

# PEOPLE (CHILDREN) SCRUTINY PANEL

11 September 2014

## OFSTED REPORT ON THE INSPECTION OF GREAT CASTERTON PRIMARY SCHOOL

Report of the 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 Inspection report relating to Great Casterton Primary School.

The Great Casterton Primary School Ofsted Inspection grade outcome was “Requires Improvement” in July 2014 (previously Grade 2 Overall Effectiveness or ‘Good’ in November/December 2010).

### 2. RECOMMENDATIONS

- 2.1 **That Scrutiny Panel considers the content 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 Ofsted 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.

These are the key judgment areas and there has been 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 the 2012 Ofsted 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 deemed '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 deemed '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 Great Casterton Primary School

#### Key Findings:

<b>Inspection Dates</b>	July 2013	
<b>Overall Effectiveness</b>	Previous Inspection	Grade 2 Good
	This inspection	<b>Grade 3 Requires Improvement</b>

Key Judgment Area	Grade Awarded	Outcome
The achievement of pupils	Grade 3	Requires Improvement
The quality of teaching	Grade 3	Requires Improvement
The behaviour and safety of pupils	Grade 2	Good
The leadership and management	Grade 3	Requires Improvement

### 3.11 Main findings

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

This is a school that requires improvement.

### It is not 'Good' because:

- Pupils do not achieve well enough, especially in mathematics in Key Stage 2. The progress that most pupils make requires improvement in order for them to reach the standards of which they are capable.
- Girls make slower progress than boys in some year groups, particularly in mathematics.
- While there is some good teaching, the quality varies between classes. Sometimes work is too easy or difficult for pupils, which means they do not make good progress.
- Some teachers give pupils clear guidance as to how they can improve their work, but others' guidance is too vague to be helpful.
- Pupils are not given enough opportunities to practise their literacy and numeracy skills in different subjects.
- Governors and senior leaders have not yet done enough to ensure that teaching and achievement are consistently good.
- Governors are very supportive and visit the school regularly, but do not check that senior leaders are improving teaching and achievement rapidly enough.
- Senior leaders carefully track pupils' progress. Subject leaders, however, have not developed their skills in analysing data so that they can use this to drive improvements.
- A significant minority of parents feel that leaders do not listen to their views about the school.

### The school has the following **strengths**:

- Pupils achieve well in reading, and standards are high.
- Pupils behave well in and around school.
- Pupils are polite and courteous and get on well together.
- Pupils feel safe and know how to stay safe in different situations.
- Senior leaders have accurately identified how the school can improve, and have recently taken the right actions to make this happen.

### Information relating to the inspection which provides background includes:

- The inspector observed nine lessons or parts of lessons, of which eight were seen together with the headteacher or assistant headteacher.
- Meetings were held with the headteacher and other staff, a group of pupils, the Chair of the Governing Body and three other governors, and a representative from the local authority.
- Informal discussions were also held with parents.
- The inspector took account of the 42 responses to Ofsted's online questionnaire, Parent View, the school's own parental and pupil questionnaires, individual communications from parents and the eight completed staff questionnaires.
- The inspector observed the school's work and reviewed a range of documentation, including the school's checks on its performance, its analysis and tracking of pupils' progress, records of behaviour and

safety, school improvement plans, records relating to classroom observations and the management of staff performance, safeguarding arrangements and records of meetings of the governing body.

- The inspector also looked at pupils' work, listened to pupils read and checked information on attendance.

Information relating to the school which provides background includes:

- The school is smaller than the average-sized primary school.
- The proportion of pupils supported by the pupil premium, which is additional funding for pupils who are known to be eligible for free school meals or looked after by the local authority, is well below average.
- Most pupils are White British and speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or through a statement of special educational needs is above average.
- The proportion of pupils who miss the Reception class and join the school in older year groups is above average.
- The headteacher leads another local school in addition to Great Casterton CE Primary School. Both schools share one governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

### **3.12 Further information**

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

- Improve teaching and raise standards, particularly for girls, by: providing more opportunities for pupils to practise and develop their literacy and numeracy skills in different subjects ensuring that teachers provide work which challenges boys and girls of all abilities to make good progress in lessons giving pupils consistently clear guidance to help them improve their work and making sure that they act on the advice.
- Strengthen leadership and management by: ensuring subject leaders have the skills to analyse pupils' progress and use the information to increase achievement improving communications with parents so that they feel that their views are listened to.
- An external review of governance should be undertaken to assess how this aspect of leadership and management may be improved.

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

**3.13** It should be noted that senior leaders have accurately identified how the school can improve, and have recently taken the right actions to make this happen.

#### 4. RISK MANAGEMENT

<b>RISK</b>	<b>IMPACT</b>	<b>COMMENTS</b>
Time	Moderate	<p>The Local Authority will provide targeted intervention and support to schools who are in 'Special Measures' or 'Requires Improvement' OFSTED categories (schools causing concern) and has developed a 'Learning and Skills Strategy' to ensure that all schools maintain consistently high standards.</p> <p>The Local Authority could be inspected under the School Improvement Effectiveness Framework at any point in 2014-15. Support provided to schools causing concern should be timely and robust.</p>
Viability	Low	The Local Authority is committed to improving outcomes for children and young people and endeavours to support and challenge schools to improve teaching and learning.
Finance	Low	There has been a reduction in Revenue Support Grant funding for Local Authorities to support education services over recent years due to the funds being transferred to Academies. The introduction of the school funding reform on 1 <sup>st</sup> April 2013 delegated more of the Dedicated Schools Grant to schools to give schools greater flexibility and accountability over there funding. Funding needs to be used effectively by schools to support learners.
Profile	High	Any school inspection outcomes will create interest in the community.
Equality and Diversity	Low	Effective relationships with parents and the local community are a key factor in the success of schools.

#### Background Papers

Great Casterton Inspection Report

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