

TITLE	School Performance Indicators and Ofsted Reports
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee on 22 January 2019
WARD	None specific
DIRECTOR	Director of Children's Services - Carol Cammiss

OUTCOME / BENEFITS TO THE COMMUNITY

Clear understanding of schools' performance in order to recognise and promote success and ensure robust challenge and support continues to deliver improvement.

RECOMMENDATION

Note the outcomes of relevant Ofsted reports on schools and the further update on statutory outcomes from the summer 2018 assessments.

SUMMARY OF REPORT

Ofsted Inspection outcomes published since last report September 2018. There have been three inspections in the reporting period. Only two reports have been published. Links to the full reports are provided below along with either the extracted letter in respect of Section 8 inspections or the summary from Section 5 full inspections as relevant.

- **Woodley CE Primary School - Good** S8 October 2018
<https://reports.ofsted.gov.uk/provider/21/109988>

Section 8 Inspection letter to headteacher :

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You have a clear vision to balance the nurturing Christian ethos of the school with pupils' academic learning. Staff share your ambition. They work well together and are committed to the school's mission statement of 'inspiring hearts and minds'.

Pupils are very happy at Woodley Primary School. I observed courteous and respectful behaviour across the school and pupils told me that this is typical. They like the renewed focus on reading and told me that their reading gets better when they complete their home reading. They like the way that their teachers 'really know' them and will suggest new books for them to read. They are very enthusiastic about their 'afternoon lessons' and the linked home learning projects, although some did admit to having rather too much parental support when making their models of First World War trenches. This has clearly been addressed by leaders because pupils also told me that their teachers need to know what pupils themselves can do so that 'they can help us better'.

Pupils' 'afternoon lessons' and special topic days are planned carefully by leaders and teachers to ensure that pupils receive a broad and balanced curriculum diet. This is successful, and pupils are clearly inspired by the ways that science and the wider curriculum are taught. The many extra-curricular activities, including the Year 6 residential trip, help to develop pupils' personal and social skills well.

The majority of parents and carers are also happy with Woodley. Many described it as 'caring' and 'a family' and explained how all staff work hard to make sure that pupils are happy. A minority raised concerns about leaders' communication, but several praised this, especially the recently launched 'Friday Forecast'. Others highlighted the availability of staff at classroom doors at the start and end of every day as a routine that they find valuable.

Leaders have an accurate understanding of the strengths and weaknesses of the school. The areas for improvement identified at the previous inspection have been addressed well. You have taken quick action to address weaknesses, prioritising improving pupils' progress in reading and mathematics across the school. Your work to improve the overall quality of teaching and learning has been hampered by staffing turbulence. You have dealt well with this ongoing challenge, but you and other leaders have had to take on

extra responsibilities and teaching to make sure that pupils' learning is not hindered. Consequently, your improvement plans have not been fully realised and have not yet made the difference intended. Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose. Recruitment processes are undertaken well and checks regarding the suitability of adults to work with children are recorded carefully. Staff know pupils very well and are alert to the slightest change that might indicate a cause for concern. They follow the school's systems well, passing on any worries swiftly. Leaders work well with external agencies and are persistent when checking that planned actions and support have been effective.

Pupils feel safe and told me that there are always members of staff to talk to if they have any worries. They have a good understanding of how to keep themselves safe and recognise potential risks, including when online.

Inspection findings

- During this inspection, I considered how well leaders had addressed the decline in pupils' progress in reading and mathematics in national key stage 2 tests. I found that the majority of current pupils make good progress in these subjects. Upper key stage 2 pupils' books show that they are currently making strong progress in reading and mathematics. Nevertheless, there is still much ground to make up after the slow progress in previous years. Leaders have devised well-considered plans to accelerate pupils' progress, especially in reading. Early indications show that pupils are catching up and closing previous gaps in their learning. However, it is too early to demonstrate the impact of this work.
- Pupils' progress in reading and mathematics has also been strengthened by leaders' work to improve the quality of teaching. This has been successful overall. Leaders have supported teachers well. Leaders have worked closely with teachers and provided personalised professional development that has helped individuals to improve rapidly. Throughout the school, there is a culture of sharing and a strong sense of purpose. Leaders routinely plan and jointly teach lessons with classroom teachers to model different approaches. This has been successful in helping to share effective strategies and improving the quality of teaching overall.
- I explored how leaders use the pupil premium funding and found that it makes a very positive difference to pupils from disadvantaged backgrounds. You and the 'pupil-premium champion' know all the eligible pupils and their families exceptionally well. You have used this knowledge to identify and understand the barriers to learning that these pupils experience. Working with families, you have devised a wide range of successful strategies that support these pupils well and help them to make strong progress across the curriculum. Case studies and school information indicate that these strategies have been very successful. Parents are very positive about the support that their children have received, with one describing the work as going 'above and beyond'. The positive impact of this work can be seen on a case-by-case basis. However, it has not been formally evaluated, so leaders cannot provide clear evidence of which strategies have been the most successful.
- I also considered how well governors fulfil their statutory duties and hold leaders to account. Governors are dedicated and share leaders' ambitions for the school. They have undertaken a thorough self-review and created an action plan that has already supported them to refine and strengthen their focus. They have recently experienced many personnel changes and have taken the opportunity to recruit governors who bring a wide range of skills and experiences to the governing body. They have provided clear strategic support to you, especially during ongoing staffing difficulties. However, they recognise that this has distracted them from undertaking some of their statutory responsibilities, such as ensuring that the use of pupil premium funding is formally evaluated.

