

<b>TITLE</b>	<b>School Performance Indicators and Ofsted reports</b>
<b>FOR CONSIDERATION BY</b>	Children's Services Overview and Scrutiny Committee on 7 January 2020
<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**

Note the change to the Inspection Framework for Schools with effect from September 2019.

Note the outcomes of relevant Ofsted reports and the provisional outcomes of the 2019 statutory assessments.

### **New Inspection Framework September 2019 – a brief overview**

A new inspection framework was introduced in September 2019 for schools. There are significant changes in both the style and foci of inspection going forward along with a changed reporting format.

Her Majesty's Chief Inspector (HMCI) Amanda Spielman has been clear to state that this new inspection framework focuses on;

*'the real substance of education: the curriculum.. and encourages schools to offer all pupils an education that is broad, rich and ambitious and that gives them the knowledge and cultural capital they need to thrive as British citizens'*

The new framework is clear in its intention to remove distortions that HMCI sees in the current system as having the greatest negative effect on children:

*'teaching to the test and narrowing of the curriculum'*

As a result there are new judgements in the inspection framework. A new major judgement on the 'Quality of Education' focusses on the curriculum and removes any expectation that inspectors will wish to review schools internal progress or attainment data. Only the National Inspection Dashboard (IDSR) will be used to inform inspectors about a schools performance before the inspection starts. This documents the schools performance against the national benchmarks annually.



The focus during inspection will be on how the school enables pupils to 'know, remember and understand'. The judgement will look at how well the curriculum is taught and remembered by pupils and how teachers make connections between subject areas and concepts. In parallel to this will be a focus on reading and ensuring that all children are given a good start to reading skills in order to be ready to access learning. This will be a compulsory inspection focus in all primary schools.

A new methodology for inspecting the curriculum has also been designed and will seek out connections between the intended curriculum and its impact on pupils. This methodology is referred to as a 'deep dive'.

This new Quality of Education judgement will be a 'limiting' judgement, meaning that the overall effectiveness grade for the school cannot be higher than the one decided on for the Quality of Education grade.

In respect of the other judgement areas a high priority still exists on the effectiveness of safeguarding which sits in the 'Leadership and management' judgement along with exploration of:

- Staff development
- Staff workload and well being
- Integrity of leaders and particular attention paid to gaming and off-rolling
- Governance/ oversight

The process arrangements for inspection have also changed.

- All Section 8 monitoring visits will now be two days in duration rather than one day.
- There will be a 90 minute phone call the day prior to inspection which will form part of the inspection process and collect information about the school's curriculum and current priorities.
- A new reporting format has been adopted and the primary audience for the reports are parents. A separate section for leaders entitled 'what the school needs to do to improve' is found at the end of the report.

These changes are designed to reduce workload for schools by reducing expectations of preparation for inspection with data tracking and reducing the amount of data collected. The intensified focus on curriculum invites schools to review their provision to ensure it meets pupil needs and delivers the outcomes desired. Many schools are revising their curriculum offers and working to ensure that they can demonstrate connectivity in conceptual development across subjects and topics. There are some transitional arrangements in place in the new framework to accommodate this in the inspection process for the current academic year.

The School Improvement Team work during 2019/20 has a focus on supporting schools to review their curriculum offers and ensure that they understand the 'deep dive' methodology.

A series of workshops and events are being held across the borough, these are led by practitioners, officers, national experts on meta-cognition and curriculum design alongside HMI. A working party of schools and officers is investigating curriculum expectations between KS2 and KS3 to enhance curriculum provision and learning journeys for pupils across the borough in a wide range of subjects. This work is intended to strengthen conceptual development and skills and knowledge acquisition across subject areas, helping schools to develop their curriculum offer and thus improve provision for pupils.

The new inspection framework continues to emphasise the importance of effective provision for the most vulnerable pupils including those eligible for the Pupil Premium and those with SEND. The curriculum and provision work will encourage continued focus in schools to meet the needs of these vulnerable pupils.

Further information about the new inspection framework can be found at :

<https://www.gov.uk/government/publications/education-inspection-framework>

### **Statutory Inspection Of Anglican and Methodist Schools (SIAMS)**

The Statutory Inspection of Anglican and Methodist Schools (SIAMS/Section 48) follows a schedule which is **independent of Ofsted**.

