

# PEOPLE (CHILDREN) SCRUTINY PANEL

13th June 2013

## OFSTED REPORTS ON THE ONE SCHOOL INSPECTION WHISSENDINE C OF E PRIMARY SCHOOL

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 report about Whissendine C of E Primary School  
Ofsted grading outcome “Outstanding”  
(Ofsted grading from last inspections in 2006 and 2010 – “Outstanding”)

### 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 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), 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 Secondary 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 Whissendine C of E Primary School**

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

- a) Inspectors observed teaching in all classes. A total of 14 lessons were observed, including three seen together with the headteacher and one with the deputy headteacher. In addition, short classroom visits were made to observe pupils at work.
- b) Inspectors had discussions with the Chair of the Governing Body and three other governors, a representative from the local authority, the headteacher, the deputy headteacher and other members of the school leadership team, teachers and two groups of pupils.

- c) Inspectors looked at a range of documents including the school's tracking of pupils' progress, documents relating to safeguarding and special educational needs, case studies of individual pupils, and also the school's self-evaluation document which includes its improvement priorities.
- d) A wide range of pupils' work was reviewed across different subjects, and inspectors heard pupils of different ages reading.
- e) Inspectors took account of the views of 33 parents recorded on the online questionnaire (Parent View) and met informally with a number of parents at the start of the school day. Inspectors also took into account 24 responses to the school's own survey of parents' views.

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

The school is smaller than the average primary school. The very large majority of pupils are White British. There are currently no pupils who speak English as an additional language. The proportion of pupils for whom the school is receiving additional income (the pupil premium) is below average. In this school it currently applies to pupils who are known to be eligible for free school meals and children of parents who are serving in the armed forces. The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported through school action plus or a statement of special educational needs is above average.

A before-school club takes place on the school site every morning. It is run by the governing body. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Since 2011 the school has been part of a federation of two schools which share the same headteacher and governing body. The headteacher has been at the school for a considerable time, and supports other schools including those in difficulty.

The number of pupils is rising, and many come from outside the school's catchment area.

**3.11 Key Findings: Whissendine C of E Primary School**

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

**3.12 Further information**

The Ofsted report states the following:

- a) This school is a beacon of exceptional practice in all key areas of its work.
- b) Pupils are highly enthusiastic about learning at every age throughout the school and make outstanding progress.
- c) Pupils typically reach above-average standards in English and mathematics by the time they leave at the end of Year 6.
- d) The current Year 6 pupils are on track to gain the school's highest results ever. Many pupils are already reaching high standards in reading, writing and mathematics.

- e) Teaching is mainly outstanding. It is consistently good or better in all subject areas and pupils of all capabilities are well catered for, including disabled pupils and those who have special educational needs.
- f) Consistently high-quality marking across all subjects, together with individual progress interviews, ensures that pupils make rapid gains in their learning.
- g) Behaviour is exemplary and pupils feel totally safe. Pupils demonstrate a very mature attitude to everything, including their learning.
- h) The headteacher is an inspirational leader. He has had a clear impact on raising the amount of outstanding teaching.
- i) The English and mathematics leadership teams have had a notable impact on increasing pupils' progress, particularly in the last 18 months.
- j) The exciting range of taught subjects and the school's innovative learning methods are particular strengths.
- k) The school uses an internet-based system well to enable pupils to continue their learning at home, but it is not yet consistently effective across the whole school.
- l) The governing body is particularly effective and holds the school to account very well.

The Ofsted report states that to improve further the school should:

Use the internet system consistently well to further strengthen home-school links and help pupils to continue their learning at home, by:

1. providing further opportunities for pupils to practise learning such as mathematical problem solving and real-life investigation skills
2. creating shared areas of reference, such as a book review section where pupils could share enthusiasm for interesting or exciting books found in the school library with their classmates.

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

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

Certain schools are exempt from section 5 inspection. These schools are known as 'exempt schools'. Regulations specify that maintained primary and secondary schools, and academies, that were judged to be 'outstanding' overall at their most recent section 5 inspection are exempt from future inspection under section 5. This exemption also applies to an academy converter school whose predecessor school achieved an 'outstanding' grade overall at its most recent section 5 inspection. Certain types of schools cannot be exempt schools. These are special schools (including maintained residential special schools and non-maintained special schools with residential provision), pupil referral units and maintained nursery schools. Where Her Majesty's Chief Inspector (HMCI) or the Secretary of State has concerns about the performance of an exempt school, HMCI has powers to inspect at any time under section 8 of the Education Act 2005 (as amended). Such concerns may be identified through the risk assessment process when Ofsted becomes aware through other means of concerns about a school's performance or the safety of pupils. HMCI may treat an inspection of an exempt school conducted under section 8 as if it were an inspection under section 5. Under section 8, HMCI may be required by the Secretary of State to conduct an inspection of an exempt school. The Secretary of State may

also require that the inspection be treated as if it were also an inspection under section 5.

Exempt schools (like other schools inspected under this framework) may be subject to inspection as part of a programme of surveys, of curriculum subjects and thematic reviews, including those focused on best practice. These inspections are conducted under section 8.

**3.14** The school and Local Authority have worked in partnership over a considerable period of time particularly in terms of its federation with St Nicholas CE Primary School. As the school is 'Outstanding' the role of the Local Authority is 'light touch' and consists of the following :

- a) Support during Ofsted inspections
- b) General advice and guidance
- c) Reviewing and monitoring through LA Core Group process

#### **4. RISK MANAGEMENT**

<b>RISK</b>	<b>IMPACT</b>	<b>COMMENTS</b>
Time	Low	LA will provide targeted intervention and support and will review through the LA Core Group process
Viability	Low	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 2013 delegated the Dedicated Schools Grant to schools. Any funding needs to be used effectively to support learners.
Profile	High	Any school inspection outcomes will create interest in the community. Outstanding schools are likely to be popular with parents and there is likely to be a pressure on school places
Equality and Diversity	Low	No issues

#### **Background Papers**

Whissendine Primary School  
Ofsted regulations for inspection and monitoring visits and support

#### **Report Author**

Mark Naylor  
Assistant Director

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.**