

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

4th NOVEMBER 2013

Appendix to Agenda

Summary of Four Schools with Ofsted reports being published between September and October 2013

Addington	– Overall Effectiveness	1
St Crispins	- Overall Effectiveness	2
The Colleton	- Overall Effectiveness	2
St Dominic Saviour	- Overall Effectiveness	3

Addington School

Inspection dates

2–3 July 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings

This is an outstanding school.

- This is a vibrant community where every pupil is valued and known exceptionally well. Pupils learn to communicate and develop the academic, personal and life skills necessary for the next stage of their education, training or employment.
- The relationships at all levels and between adults and pupils are exceptional. Adults are extremely sensitive to each individual and adjust conditions continually so that pupils learn to manage their behaviour well and there is an excellent attitude to learning in lessons.
- Pupils make excellent progress in communication, speaking, physical development, reading and mathematics at all five key stages in the school because of the well-planned teaching activities closely matched to individual development.
- The excellent range of subjects and many activities, especially music and sport, enable pupils to develop a wide range of skills. All subjects are exceptionally well taught so that pupils can make the small steps of progress necessary.
- Leaders and managers at all levels are ambitious. They constantly plan and carry out actions to develop the school further. Plans are wide ranging and based on an accurate view of the school. Middle leaders are well trained and are extremely effective in taking responsibility for initiatives, demonstrating well what pupils have achieved as a result. Leaders and managers are aware that there need to be more precise details for the small steps of learning for more able pupils.
- The governing body is well trained and provides support and challenge for the school. Governors use their expertise well in supporting further development at the school.
- Parents say that they are very pleased with the school and it is definitely the place for their children because they have made such great progress. This was summed up in the comment: 'It truly is an amazing school on every level.'

St Crispin's School

Inspection dates 3–4 July 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings

This is a good school.

- Students make good progress in English and mathematics and achieve well.
- The quality of teaching is good and some of it is outstanding. Teachers know their subjects well and convey high expectations so that students learn successfully.
- Students' behaviour is very positive. They show high levels of maturity both in lessons and around the school. Students say they feel safe and the school has robust structures to support every student.
- The sixth form is good and improving, with the curriculum offering academic and vocational choices which meet students' needs and interests well.
- Carefully designed additional opportunities are offered to students and these promote their spiritual, moral, social and cultural development very effectively.
- The leadership and management of the school are outstanding. The wider leadership team shares the recently appointed headteacher's ambitious vision for the school.
- The governing body is outstanding. It holds the school fully to account, has a thorough knowledge of its strengths and weakness and provides exceptional support.

It is not yet an outstanding school because

- The achievement of students in science is not as good as in English and mathematics and is uneven in the sixth form
- Students are not always given enough feedback on how they can improve their work.
- In some lessons, insufficient opportunities are provided for students to work independently so that they can apply new learning for themselves.

The Colleton Primary School

Inspection dates

3–4 July 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils' behaviour is outstanding. Pupils are courteous and friendly because relationships are strong. Their attitude to learning is excellent. They relish the opportunities provided for them to be independent and make their own choices about their learning, explaining 'it's a great experience'.
- They feel really safe and are always keen to do what they can to make others safe around them. Parents and carers overwhelmingly agree.
- Pupils from all backgrounds achieve well over time and this year the rate of pupils' progress has improved further. The trend in standards in English and mathematics is above the national average by the end of Year 6.
- Teaching over time is good. Teachers are especially good at questioning pupils to check their understanding and they provide very good written and verbal advice on how to improve further.
- Leaders have made changes to staffing and worked hard to eradicate any weaker teaching. They are very good at knowing what needs to be improved and to provide the right training for all adults working in the school. As a result, evidence from pupils' work and observations indicate teaching currently is at least good and much is outstanding.
- Pupils have an extremely rich, varied and stimulating learning experience. It is inspired by a wide and interesting range of topics and themes which help to motivate them and contribute strongly to their spiritual, moral, social and cultural development.
- Leaders have been highly successful in maintaining the exceptional learning climate whilst managing the increase in the number of pupils and the associated building project.
- Governors understand the school extremely well. They provide increasingly high levels of support and challenge, ensuring the school is returning to its previous effectiveness rapidly.

It is not yet an outstanding school because

- Teaching over recent years has not been consistently good enough to ensure that greater numbers of pupils make better than expected progress by the end of Year 6 and reach the highest national expectations.

St Dominic Savio Catholic Primary School

Inspection dates

19–20 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings

This is a school that requires improvement. It is not good because:

- The quality of teaching is not consistently good: teachers do not always have high enough expectations.
- Teachers do not always use accurate assessment information to set work at the right level for pupils. More-able pupils are not always challenged enough.
- Teachers sometimes take too long explaining tasks and do not set pupils off to learn quickly enough by themselves.
- Some pupils with special educational needs, or who are eligible for pupil premium funding, make less progress than their peers.
- Learning is not always well structured and adults do not always provide timely guidance to children in Reception classes.
- Pupils are not always clear about how they can improve their work and they are not given opportunities to respond to marked work.
- Leaders at all levels, including governors, do not have a consistently good understanding of assessment information and they do not use this rigorously enough to hold staff to account for pupils' achievement.
- Leaders do not always make judgements about teaching over time which are based on pupils' achievement over time.
- School development plans do not identify the personnel responsible for actions and do not always measure how successful actions are by looking at pupils' achievement.

The school has the following strengths:

- The new headteacher and senior leaders have addressed the dip in achievement for Year 6 pupils in 2012 and formerly inadequate teaching is being eliminated.
- The number of Year 6 pupils who gained Level 4 and Level 5 in reading and mathematics increased to above average in 2013.
- Attainment in reading and mathematics is above average in Key Stages 1 and 2.
- Pupils behave well in school. They are happy, feel safe and have good opportunities to develop strong spiritual, moral and social skills.
- The school is a welcoming community where pupils and staff from a range of cultures and religions interact well together.
- Pupils lead healthy lives and enjoy opportunities to participate in a range of sporting, musical and cultural activities.