

<b>TITLE</b>	<b>School Performance Indicators and Ofsted Reports</b>
<b>FOR CONSIDERATION BY</b>	Children's Services Overview and Scrutiny Committee on 25 March 2019
<b>WARD</b>	(All Wards);
<b>LEAD OFFICER</b>	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

## **SUMMARY OF REPORT**

### **Whiteknights Primary School January 2019**

### **S8 GOOD- recommendation for S5 to investigate outstanding**

<https://files.api.ofsted.gov.uk/v1/file/50049937>

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice and marked improvement in specific areas. This may indicate that the school has improved significantly overall.

Therefore, I am recommending that the school's next inspection be a section 5 inspection.

Since the previous inspection, you have skilfully drawn together a highly effective leadership team, developed good-quality subject leaders and created a dynamic learning environment where staff morale is high. As a result, all stakeholders strongly support the changes and significant improvements you are leading. This sentiment is endorsed by parents and carers. One commented, 'The headteacher has taken this school from strength to strength.' Working closely with governors, you have relentlessly focused on improving pupils' learning, so they achieve the highest standards possible. This continual drive and ambition for excellence for your pupils reflect the school's vision of 'Growing Greatness'.

Central to your strategy has been the continual improvement of teaching. This has focused on making sure that teachers have the highest expectations of what pupils can achieve during lessons. Teachers concentrate on how pupils best learn, by building on what they already know and understand, enabling pupils to make strong progress.

Pupils enjoy their learning and show high levels of engagement in lessons. This is reflected in their above-average attendance and punctuality. They particularly like those lessons where they have opportunities to discuss their ideas and explore their emotions. They learn in a caring environment that is tolerant and free from discrimination. Pupils appreciate that they are well looked after, feel safe and trust the adults who look after them. Relationships between staff and pupils are excellent, exemplified by one pupil's comment, 'If ever I need to talk to someone, there is always someone here for me.' Parents express overwhelmingly positive views about the school. 'I feel Whiteknights is continually improving, making it so much better for the children,' was a typical parent comment. They recognise that the school is well led and managed, and agree that their children are well looked after, happy and safe. Parents feel very well informed about how well their children are achieving academically. One parent commented, 'I'm extremely satisfied with the progress that my children are making.'

During the last inspection, the following strengths were highlighted: good teaching across the school, pupils' enjoyment of their learning, improving outcomes, and the strong leadership in the school. These strengths have been embedded and improved further as a result of leaders' commitment to improvements. You were asked to improve writing opportunities across the school. You have improved pupils' technical ability by focusing on grammar and punctuation. This, together with increased opportunities for pupils to use their writing skills in other subjects such as science, have developed pupils' vocabulary. As a result, pupils' progress in writing by the end of Year 6 has improved significantly and is now well above national attainment

Outcomes across the school in reading, writing and mathematics continue to improve strongly. By the end of Year 2 and Year 6, in 2018, pupils achieved standards higher than those achieved nationally. Assessment information for current pupils, supported by the work in books and the learning seen when visiting classes, shows that attainment is continuing to rise across the school. Leaders are maintaining their focus on pupils' progress to ensure that these high standards of attainment continue.

Safeguarding is effective.

There is a strong and embedded culture of safeguarding in the school. Leaders rightly identify safeguarding as their top priority, ensuring that all pupils are kept safe from harm. There are long-standing and detailed induction procedures for staff and governors, strengthened by regular update training. As a result, staff are confident about the action they should take if a child protection issue arises. Procedures for protecting pupils are comprehensive and include induction and safeguarding training for all volunteers in school. Record keeping is meticulous and leaders meet weekly to ensure that all actions are effectively followed up, so that pupils and families receive the support they need. There are comprehensive vetting procedures in place to ensure that all pre-employment checks are robust to protect pupils' welfare.

Pupils, parents and staff agree that the school provides a safe and secure environment for the pupils to grow and learn. The school is dedicated to protecting the most vulnerable pupils and families. For example, the school works closely with outside agencies and the Home Office to ensure that refugee children and their families get the support they need to do as well as they can at school.

Inspection findings:

At the start of the inspection, we agreed to look at the following areas: the progress pupils are making across the school in reading, writing and mathematics; how effectively the curriculum meets the needs of the pupils; and how well phonics is taught.

