

Agenda Item 59.

ITEM NO: 59.00

TITLE	School Performance - Summaries of Recent Ofsted Reports
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee on 2 March 2015
WARD	None Specific
DIRECTOR	Judith Ramsden, Director Children's Services

Bearwood Primary School	Requires Improvement
The Bulmershe School	Good

Context of Wokingham Schools' Ofsted Experience

At a previous meeting the Overview and Scrutiny committee asked for background information to place individual school inspections reports in a context. Today's report records the inspection reports on the two schools inspected recently, as usual, and additionally sets that information in a context of WBC school improvement activity and school inspections. It reproduces information also used to inform a termly HMI meeting which has been recorded with a positive note of visit by our attached HMI.

Since September the committee has also received reports on the 12 schools on which reports were published in that term. The Wokingham experience has been positive:

WBC Ofsted Experience Since September 2014

Old grade	New grade	No. of schools	Comment
		3	Section 8 monitoring visits don't give a grade but record improvements
	3	1	New Free School inspected for the first time – commercial sponsor for SI
3	3	1	Positive improvements noted with new leadership
2	3	1	Only school to have dropped a grade/was predicted on data/new support
3	2	5	5 schools improved from Requires Improvement to Good
2	2	2	2 schools retained Good grade

The wider context to this is the pattern of inspection outcomes over time. Since 2010 our primary schools' Ofsted performance has not kept up with national improvements, whilst secondary's improved faster than national. The overall position is better than national also because of WBC special schools (100% good/outstanding). Current figures show a steeper rate of improvement than in previous years, reflecting the positive Autumn experience with primary schools. Comparisons with statistical neighbours (SNs) are positive overall, but show the same issue with primary schools.

WBC Ofsted Experience Since 2010

	Sec – WBC = 2/11 of SNs		Prim – 8 th of 11		All – 3 rd of 11 (2014)	
	WBC	England	WBC	England	WBC	England
2015	89?		83?			
2014 (July)	86	70	79	81	83	81
2013	88	71	77	78	81	78
2012	75	66	71	69	71	70

2011	75	66	69	69	70	70
2010	66	64	69	67	72	68

Wokingham has 9 "Requires Improvement" (RI) schools. School Improvement Officers are engaged with 8 of those; the ninth is a free school (ie academy) with the power to decline LA school improvement input, which it has done in favour of its commercial sponsor. The LA maintains a dialogue, but no professional intervention, with that school, which is recorded by HMI as progressing.

Of the 8 primary schools judged RI, 5 are considered to be clearly on track for Good judgements during 2015. 3 are subject to increased LA intervention, with positive elements in each case.

The majority of WBC schools are good. However some were inspected under previous more benign Ofsted regimes and are considered vulnerable in the current climate. 6 schools have been identified as such; they are all engaged with additional support. Similar concerns arise with outstanding schools, where 2/9 are considered at risk of slipping to good – albeit another two good schools are judged likely to be outstanding at their next inspections.

The combination of all these elements suggests that Wokingham's Ofsted performance will continue to be buoyant, with more schools likely to improve than decline in Ofsted judgements.

Bearwood Primary School



Bearwood Road, Wokingham, Berkshire, RG41 5BB

Inspection dates 2–3 December 2014

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

Summary of key findings for parents and pupils

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

- ☐ School leaders do not use assessment data well enough to spot where teaching needs improving.
- ☐ Action to improve teaching has not been sufficiently robust and pupil progress now requires improvement.
- ☐ Teaching does not consistently push forward the pupils' learning so that they make good progress.
- ☐ The work teachers set and the questions they ask do not always challenge the pupils' thinking enough, particularly of the more able.
- ☐ The governing body is not effective enough in holding leaders to account for the school's performance and for the progress of its pupils.
- ☐ Disadvantaged pupils do not make enough progress to close gaps consistently with the attainment of other pupils in each year group and other pupils nationally.
- ☐ Teachers are not able to give all pupils identified as disabled or with special educational needs sufficient attention for them all to make good progress.
- ☐ School and early years leadership has not made sure there is an accurate understanding of the performance of children in the Nursery and Reception classes. Action to improve the setting has not led to a consistent rise in the children's progress.

