

<b>TITLE</b>	<b>Schools Update</b>
<b>FOR CONSIDERATION BY</b>	Children's Services Overview and Scrutiny Committee on 20 March 2024
<b>WARD</b>	None Specific;
<b>LEAD OFFICER</b>	Director, Children's Services - Helen Watson

## **OUTCOME / BENEFITS TO THE COMMUNITY**

Understanding of the judgement of schools against national benchmarks. In particular a reference to those schools recently inspected by Ofsted.

## **RECOMMENDATION**

For information

## **SUMMARY OF REPORT**

National changes in inspection, the newly appointed HMCI has brought about some changes to the process of inspection in recognition of the tragic death of local headteacher Ruth Perry and the recommendations made by the coroner as a result of the inquest.

A telephone helpline has been set up enabling anyone to call and voice any concerns about an ongoing Ofsted inspection. This has been flagged to our schools and governors.

A Pause Policy has been introduced by Ofsted [Pausing state-funded school inspections - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/pausing-state-funded-school-inspections) setting out how school leaders can be supported to pause inspections.

Regional workshops have been set up by HMI to start discussions with the school system on the inspection process and officers from the Wokingham Education Strategic Partnership Team attended a regional event for Local Authorities in January. Regular monthly meetings continue with our link Education HMI where feedback on inspection experiences is shared.

The newly appointed HMCI has just introduced a public consultation and feedback request in respect of the work of Ofsted. The consultation is currently open and runs until 31<sup>st</sup> May 2024. The consultation can be found here [The Big Listen \(smartsurvey.co.uk\)](https://smartsurvey.co.uk)

It covers four key areas

- how Ofsted report inspection findings
- how Ofsted carry out inspections
- how Ofsted can have a positive impact on the sectors Ofsted inspect
- what Ofsted needs to do to be a world-class inspectorate and regulator, trusted by parents, children and the sectors they work with

Inspection activity has continued across schools in the borough during the first half of the spring term 2024.

Not all reports are available to report at the time of writing, but 7 school reports are now available in the public domain and are hyperlinked in the attached excel spreadsheet. Some of these reports relate to schools inspected prior to the Christmas Break due to timing of the release of the reports.

**Specialist ;**

<b>CAMHS Phoenix</b>	S5 Inspection	<b>OUTSTANDING</b>
----------------------	---------------	--------------------

**Secondary;**

<b>Oakbank</b>	S5 Inspection	<b>REQUIRES IMPROVEMENT</b>
----------------	---------------	-----------------------------

**Primary:**

<b>Beechwood Primary</b>	S5 Inspection	<b>REQUIRES IMPROVEMENT</b>
<b>Polehampton Infant</b>	S5 inspection	<b>GOOD</b>
<b>Keep Hatch Primary</b>	S8 inspection	Remains <b>GOOD</b>
<b>Colleton Primary</b>	S5 Inspection	<b>GOOD</b>
<b>Wescott Infant</b>	S5 Inspection	<b>GOOD</b>

A reminder of the inspection processes and outcomes is found in the table below.

**Outstanding Schools:**

Since the re-introduction of inspection for schools previously judged to be outstanding by Ofsted we have had more of our outstanding schools inspected. In line with the national picture we see some of our schools sustain that Outstanding judgement and others secure a GOOD grading.

As of February 2024 we still have 5 schools awaiting inspection under this new guidance who were previously judged to be outstanding.

We are delighted to celebrate the above outcome for CAMHS Phoenix Hospital School in securing a further Outstanding judgement.

At a local level we have been provided tailored support along with a universal offer to our Outstanding Schools to assist them in their preparation for inspection. This has included:

- Being ready for the 90 minute call
- Feedback from HMI on the exceptionality of the Outstanding Grade
- Briefing on HMCI Annual report findings on Outstanding schools losing their status
- Workshop for governors on the Outstanding judgement

- Series of 6 workshops on inspection judgement preparation for each key judgement

Positive feedback has been given by schools who have engaged with officers in preparing for inspection, noting the benefits in the work undertaken.

Ofsted previously invited headteachers from Outstanding Schools to specific inspection workshops to be held on regional basis. We are now working with the Ofsted Regional team to provide these materials across all schools in the borough in 2024.

Changes to the inspection handbook have been made for inspections taking place post 1<sup>st</sup> September 2023. These include further clarification of the expectations of schools in relation to safeguarding and enhanced processes, both during and post inspection, for headteachers to give feedback or make complaints regarding the process of inspection. The Education Partnership Team runs a full workshop series for schools in the Ofsted ‘window’ covering each of the inspection judgement areas and supporting effective self evaluation and preparation for inspection.