Published progress information for 2018 indicated that Year 6 pupils made less progress in reading than in writing and mathematics. The detailed information and analysis you presented to me provide compelling evidence that these pupils made strong progress in reading. The disparity in published information was due to approximately one fifth of

pupils missing the higher standard by one mark. You sensibly analysed the papers and identified a weakness in pupils' interpretation of some complex vocabulary. You have taken effective action to ensure that this area is now targeted throughout the school. Pupils are making strong progress in reading, writing and mathematics throughout the school and this is leading to higher standards for all pupils. This was confirmed both by the work seen when visiting lessons and by scrutiny of pupils' books. Current Year 6 pupils are on track to attain higher and make better progress than pupils nationally in 2018.

The curriculum is highly effective in meeting the differing needs of pupils. The curriculum is very well planned, with skills sequenced across subjects, so that there are appropriate opportunities for pupils to apply their knowledge in more than one subject area. For example, in Year 5, while learning about earthquakes in geography, pupils were also using their literacy skills to describe tectonic plates and their movement. This was then captured in their artwork, before using computing to change their work into a digital image. The work produced in all subjects is consistently high, and reflects the high expectations leaders have of pupils' English and mathematics work. Pupils' work in books and assessment information in other subjects, such as science, geography, art and computing, confirm that outcomes are of a very similar high standard. Pupils enjoy the wide range of learning opportunities the school provides, including the 'science lab' and residential trips in Year 4 and Year 6.

The teaching of phonics is excellent. Staff have benefited from high-quality training over a long and sustained period of time. As a result, they are highly skilled in delivering an extremely effective programme that systematically builds upon what pupils already know. Pupils do not move on through the programme until they have successfully embedded their learning. This expertise has been externally recognised and the school is designated as a centre of excellence.

Pupils consistently achieve significantly above the expected standard in the Year 1 phonics screening check. The whole school is benefiting from the formal introduction of phonics into the Nursery setting. A significant number of children in Nursery need to develop their language skills and the school's phonics programme enables the skilled Nursery staff to sharply focus on this area as soon as children enter the setting. As a result, a much greater proportion of children enter Reception Year with age-related language skills, enabling them to make better progress.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- they continue to seek ways to improve the progress of all pupils in reading, writing and mathematics.

### **Emmbrook Infant School**

**January 2019**

**S5 Outstanding**

<https://files.api.ofsted.gov.uk/v1/file/50055235>

Summary of key findings for parents and pupils:

- Very effective leadership permeates throughout the school. An established culture of high aspiration enables pupils to thrive.
- Staff at all levels contribute successfully to the school. Clear lines of accountability direct their work precisely. A recent and shared focus on further deepening pupils' learning across the curriculum is gaining momentum.

- Governors are very effective in their roles. They use their experience skilfully to check on standards in the school. Their rigorous challenge to leaders contributes positively to the evident high standards.
- The wider curriculum is extremely well developed. Pupils gain strong knowledge, skills and understanding across a broad range of topics. They transfer their literacy, numeracy and thinking successfully between subjects.
- Pupils make very good progress throughout their time at the school. From broadly average starting points, the proportion who attain a greater depth of learning by the end of key stage 1 is well above national figures.
- Pupils learn well in lessons because teaching meets their needs accurately. Adults' subject knowledge is broad, deep and used to maximum effect. Adults use assessment incisively and promptly to identify and plan very well for pupils' next steps in learning.
- Staff act with integrity and determination to ensure that pupils' needs are met successfully. Arrangements for safeguarding are effective. Pupils feel very safe because adults look after them so well.
- Pupils who need extra help are supported very well. Leaders take careful steps to meet pupils' specific needs, using expert knowledge, sometimes from beyond the school. As a result, leaders' impact on pupils' well-being and academic achievement are significant.
- The school's core values are lived and breathed. Pupils behave extremely well, responding to high expectations modelled by the adults around them. They are respectful, courteous and thoughtful. Instances of poor behaviour are very rare and dealt with rapidly and effectively.
- Pupils enrolled in the hearing-impaired resource are supported very well. They experience high levels of specialist care and support, which meet their needs closely. Consequently, they make strong progress, including academically.
- Children flourish in the early years, amidst a nurturing environment. Leaders use their knowledge and skills to reflect on and develop provision successfully. As a result, children are happy and very well prepared for key stage 1.

