

Agenda Item 47.

TITLE	School Performance Indicators and Ofsted Reports
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee on 21 st March 2022
WARD	None Specific;
LEAD OFFICER	Director, Children's Services - Helen Watson

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 the relevant Ofsted reports and understand implications of CV-19 on reporting of results in from 2020 through to 2023.

SUMMARY OF REPORT

Ofsted Schools Update

Ofsted resumed its programme of routine inspection of schools during the autumn of 2021. Due to the hiatus in inspection activity created by the pandemic the Ofsted inspection schedule is behind where it would normally expect to be. This means that for many schools there is likely to be a delay to their anticipated inspection date. Ofsted has released information to schools suggesting that there may be an interim delay of up to 6 terms for a school on top of the usually anticipated inspection intervals. This will take some schools beyond the anticipated 5 year interval of inspection if they are currently a good school.

In September 2021 schools previously deemed to be exempt from inspection based on a prior inspection outcome of Outstanding, were removed from that exemption and placed back into the routine inspection cycle. Ofsted has published information to the system indicating how these schools will be slotted back into the inspection cycle and the type of inspection that they will receive.

All schools previously judged to be Outstanding prior to 2015 will receive a full Section 5 inspection, schools who received their inspection judgement after that date will receive a Section 8 monitoring visit. A Section 8 monitoring visit cannot change a schools overall existing inspection judgement, however, inspectors can call forward a Section 5 inspection should they feel that the school's work no longer reflects the grade it is currently identified as.

As a Borough we have a number of schools who are currently judged as outstanding on the Ofsted website. The majority of these schools were inspected prior to 2015 and so will be scheduled for a full Section 5 inspection.

It is important to note that the inspection requirements have changed significantly since these schools were inspected, there have been several new inspection frameworks and each of those have been subject to revisions and increased expectations on schools. The focus of inspections and the criteria for each judgement have undergone substantial change in recent years and the previous inspection dates for some of these schools reach back as far as 2008. Schools in Wokingham continue to work hard to keep abreast of changing national expectations and standards and the changed expectation by Ofsted in relation to achieving the Outstanding Grade in 2022 needs to be understood by everyone in the system. Amanda Spielman, HMCI, has herself spoken about the exceptional nature of the new Outstanding grade as described in the current schools inspection framework. HMI are clear in their discussions with schools and officers that the outstanding grade should now be seen as 'exceptional'. To give a sense of those expectations the framework sets out that in order to be considered for judgement as Outstanding a school must meet every one of the Good descriptor criteria. At that point the decision about whether they are met in an 'exceptional' way will be applied in order to consider the award of Outstanding. For example, a school needs to have a clear and consistent curriculum in all subjects. This means that each subject must be taught with consistency across all classes and all year groups, any deviation from that consistency of application and practice precludes the award of outstanding.

Outstanding (1)

- The school meets all the criteria for a good quality of education securely and consistently.
- The quality of education provided is exceptional.

In addition, the following apply.

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

Outstanding Judgement Criteria
for Quality of Education element

Ofsted Handbook 2019

These changes in the inspection framework present a challenge for schools in their aspirations to be outstanding. The bar is now exceptionally high. Schools continue in their aspirations to provide an outstanding provision for pupils and stakeholders need to be aware of the new 'exceptional' nature of the Outstanding grading.

School Inspections reported September 2021- February 2022

Earley St Peters Primary School

S8 Inspection of a Good School

[50170965 \(ofsted.gov.uk\)](https://www.ofsted.gov.uk/schools/50170965)

St Sebastians CE Primary School

S8 Inspection of a Good School

[50172549 \(ofsted.gov.uk\)](https://www.ofsted.gov.uk/inspections/50172549)

All Saints CE Primary School

S8 Inspection of a Good School

[50172203 \(ofsted.gov.uk\)](https://www.ofsted.gov.uk/inspections/50172203)

Highwood Primary School

S5 Inspection of an RI school now judged to be GOOD

[50176318 \(ofsted.gov.uk\)](https://www.ofsted.gov.uk/inspections/50176318)

Bohunt Academy Wokingham

No formal designation inspection (unannounced)

[50173185 \(ofsted.gov.uk\)](https://www.ofsted.gov.uk/inspections/50173185)

Radstock Primary School

S5 Inspection of an RI school now judged to be GOOD

[50177174 \(ofsted.gov.uk\)](https://www.ofsted.gov.uk/inspections/50177174)

School Performance Indicators 2021

During the response to the pandemic, significant changes were made to the operation of schools and examinations.