The principal objective of the inspection is to address the question –

**'How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?'**

To do this the inspection looks at seven strands:

1. Vision and Leadership
2. Wisdom, Knowledge and Skills
3. Character Development: Hope, Aspiration and Courageous Advocacy
4. Community and Living Well Together
5. Dignity and Respect
6. The impact of collective worship
7. The effectiveness of religious education

One overall grade is awarded reflecting the contribution of these strands to the flourishing of pupils and adults in a Church school. In addition a standalone grade is awarded in all schools for collective worship and in voluntary aided (VA) schools and former VA schools for religious education (RE). This grade is based on teaching and learning alone.

Further information regarding the SIAMS inspection process within the Diocese of Oxford can be found here <https://www.oxford.anglican.org/schools/siams/> which also lists the latest published reports for schools within the diocese that have been inspected under this framework.

### **Ofsted Inspection Outcomes September- October 2019**

There has only been one inspection in this time frame.

**Grazeley Parochial CE Primary School**  
**September 2019**  
**S8 remains Good but requires S5 to confirm**  
<https://files.api.ofsted.gov.uk/v1/file/50117371>

#### **Outcome**

Grazeley Parochial Church of England Aided Primary School continues to be a good school.

However, inspectors have some concerns that standards may be declining, as set out below.

#### **What is it like to attend this school?**

Pupils like this growing school. They know that adults want them to be happy, try new things and do well. However, teaching does not always meet their needs as well as it should. Pupils feel that it is a fair school and that they all have a chance to participate in activities such as sports. They feel that it is ok to make mistakes as they learn. Pupils behave well most of the time. They work hard and follow teachers' instructions. Pupils are quick to be quiet when asked to listen in lessons and assembly. They are polite and well behaved when moving around the school with adults. Sometimes pupils are not as well behaved in the dinner hall, where there is some running, for example. Pupils feel well protected from bullying. They are confident that adults sort out any issues quickly and effectively. Outside at playtime pupils play well together. Everyone who wants to be part of games, such as football, is happily included. Pupils told us that they enjoy lessons. Mathematics is the favourite subject for many. Pupils are excited by opportunities they have to be part of the life of the school through, for instance, helping in the library.

#### **What does the school do well and what does it need to do better?**

Since the school has grown from mixed-year classes to single-year classes, the curriculum is being re-planned. This is happening term by term and is in the very early stages. Subject plans have not been reviewed or completed. This means that learning does not build well for pupils. For example, pupils who had learned about fossils in Year 3 were not using this knowledge in their study of coastlines in Year 6.

Sometimes teaching plans are not clear and do not match well to what pupils need to know. When this happens, time in lessons is not productive and does not help pupils to know more or remember more.

Mathematics is taught well. Teachers plan lessons which build mathematical knowledge, using a helpfully consistent approach across the school. Pupils have good knowledge of numbers and their times tables. Teachers help them to use these in lots of different ways to solve problems and explain their thinking. Pupils are confident and enjoy mathematics. Pupils demonstrate a love of reading. They are able to discuss authors they enjoy.

Teachers make sure that they have a rich reading diet. They introduce pupils to a wide range of poetry and read them stories which they find exciting and thought provoking. However, leaders do not pay close attention to the teaching of reading. They do not check this aspect of the school's provision closely enough. This means that teachers do not get the feedback and advice they need to make sure that their lessons are of the very highest quality.

Younger pupils do not learn their phonics (letters and the sounds they represent) quickly enough. They get off to a slow start. This means too many need to catch up as they move up through the school. Leaders have provided staff with training to teach phonics, but some staff are still growing in confidence as they take on teaching groups.

Adults understand the difficulties faced by the pupils with special educational needs and/or disabilities (SEND) in their classes. The plans that are in place to support these pupils are put together carefully and match pupils' needs well.

The school aims to help pupils become confident well-rounded citizens. Pupils enjoy plenty of opportunities to perform and to develop speaking skills. As a result, pupils contribute their thoughts and ideas clearly and articulately.

Children are safe and happy in early years. Staff ensure that children have plenty of opportunities to learn early number skills and begin to write. Children enjoy rhymes and stories, but they do not learn their phonics quickly. This means that the books they use to learn to read are not matched closely to the sounds that they know, undermining children's progress.

### **Safeguarding**

#### **The arrangements for safeguarding are effective.**

Staff are well trained in how to spot the signs that a pupil may be at risk of harm. They know what to do if they have concerns about a pupil. All staff keep a careful eye on pupils they know to be vulnerable to make sure that they are safe and happy.

