

TITLE	School Performance and Ofsted Reports
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee on 13 January 2014
WARD	None Specific
STRATEGIC DIRECTOR	Pauline Maddison, Interim Director Children's Services

Summary of Ofsted Reports published since last meeting.

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

13TH January 2014

Appendix to Agenda

Summary of Five Schools with Ofsted reports being published between November and December 2013.

School Report

The Bulmershe School	Overall Effectiveness	2
Walter Infant School	Overall Effectiveness	1
Emmbrook Infant School	Overall Effectiveness	2

Social Care – Residential Report

Southfield School	Overall Effectiveness	2
High Close School	Overall Effectiveness	1

The Bulmershe School

Chequers Way, Woodley, Reading, RG5 3EL

Inspection dates 20–21 November 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Students make good progress overall. The standards they attain in English, mathematics, science and a range of other subjects are at, or above, the national average. The school is improving quickly.
- Teaching is good and sometimes outstanding. Lessons are well planned and paced so that students are engaged in their learning.
- The sixth form is good. Students have made good progress by the end of Year 13 and an increasing number of them attain the highest grades at A level.
- Students' behaviour, both in lessons and around the school, is very good. Students' very positive attitudes to learning contribute to their good progress in lessons.
- The school is a harmonious community with good relationships between students and staff. Students feel very safe and the school promotes their spiritual, moral, social and cultural development well.
- School leaders track the progress of students carefully to ensure that they meet challenging targets. Well-planned support is quickly put in place if they are falling behind. As a result of this, any gaps in achievement between different groups of students in the school are rapidly closing.
- The headteacher and senior leaders have a clear vision and sense of purpose which are shared across the school. Governors have taken decisive actions since the last inspection to secure improvements in students' achievement and the quality of teaching.

It is not yet an outstanding school because

- Students do not make consistently good progress in all subjects in Key Stage 4 and in Year 12.
- There is not yet enough outstanding teaching. Some lessons do not provide sufficient challenge, especially for the more-able students.
- Opportunities are sometimes missed to promote students' literacy and numeracy during lessons.
- Teachers' marking does not always help students to make the progress of which they are capable.

Walter Infant School

Murray Road, Wokingham, RG41 2TA

Inspection dates 19–20 November 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 for parents and pupils

This is an outstanding school.

- Achievement is outstanding, as it was at the last inspection. Pupils make excellent progress through the school from entry points which are broadly in line with those expected for their age. By the time they leave the school in Year 2, standards in reading, writing and mathematics are well above average.
- Disabled pupils and those who have special educational needs receive very good support and their rate of progress is similar to that of their peers. The school makes excellent provision for those pupils who are eligible for pupil premium funding through the deployment of a Parent Support Adviser.
- Teaching and learning across the school have been sustained at very high levels since the last inspection and are outstanding. Teachers know the pupils very well and have very good working relationships with them so that they are keen to do their very best.
- The leadership of the headteacher and deputy headteacher is outstanding. They lead the school with great sensitivity and energy to develop a whole community focused on the needs of the pupils.
- Pupils and their families are very proud of their school, and pupils show great enthusiasm for learning. They benefit from a rich curriculum with significant additional provision in the form of clubs and enrichment work.
- Pupils feel very safe in school and say that adults take very good care of them. They have a very good understanding of how to keep safe and act with considerable care and consideration towards one another. Behaviour is outstanding in classes and throughout the school, where there is a vibrant climate for learning.
- The governing body is a great asset to the school and has a very good understanding of the school's strengths and areas for development. Governors have acted with rigour to challenge and support school leaders and have the drive and ambition to continue to make the school even better.
- Together, senior school leaders and the governing body have ensured that outstanding achievement and teaching have been sustained and that the school continues to improve.
- The school's caring atmosphere promotes pupils' spiritual, moral, social and cultural development very well. As a result, the school is a very happy and calm community.

Emmbrook Infant School



Emmbrook Road, Wokingham, RG41 1

Inspection dates 1–2 October 2013

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

Summary of key findings for parents and pupils

This is a good school.

- The new headteacher has a clear vision for school improvement and has made a good start to build on the many positive aspects of the school to make it even better.
- From starting points in the Reception class which are similar to those expected for their age, pupils make good progress so that by the time they leave the school in Year 2 standards are above average.
- Disabled pupils and those who have special educational needs receive good support so that they can achieve well.
- Teaching is typically good; some is outstanding. Teachers use the information they have about the pupils to plan work which challenges pupils well.
- Most teachers manage their classes well and good use is made of additional adults to help pupils do their best work.
- Teachers choose interesting topics for pupils to study. Teachers have a good range of skills to check how well pupils have understood.
- The school's very caring atmosphere promotes pupils' spiritual, moral, social and cultural development well. The school is a happy and calm community, behaviour is mostly good and this is greatly valued by the pupils and their parents. Pupils say they feel safe in school.
- Middle leaders take their responsibilities seriously and are increasingly effective in helping to secure further improvement.
- The members of the governing body know a lot about the school because they regularly visit and talk to teachers, parents and pupils. They check the school's information and ask challenging questions.
- The governing body and the school's senior leaders have ensured that good teaching and achievement have been sustained over time and have a clear understanding of how the school can improve further.