What does the school need to do to improve further?

- Ensure that leaders exploit fully the best practice in the school, so that recent work to deepen pupils' learning is reflected consistently well across all year groups and areas of learning.

### **Shinfield Infant and Nursery**

**February 2019**

**S8 Good**

<https://files.api.ofsted.gov.uk/v1/file/50056408>

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Since then, the school has grown to become a three-form- entry infant school and a new deputy headteacher has taken up post. You ensure that your staff team work in line with your vision. They look for the strengths in each child, so that 'everyone is shining in their own field'. Leaders ensure that the school ethos is inclusive. Pupils with special educational needs and/or disabilities receive bespoke and skilful support. As a result, they make good progress. Leaders have a clear and accurate view of what the school does well and what could be even better.

The previous inspection highlighted many strengths of the school, including behaviour and parental involvement. These continue to be strengths. Pupils have a very good understanding of the newly introduced behaviour policy, with the three new rules, 'Be ready, be safe, be respectful.' They say that behaviour is good at Shinfield. Infants and

that other children are kind. My classroom visits confirmed their views. Parents and carers are overwhelmingly positive about the school. All parents who responded to Ofsted's online questionnaire, Parent View, would recommend Shinfield Infants. As one parent wrote, summing up the views of many, 'My daughter is so happy at this school. The teachers and staff are brilliant, approachable and always willing to help.' Pupils love their school, especially the school guinea pigs, Tom and Jerry, for whom they learn to care. They also enjoy performing to their parents, and using the climbing equipment and scooters at playtimes. They told me that their teachers are kind and funny, and that their teachers always help them. The school is an integral part of Shinfield community life. For example, every child in the school attended a remembrance service with residents on the school green. Leaders are committed to ensuring that pupils become caring and responsible citizens of the future.

The previous inspection report asked leaders to improve the progress that children make in the Nursery. Your actions to address this have been very successful. Children enjoy participating in a range of well-planned activities that follow their interests and promote their early reading, writing and mathematical skills well. They are active and independent learners. Leaders were also asked to improve standards in writing. You have been partly successful here, especially with the pupils' spelling and the application of phonics.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose. You liaise well with external agencies so that the needs of pupils and their families are addressed effectively. Pre-employment checks are carried out stringently. A detailed recruitment checklist helps to ensure that you have all relevant information about new staff and volunteers. Safeguarding training is regular and well planned. Leaders check the effectiveness of this training through regular refreshers and reviews. As a result, keeping children safe is seen as everyone's responsibility as part of a strong safeguarding culture. Pupils say that they feel safe in school and know to whom to speak if they have any worries. They told me, 'Grown-ups always listen to us.' Pupils learn about keeping themselves safe in a wide range of situations, including online, through healthy eating and in dealing with fire. 'The Great Fire of Shinfield' is a popular event on the school calendar, following on from pupils learning about The Great Fire of London in history. Parents, too, think that their children are safe. As one parent wrote, 'My child is safe, looked after and encouraged to be the best they can be.'

Inspection findings

- Mark-making and early writing skills are well developed in the Nursery and
- Reception. Children make strong progress in the early years. Leaders are effectively focused on improving attainment and progress in writing in key stage
- In 2018, Year 2 pupils' attainment in writing was lower than that of other pupils nationally. You are aware that due to some underachievement in the past, pupils have not made the progress in writing of which they are capable. This includes some pupils currently in Year 2. You and other leaders have taken action to address this. Pupils enjoy writing and are very clear on how to improve their work. For example, in a Year 1 English lesson, pupils were writing a description of their bicycles. They took great care to include adjectives in their writing, as they knew this would make their writing better. Spelling is secure and current pupils are making good progress in writing creatively. Teachers ensure that pupils have many opportunities to plan what they are going to write through role play and storytelling. This has resulted in pupils using ambitious vocabulary. However, pupils' punctuation, structuring of sentences and handwriting are not yet of a consistently high standard.