Next steps for the school

Leaders and those responsible for governance should ensure that they:

- continue to improve the consistency of teaching quality across year groups and subjects, so that all pupils receive a quality of education that is as good as the best
 - embed the improvements in pupils' reading and mathematics, especially across upper key stage 2
 - formally evaluate the difference that pupil premium funding makes for disadvantaged pupils.
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- **Northern House Special School- Academy November 2018 Inadequate-** following Special Measures 2016 and academy order sponsored by the Northern House Group
<https://reports.ofsted.gov.uk/provider/25/143862>

Section 5 Full Inspection Report Summary Section

This is an inadequate school

- Safeguarding is not effective. Pupils are at risk of harm because of very unsafe behaviour, low attendance and insufficient supervision.
- The multi-academy trust and governing body have not acted to identify or address extensive weaknesses in the school. All aspects of the school's work are inadequate.
- The governors and the multi-academy trust do not work well together. They have not held senior leaders to account or agreed on priorities to tackle failings.
- Over time, leaders have failed to support staff to address pupils' very challenging behaviours. This places pupils and staff at risk.
- Until recently, leaders had not checked pupils' learning, and as a result had not identified that the curriculum for older pupils had a negative impact on their achievement.
- Teaching, learning and assessment are inadequate. Many teachers do not demonstrate the skills to promote learning and manage challenging behaviour. As a result, pupils' achievement is poor.
- Staff do not demonstrate high expectations for pupils' behaviour or learning. This impacts negatively on their personal development and outcomes.
- Teachers do not use assessment well. They do not notice or intervene quickly enough when tasks are either too easy or too hard for pupils.
- Tasks are often uninteresting for pupils. This causes them to opt out of learning.
- Teaching assistants do not play an active part in supporting pupils' learning. Extra support for pupils is often lacking because these staff are dealing with challenging behaviour instead.
- Rates of exclusion are very high. Pupils miss too much school due to exclusion.

The school has the following strengths

- The new headteacher is firmly focused on securing the best outcomes for pupils. She has made essential changes quickly to improve the school.
- Staff care about pupils. They show that they want to help them.

Provisional Outcomes at KS2 Summer 2018

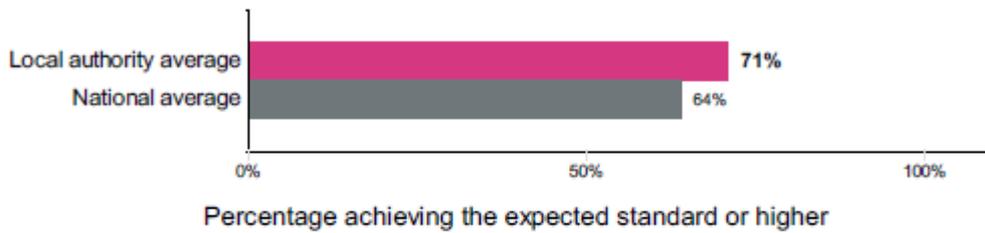
DfE have published the first release of data for KS2. This is provisional data for 2017/18. Any amendments made to school's data will be reflected when DfE re-publish the data in a few months. National and local authority benchmarks may also change. Until these changes take effect, differences between data may be seen within reports. Other data in relation to GCSE and A Level will not be available until the Spring.

There were approximately 1900 pupils in the Y6 cohort. DfE data indicates that the Wokingham overall attainment figures are above national average in relation to achieving the benchmark in the combined three subject areas.

