

TITLE	Schools' Performance and Ofsted School Reports
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee on 21 March 2017
WARD	Non-specific
DIRECTOR	Judith Ramsden, Director of People Services

OUTCOME / BENEFITS TO THE COMMUNITY

To monitor schools' effectiveness and the Local Authority (LA) contribution.

RECOMMENDATION

Members to question the content of the reports and to make recommendations.

SUMMARY OF REPORT

To review the recent Ofsted judgements and the Ofsted outcomes over the past year noting the comments on Local Authority support. Additional material in this report also makes reference to School Improvement activity, including regional links and operational and policy developments:

1 Introduction

This report provides the usual summary of pages from recent Ofsted school reports (appended) for discussion at the meeting in addition to a full account of Ofsted outcomes since September 2015, with comments on LA support and challenge to the respective schools. It shows 26 inspections of which 24 include graded judgements. One school was not given a judgement and another is awaiting publication. 7 have improved; 3 have declined and 12 have stayed the same (1 did not have a prior judgement and 1 now has 'no formal designation as it has transferred to being an academy). This is in the context of a more challenging inspection framework. Where there are comments on LA support and challenge to the school, the majority are positive: 13 positive; 2 negative; 2 mixed and 8 making no comment.

2 Background

Since the previous Overview and Scrutiny Committee Report presented on 17th January 2017 there have been four Ofsted school inspections published. These have been for the following schools: Southfields, Lambs Lane Primary, Willow Bank Infant and Hatch Ride Primary.

The types of inspection have varied:

- Southfield: No formal designation (NFD) monitoring
- Lambs Lane Primary: Section 5 full inspection

- Willow Bank Infant: short inspection
- Hatch Ride: short inspection (awaiting report)

Letters have been sent by the Director to congratulate schools which have improved or maintained their good or better status; with a focus and challenge around improvements where schools are less successful or have substantive weaknesses.

3 Schools inspected since the last report to Overview and Scrutiny:

A. Southfield Special School

School short inspection: Section 8 (Education Act, 2005)

Previous inspection: 12th July 2016

Recent inspection date: 13th December 2016

Report date: 17th January 2017

Outcome: No formal designation (NFD) monitoring

B. Lambs Lane Primary School

School inspection: Section 5 (Education Act 2005)

Previous inspection: 4-5 February 2015

Recent inspection dates: 11-12 January 2017

Report date: 25th January 2017

Outcome: move from Requiring Improvement to Good

C. Willow Bank Infant School

School short inspection

Previous inspection: 13th March 2012

Recent inspection date: 25th January 2017

Report date: 9th February 2017

Outcome: The school continues to be good

D. Hatch Ride Primary School

School short inspection

Previous inspection: 7th February 2013

Recent inspection date: 28th February 2017

Report dated: awaiting report

Outcome: Ofsted report not published at the time of submitting this document

See summary of Ofsted judgements below and attachments (copies of inspection reports)

Ofsted judgements made over the last year – Annex attached

4 FINANCIAL IMPLICATIONS OF THE RECOMMENDATION

The Council faces severe financial challenges over the coming years as a result of the austerity measures implemented by the Government and subsequent reductions to public sector funding. It is estimated that Wokingham Borough Council will be required to make budget reductions in excess of £20m over the next three years and all Executive decisions should be made in this context.

	How much will it Cost/ (Save)	Is there sufficient funding – if not quantify the Shortfall	Revenue or Capital?
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Current Financial Year (Year 1)	Not applicable		
Next Financial Year (Year 2)	Not applicable		
Following Financial Year (Year 3)	Not applicable		

Other financial information relevant to the Recommendation/Decision

None

Cross-Council Implications

n/a

List of Background Papers

None

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5 Summary of Ofsted judgements made since September 2015

