

PEOPLE (CHILDREN) SCRUTINY PANEL

12 September 2013

OFSTED REPORTS ON THE INSPECTION OF UPPINGHAM C OF E PRIMARY SCHOOL AND UPPINGHAM COMMUNITY COLLEGE

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 about Uppingham C of E Primary School and Uppingham Community College

Uppingham C of E Primary School Ofsted grading outcome is "Requires Improvement" May 2013 (previously 'Good').

Uppingham Community College Ofsted graded as 'Good' June 2013 (previously '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 schools need 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 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 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.

3.10 Uppingham C of E Primary School

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

- a) Not enough pupils make good progress in reading, writing and mathematics.
- b) Teaching requires improvement. Despite some strengths, the quality of teaching varies too much to promote good achievement overall.
- c) Disabled pupils and those who have special educational needs do well thanks to good support, but the work set for other groups in lessons is occasionally too easy for some pupils or too complicated for others.
- d) The pace of lessons is not always fast enough. Staff sometimes talk for too long, or very occasionally do too much for pupils, so they do not have enough time to practise key skills or learn to work quickly on their own.
- e) Teachers' marking in books does not always give pupils helpful guidance on how to improve their work. When guidance is provided, pupils are not always given time to respond.
- f) Not all senior leaders are making a full contribution to improving the school. Some have not yet developed the skills they need to check teaching and pupils' progress in the areas they are responsible for.
- g) The progress made by different groups of pupils is not checked carefully enough to be sure they can quickly identify any patterns of underachievement across the school

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

- a) The school is smaller than the average-sized primary school.
- b) The proportion of pupils for whom the school receives the pupil premium, which is additional funding for pupils known to be eligible for free school meals, those in local authority care and those with a parent in the armed services, is below average.
- c) The proportion of pupils from minority ethnic backgrounds is below average, as is the proportion who speak English as an additional language.
- d) The proportions of disabled pupils and those who have special educational needs supported at school action, and at school action plus or through a statement of special educational needs, are above average.
- e) The proportion of pupils who leave or join the school during Key Stages 1 and 2 is above average.
- f) The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

The school has the following strengths:

- a) Good teaching in the Reception class gives children a good start, and teaching and learning in Year 6 are particularly strong.
- b) Pupils feel safe and behave well in lessons and around school.
- c) The headteacher and other senior leaders have a good understanding of how to improve the school. Their recent changes are beginning to improve progress and standards in most classes.
- d) The governing body supports the school very well, but also holds the headteacher and senior leaders accountable for making improvements.
- e) The pupils' spiritual, moral, social and cultural education is particularly good and underpins all the school does. Regardless of how old pupils are when they arrive, they quickly settle in and feel part of the school community.

3.12 Key Findings: Uppingham C of E Primary School

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

3.13 Further information

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

Improve teaching so that more is good and outstanding by ensuring that:

- a) work is always matched closely to pupils' abilities
- b) lessons always move at a brisk pace, so that all pupils are fully involved in learning and have plenty of opportunities to practise and develop their skills
- c) additional adults who provide support in the classroom also help pupils to develop their independent learning skills

- d) teachers' marking in books consistently gives pupils clear guidance on how to improve their work, and they are routinely given the opportunity to respond.

Strengthen leadership and management by:

- a) equipping all senior leaders with the skills they need to analyse pupils' progress and identify areas for improvement in their areas of responsibility
- b) using data effectively to check on the progress of different groups of pupils, so that any potential patterns of underachievement can be quickly identified and addressed.

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

3.14 As the school 'Requires Improvement' the role of the Local Authority is consists of the following targeted support:

- a) Monthly Strategy Meetings chaired by the Local Authority
- b) Support to develop and oversee delivery of an Action Plan
- c) Support to provide a Local Leader in Education or a National Leader in Education
- d) Support to ensure that additional training, school to school support and peer support is provided.