- In 2018, too few pupils attained the expected standard for their age in mathematics by the end of Year 2. Pupils have a good understanding of number and place value because of the effective use of practical apparatus to support their learning. Teachers model the use of mathematical language well, and as a result, pupils, including the youngest children in the school, use mathematical words with confidence. However, sometimes pupils are not challenged highly enough through substantial opportunities to develop their reasoning and problem-solving skills. As a result, pupils do not routinely deepen their learning to make really excellent progress.

- The curriculum at Shinfield Infants is broad and balanced. Leaders plan the curriculum to provide pupils with a wide range of rich and engaging learning experiences, with many opportunities for outdoor learning. The teaching of history is a particular strength, using the many artefacts that the school has about its 300-year-old history, including a Victorian washroom. Leaders ensure that every occasion is taken to learn about local history. For example, pupils have recently learned about soldiers from the local parish who gave their lives during the First World War. Sometimes, pupils' learning across the wider curriculum is less than it should be because some activities and tasks are not challenging enough. Where this is the case, tasks do not deepen pupils' thinking or encourage them to apply subject-specific skills extensively enough, particularly, but not solely, for the most able pupils. Raising teachers' expectations of what pupils can achieve across the wider curriculum is currently an important focus for leaders.

Next steps for the school

- Leaders and those responsible for governance should ensure that:
  - punctuation, sentence structure and handwriting are taught consistently well in key stage 1
  - teaching challenges pupils highly in mathematics, through better opportunities for reasoning and problem-solving, so that more pupils make really strong progress by the end of key stage 1
  - teachers' expectations of what pupils can achieve in subjects other than English and mathematics are consistently high.

### **Finchampstead CE Primary School**

**November 2018**

**S5 Good**

<https://files.api.ofsted.gov.uk/v1/file/50038664>

This is a good school

- The newly-appointed headteacher has a clear vision for the school. Parents and staff are supportive of the changes she has made since taking up her position.
- Staff work together as a cohesive team. They are enthusiastic about the recent changes to the leadership structure of the school and welcome the resulting benefits this brings.
- Leaders' self-evaluation of the school's strengths and weaknesses is accurate. As a result, staff are aware of the key priorities for improvement.
- Most pupils make good progress from their different starting points. This is especially the case in the early years and key stage 1.
- Classrooms are happy places. Staff know pupils well. The nurturing ethos and a strong focus on developing pupils' well-being are strengths of the school.
- Governors understand the strategic nature of their role. They have a realistic view of the school's many strengths, as well as the things that need to be better.
- Pupils behave well at Finchampstead. They are kind, welcoming and understanding of the needs of others.

- Safeguarding is effective. Pupils feel safe at school and parents appreciate the care that staff give to their children.
- Children get off to a good start in Reception. Staff are skilled at providing them with interesting opportunities to explore and learn, both in and out of the classroom.
- Although subject leaders are increasingly effective in their roles, more needs to be done to share good practice to improve the quality of teaching and learning further.
- Pupils in key stage 2 make inconsistent progress over time in reading and mathematics. This is particularly the case for most-able pupils.
- Although their self-evaluation is accurate, leaders need to sharpen improvement planning to focus more on the progress that pupils make.

What does the school need to do to improve further?

- Increase the rates of progress that pupils make in mathematics and reading, particularly most-able pupils, so that larger proportions achieve a greater depth of learning by the end of key stage 2.
- Develop the roles of subject leaders so that they have more impact on improving the quality of teaching and learning in their specific areas of responsibility.
- Refine improvement planning so that leaders, governors and staff focus more keenly on the progress that pupils are making.

## Background

Since the previous report there are four schools who have been inspected with published inspection reports to consider.

## Analysis of Issues

One school has achieved outstanding. A further school has been identified for a follow up inspection to assess against the outstanding criteria.

One school sustained its good grading and a further school declined from outstanding to good.

## FINANCIAL IMPLICATIONS OF THE RECOMMENDATION

***The Council continues to face severe financial challenges over the coming years as a result of reductions to public sector funding and growing pressures in our statutory services. It is estimated that Wokingham Borough Council will be required to make budget reductions of approximately £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)			
Next Financial Year (Year 2)			
Following Financial Year (Year 3)			

### Other financial information relevant to the Recommendation/Decision

**Cross-Council Implications** (how does this decision impact on other Council services, including properties and priorities?)

### Reasons for considering the report in Part 2

### List of Background Papers

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