

<b>TITLE</b>	<b>School Performance Indicators and Ofsted reports</b>
<b>FOR CONSIDERATION BY</b>	Children's Services Overview and Scrutiny Committee on 17 September 2019
<b>WARD</b>	None Specific
<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**

That the Committee notes the outcomes of relevant Ofsted reports and the provisional outcomes of the 2018 statutory assessments.

**SUMMARY OF REPORT**

**Floreat Montague Park**  
**June 2019**  
**S5 RI first Inspection post opening**  
<https://files.api.ofsted.gov.uk/v1/file/50093076>

**Summary of key findings for parents and pupils**

**This is a school that requires improvement**

- The school has been through a turbulent time in the past year. There has been high staff turnover at all levels. This has affected the quality of provision and outcomes, as well as the pace of improvement. Middle leadership is underdeveloped.
- The quality of teaching in key stage 1 is not consistently good. Current leaders are accurately aware of the inconsistencies in the quality of teaching in the school.
- Assessment is not always used well in key stage 1. Work is not pitched correctly for pupils, particularly for the most able and those with below average starting points, including in the wider curriculum. Expectations of what pupils can attain are not always high enough.
- The teaching of phonics in key stage 1 is not secure. As a result, standards have declined. The teaching of reading is not well planned and, consequently, pupils do not develop reading skills well enough. Reading materials are not always matched to pupils' phonics knowledge.
- Leaders ensure that the curriculum is broad and balanced. In some subjects, however, there is not sufficient clarity in what pupils learn.
- Pupils in key stage 1, including disadvantaged pupils, do not make reliably good progress from their starting points.

- Leaders do not have an accurate overview of the provision for pupils with special educational needs and/or disabilities (SEND).
- The school has the following strengths
- The interim leadership team has swiftly identified what needs to be better. Ably supported by the multi-academy trust, leaders are beginning to secure improvements.
- Leadership of the early years is strong. Children in the early years receive a good education. Teaching is effective and outcomes are above average.
- Behaviour is good throughout the school. Pupils are happy and have a zest for learning.
- Safeguarding is effective. Staff have an excellent understanding of what they must do if they are concerned about a child.
- The school's work to promote pupils' spiritual, social, moral and cultural development is very successful. The school's virtue curriculum prepares pupils well for life in modern Britain.
- Staff enjoy working at the school. Morale is high and teamwork is strong

### **What does the school need to do to improve further?**

Leaders and those responsible for governance should ensure that:

- they improve leadership capacity across the school, including the oversight of the provision for pupils with SEND
- the wider curriculum is planned with sufficient clarity to make sure that pupils make better progress.

Improve the quality of teaching, learning and assessment, so that all teaching is consistently good or better, by ensuring that:

- recently introduced teaching strategies to improve the teaching of mathematics and writing in key stage 1 are embedded fully in all classes, so that pupils, including those who are disadvantaged, make stronger rates of progress
- the teaching of reading, including phonics, is well structured and of high quality
- all staff have high expectations of what pupils can achieve in all subjects
- teaching in key stage 1 makes effective use of all assessment information to pitch work at the right level, including in the wider curriculum, particularly for pupils with below average starting points and for the most able pupils.

### **Bohunt**

**June 2019**

**S5 GOOD first inspection post opening**

<https://files.api.ofsted.gov.uk/v1/file/50083878>

### **This is a good school**

- School leaders, governors and members of the Bohunt Education Trust (BET) have a clear and uncompromising vision for the school. Leaders are determined to provide the best possible experiences for pupils. Leaders are ambitious for academic excellence and for pupils to become confident, resilient and independent.
- The Headteacher has established a highly aspirational culture, which develops the potential of all members of the school community. Staff are fully supportive of his vision and morale is very high.
- Leadership at all levels is strong and committed to driving further improvement.
- Capable and experienced governors carry out their duties conscientiously and rigorously. They visit regularly and have an accurate understanding of the school.

- Teachers show secure subject knowledge and most teaching is of a high standard. There are some inconsistencies where teachers do not provide the right level of challenge and support to pupils.
- Well-planned training helps staff to further develop their teaching and leadership skills.
- BET provides highly effective support and extensive quality assurance to ensure high standards in all aspects of the school's work.
- Pupils love coming to school. They are completely engaged in their learning and demonstrate excellent behaviour in and out of lessons. They take great pride in their school.
- Highly effective relationships between staff and pupils help pupils feel secure and promote their learning and personal development very well.
- Attendance is well above national levels and improving, and exclusions are very low.
- Pupils throughout the school make strong progress across the curriculum from their starting points. This includes disadvantaged pupils and those who join the school after the start of Year 7.
- The rich curriculum offers pupils a wide choice of subjects. The taught curriculum is enhanced well by an exceptionally wide range of extra-curricular activities and trips. The vast majority of pupils participate in sporting and other clubs. Pupils enjoy the many opportunities to gain leadership skills.
- Leaders ensure that pupils' spiritual, moral, social and cultural development is extremely well promoted.
- The overall educational experience for many pupils in the school is 'life-changing'.
- Parents and carers are overwhelmingly supportive of the school and appreciate its strengths.

### **What does the school need to do to improve further?**

Improve the consistency of teaching and learning by ensuring that:

- teachers use assessment of pupils' learning to build on what pupils already know, understand and can do
- pupils receive the right levels of challenge and support in lessons
- teaching enables pupils of all abilities to deepen their knowledge and express what they know and understand accurately.

### **Provisional Outcomes of 2018 Statutory Assessments**

**EYFS** percentage of pupils achieving a Good Level of Development 77%

**Key Stage 1** percentage of pupils achieving expected level or above ( 2018 national figures in brackets)

Maths 81% (76%)  
 Writing 74% (70%)  
 Reading 80% (75%)

**Key Stage 2** percentage of pupils achieving expected level or above ( 2019 provisional national figures in brackets)

Maths 84% (79%)  
 Writing 84% (78%)

Reading 81% (73%)

Reading, Writing and Maths Combined 73% (65%)

**Key Stage 4** percentage of pupils achieving 9-4 at GCSE ( 2019 provisional national figures in brackets)

English 82% ( 62%)

Maths 79% (60%)

English and Maths combined 73%

**Key Stage 4** A Level provisional outcomes

A\*-C 74%

## 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)	N/A		
Next Financial Year (Year 2)	N/A		
Following Financial Year (Year 3)	N/A		

<b>Other financial information relevant to the Recommendation/Decision</b>
N/A

<b>Cross-Council Implications</b>
N/A

<b>List of Background Papers</b>
N/A

<b>Contact</b> Gillian Cole, Jim Leivers	<b>Service</b> Learning Achievement and Partnerships
<b>Telephone No</b> Tel: 07909998224,	<b>Email</b> gillian.cole@wokingham.gov.uk, jim.leivers@wokingham.gov.uk

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