It is not yet an outstanding school because

- On a very few occasions, learning in lessons slows because not all pupils behave as well as they might. The feedback given to pupils through teachers' marking is not always sufficiently helpful to pupils.
- Pupil premium funding is not sufficiently well targeted or evaluated.

Southfield School

Southfields Special School, Gipsy Lane, WOKINGHAM, Berkshire, RG40 2HR

Inspection dates	05/11/2013 to 07/11/2013	
Overall effectiveness	Good	2
Outcomes for residential pupils	Good	2
Quality of residential provision and care	Good	2
Residential pupils' safety	Good	2
Leadership and management of the residential provision	Good	2

Summary of key findings

The residential provision is good because

- The school is going from strength to strength with residential pupils' holistic needs being given priority at all times. This extends to effective outreach work with pupils and their families.
- Equality and diversity is at the heart of the school with topical debates and projects increasing pupils' awareness of differences, social expectations and self-awareness.
- Residential pupils and staff are led and supported by a very experienced senior management team with robust management systems in place. The headteacher's vision for creating a culture of engaging with pupils and their emotional well-being is well embedded, evolving in practice and making a difference to pupils' lives and outcomes.
- Residential pupils really enjoy their boarding experiences and speak glowingly about why they feel so safe at the school including their relationships with the staff team.
- The school meets all of the national minimum standards. The overall effectiveness of the residential provision is judged 'good' but there are many examples of 'outstanding' practices resulting in increased life chances and opportunities for pupils who board.

Compliance with the national minimum standards for residential special schools

The school meets the national minimum standards for residential special schools

Information about this inspection

This inspection was announced on the morning of the first day of the inspection. A range of interviews and discussions took place with: the headteacher, head of care, residential pupils, staff, a representative of the governing body and visiting professionals. A guided tour of the boarding and other facilities was undertaken and both boarding units were visited throughout the duration of the inspection. Time was also spent observing and interacting with residential pupils including meal times. A broad selection of records and documentation were inspected prior to and during the inspection.

Inspection team

Gavin Thomas

Lead social care inspector

High Close School

Barnardos, High Close School, High Close, Wiltshire Road, WOKINGHAM, Berkshire, RG40 1TT

Inspection dates	24/09/2013 to 26/09/2013	
Overall effectiveness	Outstanding	1
Outcomes for residential pupils	Outstanding	1
Quality of residential provision and care	Outstanding	1
Residential pupils' safety	Outstanding	1
Leadership and management of the residential provision	Outstanding	1

Summary of key findings

The residential provision is outstanding because

- Assessment and transitional arrangements for residential placements are meticulous and centred around residential pupils individual assessed needs. In turn, this provides a strong basis for ensuring that the needs of pupils resident in the four units at anyone time are needs led.
- Residential pupils excel and do exceptionally well as a result of their residential experiences. This is because staff treat and respect pupils as individuals, while creating a culture of inclusion and equality. In doing so, residential pupils seize the opportunity of taking part in activities and challenges they were previously denied or shied away from.
- The vigilance of staff and their sound knowledge of pupils' complex needs contribute towards a safe and nurturing environment. Safety is clearly a priority and residential pupils say that they experience a sense of feeling safe. Residential pupils are given opportunities to exercise their feelings and emotions in the knowing that they are listened to and supported in the best possible way.
- The whole-school approach towards meeting the needs of residential pupils is seamless. Staff communicate and work effectively with specialists employed by the school, external professionals and parents. This approach drives forward consistency while constantly increasing a better understanding and increased knowledge of residential pupils' needs, progress and development with all concerned.
- Internal monitoring systems are wide ranging and evolving to enhance the recording of statistical data centred around outcomes for each pupil. However, to further improve one aspect of monitoring, the school is asked to review the quality of reports produced by independent visitors so that the content is more meaningful and consistent.
- Pupils and significant others including the overwhelming majority of parents who completed online surveys, hold the school with high regard, expressing unreservedly their appreciation and satisfaction for all that the school has to offer.

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- All national minimum standards are met, there were no shortfalls in national minimum standards at the last inspection.

Compliance with the national minimum standards for residential special schools

The school meets the national minimum standards for residential special schools