentless in the drive to improve standards and have high expectations for their pupils.

The school has academy status, however, there is a good working relationship between the school and the local authority.

## 7. RISK MANAGEMENT

RISK	IMPACT	COMMENTS
Time	High	LA is required to provide intervention and use statutory powers as a result of the Ofsted grading at Ryhall CofE Primary School. The LA works in partnership with St Nicholas CofE VA Primary School and Good relations are in place with Catmose Primary School.
Viability	High	This relates specifically to Ryhall CofE Primary School. Rapid improvement with intervention is required in order to secure the viability and sustainability of the school.
Finance	Medium	The implementation of the DfE School Funding Reform delegates almost all school funding to schools
Profile	High	All school inspection outcomes generate interest in the community. All three schools identified in this report will be of interest particularly Ryhall CofE Primary School
Equality and Diversity	High	It is essential that children are provided at least a good standard of education, targeted intervention is in place to raise standards.

### Background Papers

Ofsted regulations for inspection, monitoring visits and support

Department for Education:  
Schools Causing Concern (2012)

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