The school has the following strengths

- ☐ Pupils behave well in lessons and play happily together on the playground. Their consideration for others and sensible movement around the buildings contribute to the calm atmosphere in the school.
- ☐ Pupils enjoy school, mostly work hard and are keen to learn. This is reflected in their above average attendance.
- ☐ Pupils say they feel safe in school and their parents agree. Staff and governors successfully make sure their welfare is a top priority at all times.
- ☐ School leaders make sure the curriculum provides the pupils with a wide range of interesting experiences. It also promotes all aspects of their spiritual, moral, social and cultural development.

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



19 November 2014

Ms Emma Reynolds
Headteacher
The Bulmershe School
Chequers Way
Woodley
Reading
Berkshire
RG5 3EL

Dear Ms Reynolds

Ofsted 2014 15 survey inspection programme: schools' use of alternative provision

Thank you for your hospitality and cooperation, and that of your staff and students, during my visit on 17 – 18 November 2014 to look at the school's use of alternative provision. During the visit I met with you and the two deputy headteachers who co-ordinate the provision. I also met students and visited the following providers that your students attend: Aspire, Thrive and Body Rocks.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

This letter briefly summarises our discussion at the end of the visit.

Strengths of this aspect of the school's work

- The school has recently reviewed its use of alternative educational provision. As a result, it employs a range of successful strategies and provides courses which meet the needs of almost all students on the school site. Consequently, only a very small proportion of students require arrangements that include the use of alternative educational provision.
- ▣ Alternative provision is chosen carefully to meet the individual needs and interests of students. Students are prepared well for choosing alternative provision, usually through visits and 'taster' sessions. Providers get a suitable range of information to help them in supporting the students.

Although informal discussions take place, the school does not share written information outlining its child protection policies and procedures.

- The alternative provision offers a pleasant and safe environment. Staff are highly skilled and have a good understanding of students' individual needs. The school conducts informal checks on the suitability of the staff and accommodation but does not always keep a full written record of these checks.
- Providers report that any problems that might arise can be resolved quickly with the school. They send the school regular reports on students' general progress, employability and personal skills and academic achievement. These reports are then included in the school's own report to parents and carers.
- Attendance at alternative providers is organised flexibly around the individual needs of students. Students who attend alternative provision part-time follow a balanced curriculum which includes mathematics, English, science and vocational courses. Wherever possible, the school provides opportunities for skills learned at the off-site provision to be developed further in school. The school is particularly successful at ensuring students who have learning difficulties receive a challenging and relevant range of subjects. A small number of students attend alternative providers full-time and it is unclear whether they receive sufficient taught time in the week.
- The school monitors thoroughly the progress of students who attend alternative provision as a discrete group in order to evaluate the overall impact of provision. Staff visit most of the off-site provision at least once each term to make a general check on the quality of learning. However, there is inconsistency in the monitoring of teaching and learning in the different types of provision.
- The number of students leaving school at the end of 2014 who had used alternative educational provision was quite small. Just over half gained five GCSE passes. Almost all gained a pass in English with about a third gaining grade C or above. Just under half gained a pass in mathematics with one at a grade C or above, while others gained a pass in functional skills. All students had been underachieving previously. School information shows that the large majority of students made expected or better progress since attending alternative provision.
- Students' personal, social and employability skills are promoted well by the alternative providers. Each year, several of those who leave school start training linked to the courses studied at their alternative educational placement.
- Students are very positive about their experiences at the off-site provision. They appreciate the skill and dedication of the staff in helping them cope with personal difficulties. Students feel they have grown in confidence and

become more mature since attending off-site provision. As one past student commented, 'I grew up in that year.'

Areas for improvement, which we discussed, include:

- strengthening safeguarding procedures by giving providers written copies of the school's policies and by keeping more detailed records of checks made on the suitability of off-site providers
- monitoring more systematically the quality of teaching and learning at off-site provision
- checking that all students attending alternative educational provision receive sufficient taught time in the school week.

My concern about the registration status of one of the providers you have used has been reported to the Department for Education.

Yours sincerely

Andrew Redpath
Her Majesty's Inspector