Date	School	Report type	Overall outcome	Last	Comment made on LA support and intervention
23 rd Sept 2015	St Nicholas CE Primary	S8 (short)	Good	Good	No comment.
14 th Oct 2015	St Dominic Savio CE Primary School	School inspection report (full)	Good	Requires Improvement	Both the local authority and school supporting St Dominic Savio have contributed very strongly to improving leadership and management, and the quality of teaching and learning.
1 st March 2016	Sonning CE Primary School	S8	Good	Good	No comment.
1 st March 2016	Grazeley Parochial CE Primary	S8	Good	Good	No comment.
2 nd March 2016	Crazies Hill Primary School	S8	Good	Good	No comment.
22 nd March 2016	Gorse Ride Infant	S8	Good	Good	No comment.
11 th Apr 2016	The Forest School	School inspection report	Requires Improvement	NA	Senior leaders and governors make use of advisers from the local authority to support key aspects of school improvement. Monitoring and review visits take place to affirm the quality of teaching and the support offered to newly qualified teachers. In addition, close working relationships with other local schools have led to better teaching and leadership in a range of subjects.
26 th April 2016	Earley St Peter's CE Primary	School inspection report	Good	Requires Improvement	The local authority provides suitable and rightly reducing support. The diocese is also helpful.
26 th Apr 2016	Southfield School	School inspection report	Inadequate	Good	Southfield School is a special school for pupils with social, emotional or mental health needs. The school has been working with the local authority to admit and cater for pupils with an increasing level of need.
11 th May 2016	Farley Hill Primary School	School inspection report	Good	Requires Improvement	An increased level of support from the local authority following the previous inspection quickly reduced, recognising the capacity to do what was necessary existed within the school. The Headteacher values the ongoing challenge and support, but this at an appropriate 'light-touch' level.
17 th May 2016	The Coombes Primary	School inspection report	Inadequate (Consequently , addressing sponsored academy options through the Oxford Diocese and the Regional	Good	The local authority recognised that the school needed significant support and put in place an improvement board to hold leaders and governors to account. However, the local authority has been too optimistic about the impact of the recent change to leadership.

			Schools Commissioner)		
24 th May 2016	Winnersh Primary School	School inspection report	Good	Requires Improvement	The local authority, following the previous inspection, stepped up its support for school leaders. Officers ensured a close eye was cast over all aspects of school performance and leaders were challenged to improve the school. The local authority has appropriately relaxed its scrutiny in recent times, rightly transferring full confidence to school leaders to continue along the upward trajectory that they have set so successfully.
7 th June 2016	Oaklands Infant	S8	Good	Good	No comment.
7 th June 2016	Gorse Ride Junior	School inspection report	Requires Improvement	Good	The local authority has provided limited support for the school. A review of pupil premium funding was carried out in January 2015, but the impact of this review has not had a positive impact on increasing the progress of disadvantaged pupils.
30 th June 2016	Keep Hatch Primary	School Inspection report	Requires Improvement	Requires Improvement	The school has received advice from several organisations regarding the areas to improve; this includes useful support from the local authority.
12 th July 2016	Westende Junior School	S8	Good	Good	No comment.
12 th July 2016	Southfield School	S8			The local authority's statement of action is fit for purpose. External support from the authority, since April, has not provided the school with the stability it has needed. There have been too many different interim principals. In some cases this has been due to unforeseen circumstances, but not in all cases. The local authority representative has visited the school to work with interim principals on a weekly basis but has not observed the school at work. He has relied too much on the views of others about how pupils are behaving. In addition, the local authority has not made it clear enough to the governing body what its role is...
22 nd July 2016	Oakbank	School inspection report	Good	Requires Improvement	No comment.
21 st Sept 2016	All Saints CE Primary School	School inspection report	Good	Requires Improvement	Since the previous inspection, the Headteacher has worked constructively with the local authority and with a national leader of education. This support was scaled back last year in recognition of substantial improvements made in the school.
22 nd Sept	Bearwood	School	Requires	Requires	The support received from the local

2016	Primary School	inspection report	Improvement	Improvement	authority in the past has not used pupils' progress information across the school incisively enough to focus leaders' and governors' attention on strategic planning.
5 th Oct	Oaklands Junior School	Section 8	Good	Good	Working in partnership with the local authority and other local schools you have implemented new assessment systems and teaching approaches. This has enabled much smarter monitoring of the progress that all groups of pupils make and allowed teachers to adapt their planning where necessary. You have worked closely with the local authority and governors to establish an accurate understanding of the strengths and weaknesses of the school. Drawing on helpful support from the local authority, you implemented a new and improved system to assess pupils' progress and attainment in line with the new national curriculum.
21 st December 2016	Ambleside Centre	School short inspection report: Section 8	Outstanding	Outstanding	Effective use is made of the local community support officer to help children to develop a strong understanding of how to keep safe on the way to and from school.
13 th December 2016	Southfield Special	Section 8	No Formal Designation (transfer to academy)	Inadequate	The local authority has also supported the school in ensuring a smooth transition from governing body to IEB and in dealing with some more complex issues relating to staffing. Of note has been the local authority's designated officer assistance, which has helped leaders in responding appropriately to complaints and concerns.
11-12 th January 2017	Lambs Lane Primary	Section 5	Good	Requires Improvement	The local authority has made a positive contribution to Lambs Lane's improvement. Leaders and governors value the support and challenge since the last inspection. The adviser linked to the school has provided a range of opportunities for leaders to work with other schools and leaders over time.
25 th January 2017	Willow Bank Infant	Short inspection	Good	Good	The local authority has worked with the governing body to establish strong leadership for the school and fully supports the decisions you are making to improve the school.
28 th February 2017	Hatch Ride	Short inspection	Awaiting inspection report	Good	Awaiting inspection report

6 Percentage of schools in the individual Ofsted Ratings (*National in brackets*): Current figures (March 2017)

This is the current table of performance related to Ofsted inspection outcomes. The data gives an overall indication of how many schools are good or better and highlights there is still a job to be done through the categorisation process of focusing on improving vulnerable schools.