3.15 Uppingham Community College

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

- a) Students achieve well. They make good progress overall to reach standards that are above average by the end of Year 11.
- b) Achievement in mathematics is improving well and students are now making particularly good progress in this subject.
- c) The school is successfully closing the gap in achievement between students eligible for support through the pupil premium and their classmates.
- d) Teaching is good overall with some outstanding practice. There is a positive climate for learning across the school and lessons are often planned so that there is a clear structure to students' learning.
- e) When teachers set challenging work that encourages students to develop their thinking skills, students make very rapid progress.
- f) Students' behaviour is excellent. They enjoy school greatly and have an appetite for learning. Their mature and thoughtful behaviour is evident both in lessons and at break times.
- g) Leaders, managers and the governing body work well together to drive improvements across the school. Leaders in charge of subjects are fully involved in checking the quality of teaching and learning.
- h) Leaders set clear targets for teachers to help improve their practice in the classroom and provide good quality training for staff.

It is not yet an outstanding school because:

- a) The proportion of outstanding teaching is not high enough. At times, work is not set at the right level of difficulty, particularly for the most able students, and teachers do not always check students' understanding during lessons.
- b) There is too much variation in the quality of marking. As a result, students are not always sure about how to improve their work.
- c) Systems for checking on the impact of the training provided for teachers are not fully developed. A minority of staff do not adopt the best practice recommended by leaders

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

- a) Uppingham Community College is slightly smaller than the average sized secondary school.
- b) The great majority of students are of White British heritage and very few speak English as an additional language.
- c) The school converted to become an academy school in April 2011. When its predecessor school, also known as Uppingham Community College, was last inspected by Ofsted, it was judged to be outstanding.
- d) The school is designated as a Specialist Technology Academy.
- e) The proportion of disabled students and those who have special educational needs who are supported at school action is below average. The proportion supported through school action plus or with a statement of special educational needs is above average.
- f) The proportion of students known to be eligible for support through the pupil premium is below average. This is additional support for looked-after children, pupils known to be eligible for free school meals and pupils with a parent in the armed services. The majority of students in the school entitled to this support are from service families.
- g) At present, the school does not receive funding through the Year 7 'catch-up' premium.
- h) A few students in Years 10 and 11 attend alternative provision. These are a motor vehicle course at 'Lunar Racing' in Rockingham, and courses such as construction at Tresham College of Further and Higher Education.
- i) The school works in conjunction with its feeder primary schools as part of the 'Midshires Partnership'.
- j) The school meets the government's current floor standards for secondary schools, which set the minimum expectations for students' attainment and progress

3.17 Key Findings: Uppingham Community College

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

3.18 Further information

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

Increase the proportion of outstanding teaching, so that all students make rapid progress, by making sure that:

- a) the work set is at the right level of difficulty for students and encourages them to develop their thinking skills
- b) teachers check students' understanding throughout lessons
- c) all marking and feedback give clear guidance to students on how to improve their work.

Develop systems for checking on the impact of training provided by the school, so that all staff adopt best practice in their teaching.

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

3.19 Uppingham Community College is the first Rutland academy secondary school that has moved from an Ofsted category of 'Outstanding' to 'Good'. The Local Authority does not have the powers of intervention with academy schools that it does with non-academy schools and the academy model is designed to allow a greater degree of independence from Local Authorities. However the Local Authority clearly has a statutory responsibility to monitor standards in all state schools. A 'Learning Strategy' is currently being developed which will define, with the agreement of all schools, precisely how the Local Authority will work with all schools to ensure that the consistently high standards are maintained.

4. RISK MANAGEMENT

RISK	IMPACT	COMMENTS
Time	Low	The LA will provide targeted intervention and support to non academy schools who are in Special Measures or Requires Improvement OFSTED categories and develop a 'Learning Strategy' to ensure that all schools maintain consistently high standards.
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 st 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.
Equality and Diversity	Low	No issues

Background Papers

Ofsted regulations for inspection and monitoring visits and support

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