**Summary table of Ofsted state-funded school inspections**

Type of inspection	Graded	Ungraded	Urgent	Monitoring
<b>Legal powers for inspection</b>	Section 5 of the Education Act 2005	Section 8 of the Education Act 2005	Section 8 of the Education Act 2005	Section 8 of the Education Act 2005
<b>Schools eligible for this inspection</b>	All schools – but most schools with an outstanding/good judgement get an ungraded inspection instead	Schools with an outstanding/good judgement	All schools – but only triggered by a specific concern in a specific school	Schools with an inadequate judgement or 2 consecutive requires improvement judgements
<b>Outcome</b>	A grade (outstanding/good /requires improvement/ inadequate) for the 4 key judgements (quality of education/behaviour and attitudes/personal development/leadership and management) and for overall effectiveness	(1) The school remains good/outstanding (2) The school remains good, but with evidence it may be judged outstanding on a graded inspection (3) The school remains good/outstanding, but with evidence it may receive a lower grade on a graded inspection (4) The inspection was deemed a graded inspection	If inspectors have sufficient concerns about the school, they will deem the inspection a graded inspection and the outcomes will be as for graded inspections. If inspectors do not have serious concerns, they will produce a report setting out their findings in relation to the concerns that triggered the inspection	That the school is, or is not, making progress to improve
<b>Likely timing of inspection after the previous graded or ungraded inspection (not including any COVID-19 delay)</b>	Around 4 years for schools with an outstanding or good judgement and around 30 months for schools with a requires improvement or inadequate judgement	Around 4 years	N/A	Around 12 months for schools with a requires improvement judgement and 3 to 30 months (up to 5 inspections in that period) for schools with an inadequate judgement
<b>Resets the statutory clock?*</b>	Yes	Yes – except in outcome 3 (see above)	No	No

\* The law usually requires the maximum interval for inspections to be within 5 school years from the end of the school year in which the last relevant inspection took place. However, for schools last inspected before 4 May 2021, the legal maximum will, instead, be up to 7 years.

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

SIAMS is the statutory inspection of Church of England and Methodist schools with schools expecting their inspection to take place approximately every five years. These inspections sit under S48 of the Education Act 2005.

The National SIAMS team schedules inspections, recruits and appoints inspectors and conducts Quality Assurance of reports and the process.

SIAMS inspections focus on the impact of the Church school's Christian vision. It involves looking at the school's Christian vision, the provision the school makes because of this vision and how effective this provision is in enabling all pupils to flourish.

The Evaluation Schedule has one inspection 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?”

This is explored through 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. Impact of Collective Worship
7. 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.

SIAMS judgments are: Excellent, Good, Requires Improvement or Ineffective

More information on SIAMS can be found at [SIAMS Inspections | The Church of England](#)

At a local level the Oxford Diocese Board of Education (ODBE) supports diocesan schools in readiness for SIAMS. There are strong links between the ODBE and the WBC School Improvement team with regular information sharing and joint working.

Schools in the borough who are scheduled for a SIAMS inspection during the academic year :

Woodley CE Primary School  
The Piggott School  
Polehampton CE Infant School  
Grazeley Primary

### **The Education Partnership Team work**

The School Improvement Team repositioned its work from September 2023 and is now known as the Education Partnership Team. This reflects the facilitative and supportive way in which colleagues are working with the school system, brokering and commissioning support for schools. As the local system evolves, greater focus will be on the schools system developing robust processes for supporting the development of teaching and learning in schools. This will be achieved at a practitioner to practitioner level and using the developing structures as Multi Academy Trusts build system capacity.

The team continue to work closely with schools, sustaining a relationship with schools as they join Multi Academy Trusts and continuing to discharge statutory challenge and support functions with the community/maintained sector.

The work of the team follows the golden threads of the local priorities:

- Focussing on meeting the needs of the most vulnerable, including work on narrowing the disadvantaged gap and ensuring inclusion
- Welcoming and celebrating the new entrants and refugees moving into the borough to ensure effective provision
- Building an embedded approach to diversity and racial equity
- Building inclusive practice in schools through providing training and support for those wishing to work with a relational approach to behaviour management through a Therapeutic Thinking approach.
- Linking national good practice for Early Years provision in schools

All of the above should contribute to the building of good provision for pupils and outcomes.

**Promoting an embedded approach to diversity and racial equity**

In February the team held a very successful Racial Equity and Diversity conference. Over a third of schools in the borough sent along senior leaders to hear from national experts in the education field and our own schools who are developing local practice. All of this work is planned with a local stakeholder consultation group.

**FINANCIAL IMPLICATIONS OF THE RECOMMENDATION**

***The Council faces unprecedented financial pressures as a result of; the longer term impact of the COVID-19 crisis, Brexit, the war in Ukraine and the general economic climate of rising prices and the increasing cost of debt. It is therefore imperative that Council resources are optimised and 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**

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

<b>Public Sector Equality Duty</b>
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.

<b>Climate Emergency – <i>This Council has declared a climate emergency and is committed to playing as full a role as possible – leading by example as well as by exhortation – in achieving a carbon neutral Wokingham Borough by 2030</i></b>
Please state clearly what the impact of the decision being made would be on the Council’s carbon neutral objective.

<b>Reasons for considering the report in Part 2</b>

<b>List of Background Papers</b>

<b>Contact</b> Gillian Cole, Ming Zhang	<b>Service</b> Education and SEND
<b>Telephone No</b> Tel: 07909998224,	<b>Email</b> gillian.cole@wokingham.gov.uk, Ming.Zhang@wokingham.gov.uk