

PEOPLE (CHILDREN) SCRUTINY PANEL

23 April 2015

OFSTED REPORT ON THE INSPECTION OF LEIGHFIELD ACADEMY

Report of the 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 Inspection report relating to Leighfield Academy carried out on 3-4 March 2015.

The Leighfield Academy Ofsted inspection grade for overall effectiveness was 'Good' in February 2015 across the key areas of judgment. These are explained below at 3.2.

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 school needs to do to improve further.

3. KEY FEATURES OF THE FRAMEWORK FOR SCHOOL INSPECTION ARRANGEMENTS FROM JANUARY 2015.

3.1 From January 2015, 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;
- e) Early Years provision.

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 the guidance within the framework for school inspection.

Key features of the framework for school inspection are shown below.

Inspectors focus sharply on those aspects of schools' work that have the greatest impact on raising achievement. They make a small number of key judgements as set out in 3.2 above.

Inspections engage headteachers, school staff and governors. The views of parents, pupils and staff provide important evidence for the inspection.

Inspectors are required to report on the quality of education provided in the school and must, in particular, cover:

- the achievement of pupils at the school
- the quality of teaching in the school
- the behaviour and safety of pupils at the school
- the quality of leadership in and management of the school

When reporting, inspectors must also consider:

- the spiritual, moral, social and cultural development of pupils at the school
- 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 pupils¹ and those who have special educational needs.

Inspectors also consider and report on, where relevant, the overall effectiveness of:

- the early years provision
- the sixth form provision.

The way these judgements are made, the type of evidence considered and the evaluation criteria are set out in the *School Inspection Handbook*.

3.5 Under the 2015 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; however, where appropriate, inspection may be conducted without notice.
- 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.

3.6 This framework sets out the statutory basis for inspections conducted under the Education Act 2005 (as amended), from January 2015. The 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 specific types of 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

Section 5 Inspections

The section below is from paragraph 19 from the Framework for school Inspection January 2015:

Certain schools are exempt from Section 5 inspection, although they may be inspected under section 8 of the Education Act 2005 (as amended). 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.

The section below is from paragraph 19 from the Framework for school Inspection January 2015:

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.

Section 8 Inspections

Where Her Majesty's Chief Inspector (HMCI) or the Secretary of State has concerns about the performance of an exempt school (or any other school covered by this framework), HMCI has powers to inspect at any time under Section 8. Such concerns may be identified through the risk assessment process set in paragraphs 28-34 or 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 (or any other school covered by this framework). The Secretary of State may also require that the inspection be treated as if it were also an inspection under Section 5.

Exempt schools (in the same way as all 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 good practice. These inspections are conducted under Section 8.

3.10 Leighfield Academy

Key Findings:

Inspection Dates 3-4 March 2015
Report Published March 2015

Overall Effectiveness This inspection **Grade 2 Good**

Key Judgment Area February 2015	Grade Awarded	Outcome
Leadership and management	Grade 2	Good
Behaviour and safety of pupils	Grade 2	Good
Quality of teaching	Grade 2	Good

Achievement of pupils	Grade 2	Good
Early Years	Grade 2	Outstanding

3.11 Main findings

The **attached** Ofsted inspection report provides background information about the Section 5 inspection carried out on 3-4 March 2015.

In summary: This is a **Good** school.

It is **Good** because:

- The headteacher, other staff and the governing body lead and manage the academy well. They ensure that teaching and achievement are good and continue to improve.
- Attainment is above average by the end of Year 6, because pupils achieve well throughout the academy. Pupils' progress in writing is outstanding.
- All aspects of teaching are good overall at each key stage, with some outstanding practice.
- Teachers engage pupils' interest and enthusiasm, so that the pupils work hard and are keen to succeed.
- Teachers are particularly successful in giving pupils work at just the right level of difficulty, so that it is challenging, without being too hard. This leads to good progress for all.
- The excellent quality of education in the early years means that Reception-Year children make outstanding progress.
- The academy provides a wide variety of learning experiences in different subjects that pupils enjoy greatly. The activities available in music and sport are particularly extensive.
- The promotion of pupils' spiritual, moral, social and cultural development is good. The academy is a happy, harmonious community, where relationships are excellent between pupils and with staff.
- Pupils behave well. They are safe and feel safe, because they are confident that their friends and the adults will take care of them. Attendance is high.

It is **not yet an Outstanding** school because:

- Progress in mathematics, while good, is not currently as strong as in English, particularly for girls, some of whom lack confidence in this subject.
- Progress is good rather than outstanding, because of minor weaknesses in teaching. In particular, not all teachers explain exactly what pupils should do when applying what they have learned in their work.

3.12 What does the school need to do to improve further?

- Improve progress in mathematics to match that in English. In particular, help girls to develop more confidence in the subject, so that their progress matches that of boys.
- Make teaching outstanding, so that pupils make excellent progress, by eliminating any weaknesses in what teachers do, ensuring particularly that teachers always explain precisely what pupils should do when applying what they have learned in their work.

3.13 Further information

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

4. RISK ASSESSMENT

See chart below.

RISK	IMPACT	COMMENTS
Time	Moderate	Leighfield Academy intends to immediate action to address the recommendations within the inspection report. There is every reason that this school can achieve an Outstanding overall effectiveness judgement at its next inspection should it sustain its current performance and make the necessary improvements.
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. Support is available to this academy from the Local Authority at any point and including the annual visit and safeguarding support.
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 st April 2013 delegated the Dedicated Schools Grant to schools. Funding needs to be used effectively by schools to support learners and maintain improvement.
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.

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