

## SCRUTINY PANEL

19 November 2015

### OFSTED INSPECTION OF OAKHAM COFE PRIMARY SCHOOL

#### Report of the Director for People

Strategic Aim:	Creating a brighter future for all
Exempt Information	No
Cabinet Member(s) Responsible:	Mr D Wilby, Portfolio Holder for Lifelong Learning
Contact Officer(s):	Mark Fowler , Head of Learning and Skills
	Telephone 01572 758460 email: mfowler@rutland.gov.uk
Ward Councillors	

#### DECISION RECOMMENDATIONS

That the Panel:

1. Approves the report.

#### 1 PURPOSE OF THE REPORT

To inform Scrutiny Committee of the statutory inspection of Oakham CofE Primary School 29-30 September 2015.

#### 2 BACKGROUND AND MAIN CONSIDERATIONS

- 2.1 The School was inspected under the new framework for inspection. This is the first of Rutland schools to be inspected under this framework which commenced in September 2015.
- 2.2 The School had been judged "good" in its previous inspection in November 2011. However, the School had been identified by the Local Authority as "*Red: vulnerable to going into an OFSTED category*" in spring 2015. It was challenged and given extensive support over the last 6 months from the Local Authority School Improvement Service.
- 2.3 The School was identified as a "School Causing Concern". Support and monitoring were initiated and the School was recommended to become sponsored

as an academy. The decision of the Governing Body to seek academy status and the appointment of a new head teacher together meant that the LA did not use its powers under the Schools Causing Concern policy.

A new head teacher joined the School in September and has already taken key steps to improve the School. The impact of the new head teacher and the LA support are referred to in the inspection report.

<b>Overall effectiveness</b>	<b>Requires improvement</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

## **2.4 Summary of key findings for parents and pupils**

### **2.4.1 This is a school that requires improvement**

- Although rates of pupils' progress have increased considerably in the past year, their attainment is not yet high enough. Progress is slower in mathematics than in reading and writing.
- Not all disadvantaged pupils are making fast enough progress.
- Teachers are not giving the most-able pupils, including those who are disadvantaged, work that challenges them sufficiently.
- Although teaching, learning and assessment are now much better, they are not yet consistently good in all year groups.
- Teachers do not always check that all pupils, and particularly those of lower ability, have followed their advice on how to make their work better.
- Teachers do not always adjust the work they give to match pupils' different needs, or ensure that increasingly difficult work is set when pupils are ready for it. Especially in mathematics, teachers need to improve their subject knowledge so they can pinpoint pupils' misconceptions quickly and correct them.
- Though behaviour has improved greatly, some pupils do not listen enough or concentrate on their work sufficiently in every lesson.
- Some school policies are out of date and leaders have not checked these regularly.
- The school website does not comply with the legal regulations to publish the information required.

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

- New leadership has brought about rapid improvements to all areas. Leaders have raised expectations and created a culture of success. Staff are now a united team, working quickly to promote higher achievement for all pupils.
- Pupils' personal development and welfare are good. Pupils are cared for and kept safe by all staff. Parents agree that their children feel safe in school. □ Attendance is rising because pupils feel proud of their school. Most want to attend and to learn quickly.
- The provision in the early years is good and, as a result, children get off to a rapid start.
- Good teaching practice in the early years is spreading quickly to other parts of the school as teachers learn from each other and improve their skills.

## **3 CONCLUSION AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS**

### **3.1 The key conclusions.**

It is helpful for the School's continued improvement that the School was judged as "requiring improvement". This means that the programme of improvement initiated by the Head Teacher can continue, supported by the LA.

There is clear evidence that the change of leadership is bringing improvement to the School.

It is helpful that the report recognises the support provided by the Local Authority.

### **3.2 The key recommendations**

- a) The LA continues to support the School's improvement (hand-in-hand with the Diocese).
- b) The LA requires the School to identify a sponsor of high effectiveness and reputation to convert to an Academy by September 2016.
- c) The Head Teacher and Chair of Governors report to Scrutiny how the School intends to improve the outcomes for learners.

## **4 BACKGROUND PAPERS**

### **4.1 There are no additional background papers to the report**

## **5 APPENDICES**

There is 1 appendix.

## **APPENDIX ONE**

OFSTED report on the school.

A Large Print or Braille Version of this Report is available upon request –  
Contact 01572 722577. (18pt)