

Agenda Item 11.

TITLE	School Performance Indicators and Ofsted reports
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee on 17 th June 2020
WARD	(All Wards);
LEAD OFFICER	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 and understand implications of CV-19 on reporting of results in 2020.

Ofsted Inspection Outcomes February 2020-June 2020

The following Inspection reports were published in this timeframe:

Maiden Erlegh S5 Outstanding February 2020

<https://reports.ofsted.gov.uk/provider/23/136637>

What is it like to attend this school?

Pupils receive an excellent education at this school. They excel in the subjects they study and grow into confident, articulate individuals. Pupils come to this school knowing they are expected to do their very best.

Leaders have the highest academic expectations for all pupils. Pupils routinely take ownership of their learning. They often check their own work and that of others to make it even better. Pupils expertly share what they know and remember from the topics they learn.

Pupils feel safe at school. They are exceptionally well cared for. Bullying is extremely rare and dealt with promptly, if it does occur. Pupils' behaviour in classrooms and around the school is exemplary.

Pupils' artistic successes are displayed prominently in a central gallery for pupils, staff and visitors to view. Pupils are rightly proud of what they can and do achieve.

Pupils are highly considerate of their own and others' right to education. As such, they are very respectful towards each other and the staff who work with them on a daily basis. Parents and carers are incredibly supportive of the school. One parent comment reflected those of many when they wrote via the Ofsted Parent View survey, 'This is a great all-round school.'

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

Leaders have developed a highly ambitious curriculum for all pupils. They consider each pupil's needs and abilities. Leaders match the curriculum to these expertly. Leaders have comprehensively mapped the breadth of topics pupils learn about from Years 7 to 9 across the whole curriculum. Most pupils in key stage 4 study a modern foreign language. All pupils study religious studies, and nearly all take this subject as a GCSE. A very high percentage of pupils study the English Baccalaureate subjects. Leaders ensure that all pupils study a wide range of subjects. Pupils' subject learning is supported by an extensive out-of-lesson offer. For example, all Year 9 pupils take part in regular STEAM (science, technology, engineering, art and mathematics) enrichment activities.

Teachers use their expert subject knowledge to plan and deliver activities in a logical order that helps pupils build on what they have learned before. They use probing and often very challenging questions to make sure pupils know and remember what has been taught. For example, in Year 7 religion and philosophy, pupils used specific subject terminology accurately to discuss and debate the question posed by their teacher, 'Does God really exist?' Furthermore, teachers use other, highly effective methods for checking that pupils are secure in the knowledge and skills they have been taught. Pupils in Year 7 through to Year 13 learn the skills they need to identify their own gaps in knowledge. They often

check their own work and rectify any gaps they have in their knowledge accurately.

St Dominic Savio- S5 March 2020 Outstanding

<https://files.ofsted.gov.uk/v1/file/50148573>

What is it like to attend this school?

Pupils cannot praise their school highly enough. They relish coming each day because they learn so much that is new and interesting. Leaders and teachers do not place a ceiling upon what pupils can do and achieve, taking every opportunity to reinforce their high expectations. This gives all pupils, including those with special educational needs and/or disabilities (SEND), a tremendous sense of purpose and ambition.

Pupils are fascinated by the world around them. They debate the big ideas that shape the way people think, respecting the views of others. Leaders provide excellent opportunities for pupils to develop their talents and hobbies. One pupil commented, 'There is something for everybody.'

The school is highly inclusive. All feel they belong to the 'St Dominic Savio family'. Pupils also make a strong contribution to school life. For example, they clear dishes at lunchtime, contribute to the active school council and support their peers with staying safe online.

Pupils are very courteous to each other and to staff. They behave exceptionally well in class and during playtimes. Pupils and staff do not accept any form of bullying, including the use of unkind words. Pupils feel safe and well cared for.

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

Teachers and leaders are dedicated to providing an excellent education for all. They are determined that all aspects of their work contribute to this goal. Governors ask penetrating questions about pupils' learning and achievement. As a result of the above, pupils achieve highly in national tests and assessments.

The school's curriculum, including in early years, is top-notch. Children get off to a flying start from their earliest days. The strong early years curriculum means that children embed essential knowledge about numbers and letters. Children also participate in play activities, which inspire them with new words and ideas. In key stages 1 and 2, the ambitious curriculum enables pupils to build a sophisticated web of knowledge, skills and key concepts in a range of subjects. Pupils apply these concepts to make meaningful connections between topics. For example, in history, pupils could explain how the growth in the cotton trade in Victorian times contributed to the Industrial Revolution. Pupils leave school with a very good

grounding in a broad range of subjects. They are extremely well prepared for the demands of the secondary curriculum.

Teachers, including those in early years, use their excellent subject knowledge to explain new vocabulary and bring abstract concepts to life. To embed knowledge in pupils' memories, teachers skilfully use a variety of assessment methods. Teachers and assistants also support pupils with SEND exceptionally well. They remove any barriers to these pupils participating fully in learning. For example, teaching staff

School Performance Indicators 2020

During the lockdown response to the pandemic, significant changes have been made to the operation of schools and examinations.

DfE have removed the testing requirements in respect of all reportable statutory outcomes in the primary phase of education for the academic year 2020. This will include the following:

Y1 Phonics Screening

Y2 SATs

Y6 SATs.

At KS4 and KS5 guidance has been issued to schools to submit assessments to examination boards based on pupils completed course work and mock examinations. This information is to be submitted by subject and each cohort ranked in order of attainment profile. This information will then be used by the examination boards to award final grades to students.

The DfE have indicated that all performance tables will be suspended and no data from 2020 outcomes will be used at any key stage. This means that there will be no Analyse School Performance (ASP) reports issued by the DfE and no local or national level data for 2020 will be available.

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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