

# PEOPLE (CHILDREN) SCRUTINY PANEL

22 January 2015

## OFSTED REPORT ON THE INSPECTION OF CASTERTON BUSINESS AND ENTERPRISE COLLEGE (CBEC) INCLUDING SIXTH FORM PROVISION

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 Casterton Business and Enterprise College including Sixth Form Provision.

Casterton Business and Enterprise College including Sixth Form Provision grade outcome was “Requires Improvement” in November 2014 (previously Grade 1 Overall Effectiveness or ‘Outstanding’).

### 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 College 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 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 Casterton Business and Enterprise College (CBEC) including Rutland County College Sixth Form Provision

#### Key Findings:

**Inspection Dates** 18/19 November 2014  
**Report Published** 3 December 2014

**Overall Effectiveness** Previous Inspection This inspection Grade 1 Outstanding  
 Grade 3 Requires Improvement

Key Judgment Area	Grade Awarded	Outcome
Leadership and management	Grade 3	Requires Improvement
Behaviour and safety of pupils	Grade 3	Requires Improvement
Quality of teaching	Grade 3	Requires Improvement
Achievement of pupils	Grade 3	Requires Improvement
Sixth Form Provision	Grade 3	Requires Improvement

### 3.11 Main findings

The **attached** Ofsted inspection report provides background information about the inspection carried out on 18/19 November 2014.

In summary:

This is a school that requires improvement.

#### **It is not 'Good' because:**

- Achievement in English has not been good because pupils have not made as much progress as they should, especially in writing.
- The achievement of disadvantaged students is sometimes not as good as that of their classmates, particularly in English and mathematics.
- The quality of teaching over time has not led to good progress. Marking and the feedback to students is not having enough effect on their learning, especially in English. Teachers do not always have high enough expectations for what all students can achieve.
- The sixth form requires improvement because results have been below average and some students have not made enough progress.
- Students' behaviour is not consistently good because too many disadvantaged students, sixth form students and some with special educational needs do not attend regularly enough. Some students do not concentrate enough on their learning when teaching is not good.
- Leaders and governors have been aware that achievement is not good but have not improved things quickly enough. Funds to support students in Year 7 with their literacy skills have not ensured that they make enough progress.
- Leaders have improved some teaching but have not ensured that all groups of students make enough progress. Governors have not made sure that leaders are doing enough to improve priority areas.

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

- Progress in mathematics and science is good. The proportion of students achieving five or more GCSEs at grades A\* to C including English and mathematics increased significantly in 2013.
- The sixth form provision has improved so that recent results, still to be confirmed, show that students are now achieving average results across academic and vocational courses.
- The sixth form provides a good range of courses at different levels.
- Students feel safe and secure in academy and the majority of parents agree that their children are safe. Students are friendly, polite and get on well with each other. They have very good working relationships with their teachers.
- The spiritual, social, moral and cultural development of students is strong.

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

- Inspectors observed parts of 36 lessons. Six of these were carried out jointly with school leaders.
- Inspectors scrutinised students' work in their folders and books in a range of subjects.
- Inspectors talked to students in lessons and to several groups formally and informally around the academy.
- Inspectors listened to a group of pupils read.
- Inspectors took into account the 65 responses to the online questionnaire, Parent View.
- Inspectors took into account the 91 questionnaires completed by staff expressing their views about the academy.
- Discussions were held with staff, the clerk and Chair of the Governing Body.
- Documents reviewed included the self-evaluation document, improvement plans, information on students' achievement, records of students' behaviour

Information relating to the **school** which provides **background** includes:

- This is an average-size secondary academy.
- Casterton Business and Enterprise College converted to become an academy on 1 September 2011. When the predecessor school of Casterton Business and Enterprise College was previously inspected it was judged to be outstanding.
- The large majority of students are from White British backgrounds.
- About one sixth of students are disadvantaged and therefore eligible for the pupil premium. This is much lower than average. The pupil premium funding is additional funding for those students known to be eligible for free school meals and those who are looked after by the local authority.
- About one in eight students has been identified as having special educational needs. This proportion is average.
- Approximately one in ten pupils is from a family serving in the armed forces. As a result, the proportion of students who join and leave the academy at different points in the year is above average.
- The main academy site, Casterton Business and Enterprise College, provides education for students aged 11–16. The academy's sixth form is called Rutland County College and is ten miles from the main site. This site has been developed by the academy as a replacement for sixth form provision that had been run by a local further education college. No students are educated other than at these two sites.
- The academy meets the government's current floor standards, which are the minimum level expected for students' attainment and progress.
- The academy is providing a range of leadership and support to Ryhall Primary Academy.

- The governors manage Casterton Childcare Centre. This is on the same site as Casterton Business and Enterprise College but is subject to separate inspection.

### **3.12 Further information**

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

- Improve the quality of teaching by ensuring that all teachers: mark work regularly and in a way that leaves students in no doubt about exactly what they have to improve and how to improve it use assessment data to monitor the progress of groups of students, including disadvantaged students, and take action to eradicate any underachievement in all subjects contribute more effectively to developing students' writing skills.
- Leaders, managers and governors focus on improving progress in English and narrowing gaps in attainment by making sure that: teachers have consistently high expectations for what all students can achieve, including for disabled students and those who have special educational needs 'catch-up' funding is used effectively so that Year 7 students who join the academy with below-average skills in reading and writing make rapid progress in literacy additional funding for disadvantaged students is used more effectively to narrow the gap between their performance and that of their classmates.
- Improve students' behaviour and attitudes to learning by ensuring that: disadvantaged students, those with special educational needs and students in the sixth form attend regularly expectations for what students can achieve are high enough to maintain their interest and enthusiasm for learning.
- An external review of governance and of the academy's use of the pupil premium should be undertaken in order to assess how these aspects of leadership and management may be improved.

**Further information is available within the content of the inspection report. See Appendix A.**

#### 4. RISK MANAGEMENT

RISK	IMPACT	COMMENTS
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 provide support and challenge to schools to achieve and 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 funding to Local Authorities over recent years to support schools. The introduction of the school funding reform on 1 <sup>st</sup> April 2013 delegated the Dedicated Schools Grant to schools. Funding needs to be used effectively by schools to support learners.
Profile	High	Any school inspection outcomes will create interest in the local and wider community.
Equality and Diversity	Low	Effective equality and diversity practice and good relationships with parents and the local community key factors in the success of schools.

#### Background Papers

CBEC Inspection Report

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