Leaders have recently reviewed the system for reported concerns. They are further improving processes so that a wider range of information is kept together. They use the information they have well to assess when to involve other agencies and take the steps needed to keep pupils safe.

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

#### **(Information for the school and appropriate authority)**

- The curriculum is not yet fully formed. Leaders need to ensure that careful planning across all subjects enables pupils to build on their prior learning, within lessons and over time.
- Subject leaders do not monitor closely the provision in their subjects, or use this information to inform plans for development. Leaders need to ensure that subject leaders further develop their skills in supporting and challenging teachers so that agreed approaches to learning are delivered consistently well.
- The teaching of reading should be prioritised by the school. Leaders need to ensure that the planning and teaching of reading closely matches pupils' needs. Children do

not get off to a prompt start in learning their phonics. Leaders need to monitor the teaching of phonics to ensure that teachers are skilled and confident and that pupils acquire these early reading skills rapidly. In the early years, children should experience success in early reading by having books that are matched to their phonetic ability. Those pupils who struggle to keep up or fall behind should have teaching that tackles their misconceptions and helps them to catch up swiftly.

### **Provisional Outcomes of 2019 Statutory Assessments**

Further to the discussion held at the September Overview and Scrutiny Meeting in September this report repeats the unvalidated draft data that is available at this point pending the governmental release of the validated data later in the year. A full timetable of data release dates will be provided in future to assist in informing the committee's future work schedule. Supplementary information requested in relation to the other assessment outcomes at age 16+ has been provided from the available government releases below.

**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%)

In terms of the difference between Wokingham and national outcomes

**Positives:**

GLD; Phonics; KS1-all assessed areas; KS2 - all assessed areas and combined RWM; KS2 reading progress

**Priorities:**

KS2 writing progress

**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%

In terms of the difference between Wokingham disadvantaged and national disadvantaged pupil outcomes, draft data is available currently and indicates where work needs to continue to focus.

**Positives:**

- KS1 reading
- KS1 writing
- KS4 En and Ma 5+
- KS4 Attainment 8

**Priorities:**

- Phonics
- KS2 writing – attainment and progress
- KS2 maths – attainment and progress
- KS2 reading progress

**Outcomes for KS5 technical and applied studies**

Wokingham students at the end of advanced level study who were entered for at least one tech level qualification during 16-18 study secured an average of Distinction- against a national average of Merit+.

Wokingham students at the end of advanced level study who were entered for at least one applied general qualification during 16-18 study secured Merit against a national average of Merit+.

**Destinations of 2019 Year 11 Cohort who are not going on to study A levels**

It should be noted that the team have until the end of January to finalise this data and only start to receive school and college lists at the end of September. This data is therefore draft.

This report covers the destinations of all young people educated in a Wokingham school in Year 11, regardless of where they live, as this is what is reported in the annual activity survey.

**Introduction**

Each year, local authorities are required to report the first destinations of all young people completing statutory education to the DFE as part of the Annual Activity Survey. The deadline for submitting this data is 31<sup>st</sup> January 2020. By the beginning of November, the NEET Prevention Team had confirmed the destinations of 1298 young people 74% of the cohort.

The data provided below therefore is likely to change as more destinations are confirmed over the coming weeks

**Destinations of those not studying A levels in year 12**

The tables below shows the destination of all those young people who are not studying A levels in year 12 and the courses they are studying. By far the largest number of students have enrolled on full time courses with local colleges of further education, with only a handful starting employment or apprenticeships

Destination	Number	Percentage
Employment	5	1.9
Work Based Learning - EFA/SFA funded - Not Employed	1	0.4
Apprenticeship	11	4.2
Traineeship	3	1.1
Study Programme	4	1.5
NEET - Seeking Employment or Training	14	5.3
Further Education College	224	85.5