Reading, writing and maths combined

Percentage of pupils achieving the expected standard or higher

Number of pupils = 1,992



Percentage of pupils achieving the higher standard

Number of pupils = 1,992



In relation to progress measures the DfE calculates progress in the three core subject areas. The national average is set at zero. Tolerance levels above and below zero are usually published to give an indicator of how far above or below each school as an individual establishment sits. There are plans to revise all benchmarks going forward as espoused by the current Secretary of State.

In relation to the current overall Wokingham cohort progress performance indicators show performance broadly in line with national averages:

Reading 0.59
Writing -0.23
Maths 0.33

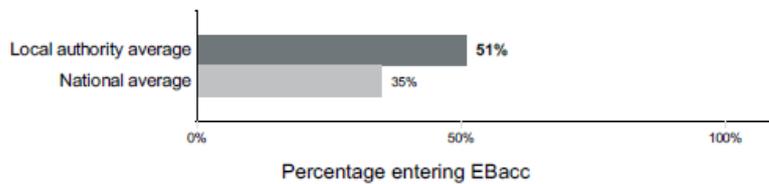
Provisional Outcomes at KS4 Summer 2018

These are now available against the following indicators (charted below) and show that in Wokingham :

- There is a higher than average entry rate to the English Baccalaureate
- A slightly higher than average percentage of pupils remain in education or employment post 16
- There is a higher than average percentage of pupils achieving Grade 5+ in English and Maths
- There is a higher than average attainment in the Attainment 8 category for pupils

Percentage entering the English Baccalaureate

Number of pupils = 1,636



Percentage staying in education or entering employment after key stage 4

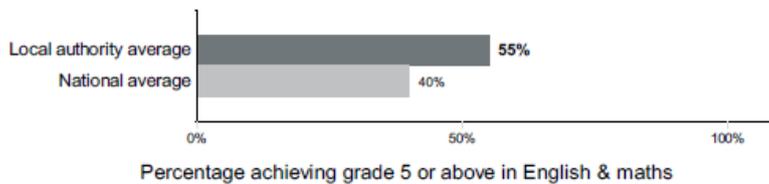
This is provisional data for 2016/2017.

Number of pupils = 1,615



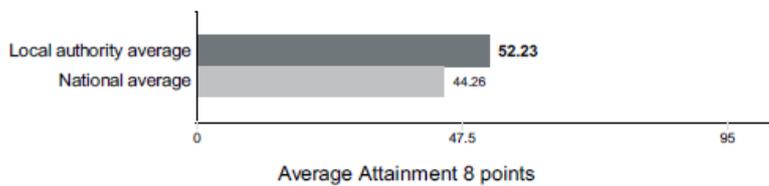
Percentage achieving grade 5 or above in English and maths

Number of pupils = 1,636



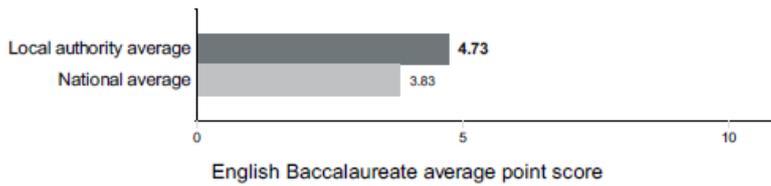
Attainment 8

Number of pupils = 1,636



English Baccalaureate average point score

Number of pupils = 1,636



Background

Since the previous report there have been three further Ofsted inspections. Two of the reports have been published.

The national data set for KS4 has been published showing the following information:

- The percentage of pupils entered for the English Baccalaureate
- The percentage of pupils remaining in education or employment post 16
- The percentage of pupils achieving a Grade % or above in both English and Maths at GCSE
- The average Attainment 8 points achieved by pupils at KS4

Analysis of Issues

One sponsored academy has failed to secure a good inspection outcome at its first inspection following sponsorship and so the academy trust and school are now subject to further monitoring by the regional Schools Commissioner and Ofsted.

Risk assessment undertaken continues to be accurate.

Wokingham outcomes compare favourably with national averages.

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?
Current Financial Year (Year 1)	NA	NA	NA
Next Financial Year (Year 2)	NA	NA	NA
Following Financial Year (Year 3)	NA	NA	NA

Other financial information relevant to the Recommendation/Decision
NA

Cross-Council Implications
NA

Reasons for considering the report in Part 2
NA

List of Background Papers
NA

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