School Type	1 - Outstanding	2 - Good	3 - Requires Improvement	4 - Inadequate
Primary	18% (<i>19%</i>)	74% (<i>72%</i>)	6% (<i>8%</i>)	2% (<i>1%</i>)
Secondary	11% (<i>23%</i>)	78% (<i>56%</i>)	11% (<i>16%</i>)	0% (<i>5%</i>)
Special	100% (<i>39%</i>)	0% (<i>56%</i>)	0% (<i>4%</i>)	0% ⁽²⁾ (<i>1%</i>)
PRU ⁽¹⁾	50% (<i>18%</i>)	50% (<i>70%</i>)	0% (<i>9%</i>)	0% (<i>3%</i>)
Total	19% (<i>20%</i>)	71% (<i>69%</i>)	8% (<i>9%</i>)	2% (<i>2%</i>)

- (1) This includes Berkshire Adolescent Unit (BAU)
- (2) Southfield School closed at the end of December 2016. It is now part of Northern House as part of a multi-academy trust and has no formal designation (NFD) until it gets inspected in its third year of operation.

7 Involvement with Ofsted and the Regional Schools Commissioner

Over the last three months there have been various communications and meetings with Ofsted and The Regional Schools Commissioner (RSC). These have involved a visit and a letter from the Ofsted Regional Director for the South East, Chris Russell, to which we have responded, a visit from our link Her Majesty's Inspector (HMI) and a visit from the Regional Schools Commissioner, Martin Post. The content of these interchanges has been about strong and effective schools and raising educational standards for all.

The Regional Director's initial contact in the autumn was related to concerns about Wokingham's disadvantaged children at key stage 1 in phonics and reading. We responded by outlining the actions we are taking to address these challenges. These actions are predominantly around sharing information, awareness raising, support, strategies, challenge, professional development, training and research.

The Regional Director responded positively on 10th January 2017 to our detailed outline of actions to address the differences in the performance of disadvantaged pupils. He was pleased to see that we had identified this as a priority for action and that we are providing support and challenge for prioritised schools. He was also positive about our good use of the expertise and advice developed in the regional head teachers' group, as well as linking with other partners, such as exploring a research project with Reading University. With data sharing protocols in place, this development will move forward.

During our recent meeting with our Ofsted link HMI we discussed the importance of this work with disadvantaged children. While we are aware these pupils are often a significant but small minority within Wokingham schools and class groups, this doesn't

diminish the importance of addressing their educational needs and ensuring that the gap is closing on their peers. We have taken on board the concept of 'TILT', coming out of the recently convened HMI regional group in which we are participating. This is an approach where the disadvantaged children are the focus for attention and planning recognising that what is good for them is good for all.

The link HMI noted that all Wokingham schools causing concern have School Improvement Boards (SIBs) in place. She noted that we are continuing to issue 'pre-warning' notices to schools where there are growing concerns and these include targets for improvement. She was aware that further pre-warning letters had been issued during recent months. She also noted that we have met with the Regional Schools Commissioner and discussed ways of working together to strengthen some schools through academy conversions and sponsored arrangements where increased robustness, durability and flexibility can be achieved through engagement in multi-academy trust arrangements.

Focus was also given to the 'Good Level of Development' measure in the early years. It was noted by HMI that this had risen to 75%, however there is still a challenge to be addressed in improving the outcomes for disadvantaged children as the gap is currently 26%: the difference between these children and other groups nationally.

HMI was very aware that Wokingham's key stages 1 and 2, GCSE and 'A' Levels are all well above averages, while there are still some considerable challenges to be addressed. Recognising that phonics attainment rose by 10% to 83%, this was not the case for disadvantaged pupils, whose attainment was at 62%, yet significantly higher than the 2015 figure of 55%. Additionally, writing at key stages 1 and 2 needs to improve, and raising achievement for disadvantaged pupils at all key stages, is another priority for this academic year (2016-17). We discussed with HMI that fewer disadvantaged pupils who attained level 2b in key stage 1 went on to reach the expected standard in reading and writing at the end of key stage 2 last year (2016). At key stage 4, disadvantaged pupils' achievement is lowest in the EBacc, with maths being a particular area of weakness. Alongside this, there are also issues around attendance and exclusions which need to be addressed generally as well as with the over representation of disadvantaged children.