### Courses studied

The table below shows the courses studied and at what level

Course	Level 1	Level 2	Level 3	Not Stated	Total	% of Learners
Health & Social Care		9	13		22	8.9
Art & Design	4	7	7		18	7.3
Business	1	10	7		18	7.3
Construction	12	1		4	17	6.9
Engineering		6	9	1	16	6.5
Plumbing	15				15	6.0
Motor Vehicle	9	5			14	5.6
Sport & Leisure	2	7	4		13	5.2
Childcare & related occupations	1	4		7	12	4.8
Electrical Installation		11			11	4.4
Beauty & Makeup		9	1		10	4.0
Hairdressing & related occupations	8			2	10	4.0
Performing Arts	1	4	5		10	4.0
Uniform & Public Services		2	7		9	3.6
Computing		4	4		8	3.2
Foundation Studies	6	2			8	3.2
Creative & Media			7		7	2.8
Hospitality & Catering	1	4			5	2.0
Photography			4		4	1.6
Travel & Tourism		2	2		4	1.6
Animal management		1	2		3	1.2
Leisure & Tourism		3			3	1.2
Other elementary occupations				3	3	1.2
Agric/forestry/fishing occupations				1	1	0.4
business & Retail	1				1	0.4
Catering occupations				1	1	0.4
ESOL	1				1	0.4

Other personal services occupations				1	1	0.4
Professional			1		1	0.4
Unknown occupations	1				1	0.4
Unskilled service sector				1	1	0.4
<b>Total</b>	<b>63</b>	<b>91</b>	<b>73</b>	<b>21</b>	<b>248</b>	

### Colleges Enrolments

The next tables show the colleges which young people have enrolled with and a breakdown of the courses they are studying

College	Number	Percentage
Berkshire College of Agriculture	3	1.2
Farnborough College	17	6.9
Out of Area College	17	6.9
Activate Bracknell & Wokingham College	67	27.3
Activate Reading College	141	57.6

### Activate Reading College

Course	Level 1	Level 2	Level 3	Not Recorded	total
Art & Design	3	5	3		11
Beauty & Makeup	1	9	1		10
Business	1	7	5		13
business & Retail	1				1
Childcare & Related Occupations	1	2			3
Computing		4	3		7
Construction		1		1	6
Creative & Media			2		2
Engineering		5	3		8
ESOL	1				1
Foundation Studies	5	1			6
Hairdressing & Related Occupations	5				5
Health & Social Care	2	5	13		18
Hospitality & Catering	1	4			5
Leisure & Tourism		3			3
Motor Vehicle	6				6
Performing Arts	1	4	5		10
Plumbing	14				14
Professional			1		1
Sport & Leisure		5	1		6
Travel & Tourism	1		1		2
Uniform & Public Services		1	3		4

Course	Level 1	Level 2	Level 3	Not Recorded	total
Grand Total	43	56	41	1	141

#### Berkshire College of Agriculture

Course	Level 1	Level 2	Level 3	Not recorded	Total
Animal Management		1	2	3	3

#### Activate Bracknell & Wokingham College

Course	Level 1	Level 2	Level 3	Not Recorded	total
Plumbing	1				1
Childcare & Related Occupations		2			2
Foundation Studies	1				2
Health & Social Care		3		1	3
Travel & Tourism		2	1		3
Creative & Media			4		4
Hairdressing & Related Occupations	3			1	4
Photography			4		4
Uniform & Public Services		1	3		4
Business		3	2		5
Art & Design	1	2	3		6
Construction	6				6
Motor Vehicle	2	4			6
Sport & Leisure	2	2	2		6
Electrical Installation		11			11
Grand Total	16	30	19	2	67

#### Farnborough College of Technology

Course	Level 1	Level 2	Level 3	Not recorded	Total
Art & Design			1		1
Computing			1		1
Creative & Media			1		1
Health & Social Care		1			1
Motor Vehicle	1				1
Sport & Leisure			1		1
Uniform & Public Services			1		1
Unknown			1		1
Construction	2				2
Engineering		1	6		7

Grand Total	3	2	12		17
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### Out of Area Colleges

Course	Level 1	Level 2	Level 3	Not recorded	Total
Childcare & Related Occupations				1	1
Construction				1	1
Other personal Related Occupations				1	1
Unknown				14	14

### Apprenticeships

The table below shows the occupations young people are working in who are studying apprenticeships

Occupational Area	Advanced Apprenticeship Advanced	Apprenticeship Intermediate	Grand Total
Agriculture /forestry/fishing occupations		1	1
Childcare & related occupations		3	3
Construction	1	2	3
Engineering		1	1
Hairdressing & related occupations		2	2
Motor Vehicle	1		1
<b>Grand Total</b>	<b>2</b>	<b>9</b>	<b>11</b>

## 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)			

<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

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