DfE removed the testing requirements in respect of all reportable statutory outcomes in the primary phase of education for the academic year 2021. This included the following:

Y1 Phonics Screening

Y2 SATs

Y6 SATs.

At KS4 and KS5 guidance was issued to schools to use course work and assessments to construct Teacher Assessed Grades which were then used to report outcomes to pupils. The process of awarding TAGs was a complex operation for schools with a significant increase in workload for practitioners. It should be noted that this process was a different process to that undertaken during the exam period in 2020.

All performance tables were suspended in 2021 and no data from 2021 outcomes will be used to judge school performance. This means that there will be no Analyse School Performance (ASP) reports issued by the DfE and no local statistics for 2021 are available.

Ofsted will be using 2019 published data as the start point for any future judgement-based inspection activities. DfE guidance is clear in that '*Those working with schools and colleges, such as Ofsted, Department for Education regional teams and local authorities,*

should use data from previous years as a starting point for discussions around a school's or college's performance but should not use 2020 or 2021 results data for this purpose.'

DfE statistical release for 2020/21 indicates at a national level that:

- 38.7% of pupils were entered into the full EBacc. This is a decrease of 1.3 percentage points in comparison with the last exam year of 2018/19 when 40% of pupils were entered into the full EBacc.
- 51.9% of pupils achieved a grade 5 or higher in both English and maths. This is an 8.7 percentage point increase (from 43.2%) in comparison with 2018/19.

School Performance Indicators 2022

Statutory assessments are planned to go ahead in 2022. At KS4 and KS4 examination activity is anticipated to return to pre-pandemic modes although schools have been asked to prepare for a return to Teacher Assessment should this be required and so schools have been advised to collect mock exam/assessment data at three points during the current academic year should this information be required to calculate grades without examinations.

Results from qualifications achieved in 2021 to 2022 will be published on school and college performance tables.

KS4 performance measures will be available to schools in ASP and 16 to 18 school and college data will be shared via the [checking exercise website](#).

Institution-level qualification achievement rates for post-16 providers will be published for education and training, traineeships and apprenticeships. These will be published through [explore education statistics](#).

It will be important to recognise the uneven impact on schools and colleges of the pandemic and will ensure clear messages are placed on the performance tables to advise caution when drawing conclusions from the 2021 to 2022 data. Qualification results achieved in 2021 to 2022 will also count towards school and college performance measures in future years.

Key stage 4 and 16 to 18 performance measures in 2022

Adjustment will need to be made to some performance measures at both KS4 and 16 to 18 stages for 2021 to 2022 to take account of the fact that results of qualifications achieved in 2020 and the 2020 to 2021 academic year will not be included. At 16 to 18 in particular, it will not be possible to use KS4 baseline data from 2020 or 2021, which will affect the 16 to 18 value added measure and the English and maths progress measure in 2021 to 2022 and future years.

Primary School performance measures 2022

Primary school tests and assessments are designed for use in accountability and to enable benchmarking between schools. As these assessments will be returning for the

first time since 2019, without any adaptations, the DfE have indicated that results will not be published in key stage 2 (KS2) performance tables in the academic year 2021 to 2022.

There will be a normal suite of KS2 accountability measures at school level. This will be a transitional arrangement for the first year in which primary assessments return. DfE intend to publish primary assessment data in performance tables again in the academic year 2022 to 2023. Until this point, KS2 performance data for the academic year 2018 to 2019 will continue to be publicly available on [compare school and college performance](#).

KS2 results from 2021 to 2022 will also be used to calculate Progress 8 baselines for future institution-level progress measures.

Primary schools will be able to access their own performance data via the schools checking exercise and Analyse School Performance (ASP).

Primary schools will continue to inform parents of their own child's recent test and assessment results.

FINANCIAL IMPLICATIONS OF THE RECOMMENDATION

The Council faces severe funding pressures, particularly in the face of the COVID-19 crisis. It is therefore imperative that Council resources are focused on the vulnerable and on its highest priorities.

	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
N/A

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

Public Sector Equality Duty
Please confirm that due regard to the Public Sector Equality Duty has been taken and if an equalities assessment has been completed or explain why an equalities assessment is not required.

List of Background Papers
N/A

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