

**CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW AND SCRUTINY PANEL
5 OCTOBER 2011**

**ANNUAL REPORT ON SCHOOL AND CHILDREN'S CENTRE INSPECTIONS 2010 – 11
(Director of Children, Young People and Learning)**

1. PURPOSE OF REPORT

- 1.1 To summarise the outcomes of the inspections of Bracknell Forest schools carried out by OFSTED during the 2010 – 2011 academic year.

2. RECOMMENDATION

- 2.1 That the Panel note the findings in the report.**

3. SUPPORTING INFORMATION

- 3.1 In September 2009 the Office for Standards in Education (OFSTED) introduced new arrangements for reporting to the Secretary of State for Education on the quality and standards in schools in England under Section 5 of the Education Act 2005.

- 3.2 The main features of inspections since September 2009 have been:

- Focused inspections lasting no more than 2 days
- Shorter notice of inspections (no longer than two days)
- A strong emphasis upon school improvement through the use of the school's own self-evaluation
- The introduction of three limiting judgements that determine the overall grade awarded to a school. These relate to pupils' standards of achievement, safeguarding and promoting equality of opportunity and tackling discrimination. In the event that inspectors judge any of these to be inadequate then it is likely that the overall effectiveness judgement will be inadequate regardless of how well the school performs in other areas.
- Two categories of schools causing concern; those deemed to require Special Measures (SM) and those requiring a Notice to Improve (NtI)

- 3.3 Inspectors will arrive at an overall judgement on the effectiveness and efficiency of the school. This will be informed by judgements which inspectors make about:

- the outcomes for individuals and groups of pupils, including how well they achieve in tests and examinations in relation to national averages, the progress they make and their well-being;
- the quality of the school's provision, including the quality of teaching;
- the quality of leadership and management, at all levels, including the impact of the work of the school governors in identifying priorities, directing and motivating staff and ensuring the smooth running of the school;
- the school's capacity to improve, based on an analysis of past performance, the systems in place to maintain improvement and the quality of the school's own self evaluation.

3.4 A common grading scale is used for making judgements

- Grade 1 Outstanding
- Grade 2 Good
- Grade 3 Satisfactory
- Grade 4 Inadequate

3.5 Where OFSTED judge that a school's overall effectiveness is inadequate (Grade 4), it will be deemed to be in need either of Special Measures (SM) or a Notice to Improve (Ntl). This judgement is subject to moderation by senior HMI.

The definitions of these two categories of concern are:

Special Measures

Schools which require special measures because they are failing to give learners an acceptable standard of education, and where the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvements.

Notice to Improve

Schools which require significant improvement because they are performing significantly less well than they might reasonably be expected to perform. A school which is currently failing to provide an acceptable standard of education, but has the capacity to improve, will also be in this category.

3.6 Three other forms of inspection are in place:

- Subject inspections which focus on a particular subject within a school
- HMI monitoring visits of schools in Special Measures or Notice to Improve.
- Ofsted monitoring of schools that were previously graded as satisfactory.

3.7 This report gives a partial picture of educational provision in the Borough as it focuses on the ten schools which received 'Section 5' inspections.

3.8 One Children's Centre, the Rowans, was inspected during the year and was graded as satisfactory. This was the first Children's Centre to be inspected under a new inspection process that commenced in 2010. All Children's Centres, of which there are eight in the Borough, will be inspected in a three year cycle.

4. BRACKNELL FOREST SCHOOLS INSPECTED DURING THE ACADEMIC YEAR 2010 – 2011: A SUMMARY

4.1 Number of BF Schools Inspected – 2010 - 2011

No. of schools inspected	Designation	Total in the LA
2	Infant	3
0	Junior	3
6	Primary	24
1	Secondary	6
1	Special	1
0	PRU	1
Total no. inspected : 10		38

4.2 Outcomes – judgements on overall school effectiveness in 2010 – 11

This table shows the grade awarded for each of the 10 schools inspected.

Categorisation	1 - Outstanding	2 – Good	3 - Satisfactory	4 - Inadequate
Infant	1	1		
Junior				
Primary		4	2	
Secondary				1
Special		1		
PRU				
Total	1	6	2	1

4.3 Outcomes – judgements on overall school effectiveness (cumulative from 2007)

This table shows the grades awarded for all schools in the Borough since their most recent inspection.

Categorisation	1 - Outstanding	2 – Good	3 - Satisfactory	4 - Inadequate
All BF schools	7 (18%)	18 (47%)	11 (29%)	2 (5%)

4.4 Latest national figures (September 2010 to December 2010)

This table shows the latest data published by Ofsted for English schools inspected in the Autumn term and provides a useful comparison to the performance of Bracknell Forest schools.

Categorisation	1 - Outstanding	2 – Good	3 - Satisfactory	4 - Inadequate
Primary	6%	47%	40%	7%
Secondary	12%	39%	38%	11%
All schools	10%	46%	37%	7%

5 SCHOOLS INSPECTED 2010 – 2011: DETAIL ON SPECIFIC JUDGEMENTS

5.1 Analysis by specific judgements – all schools inspected (10)

	Outstanding	Good	Satisfactory	Inadequate
Achievement and the extent to which pupils enjoy learning		7	2	1
Safeguarding procedures	3	7		
Care, guidance and support	3	5	2	
Pupils' behaviour	3	5	2	
Leadership and management	2	6	2	

6. MAIN CONCLUSIONS/OBSERVATIONS

- 6.1 The introduction of a new Framework for inspection in September 2009 coincided with an increased emphasis from Ofsted on inspecting schools that were previously judged to be satisfactory. The LA's own monitoring of school performance had identified a number of schools where focussed support was required in order to secure a favourable OFSTED judgement. Supported self-reviews were undertaken in order to help ensure schools were well prepared. These focussed on the quality of teaching and the availability of accurate performance data.
- 6.2 The majority of Ofsted judgements on schools were largely as the Local Authority (LA) would have anticipated based on our own analysis of school performance data and knowledge of each school. Where a difference has occurred, and in particular where a school has entered a category of concern, this can be through the particular focus given by an inspection team or through issues that have emerged during the inspection period that have caused inspectors to question the judgements made by the school. In some instances, initial hypotheses based on an initial desk top analysis of data by inspectors have been successfully challenged by the school with the support of the LA.
- 6.3 Nine of the 10 schools inspected during the year were judged satisfactory or better with regard to overall effectiveness with seven being judged to be good or better. Schools judged as satisfactory receive additional support through the work of the LA's advisory school improvement team.
- 6.4 One school, the Pines Primary School was removed from special measures and the Notice to Improve issued to Crown Wood Primary school was also removed. Birch Hill Primary School, which was placed in Special Measures in June 2010, continues to improve and the most recent Ofsted monitoring inspection indicated good progress. One school was issued with a Notice to Improve – Easthampstead Park Secondary school.
- 6.5 One school was judged during 2010 – 11 to provide an outstanding level of education: Ascot Heath Infant school. Fox Hill primary school moved from being satisfactory to being judged to be good.

Early Years and Foundation Stage

- 6.6 The overall effectiveness of the Early Years Foundation Stage provision continues to be good. All were judged to be either good or outstanding.
- 6.7 Where recommendations were made in relation to the Early Years and Foundation Stage these were related to planning for activities for outdoor areas, the equality of provision for pupils in the Nursery and Reception class, the use of assessment and monitoring data and attainment on entry.

Primary schools

- 6.8 The reports also indicate that our primary schools are strong on delivering a range of learning outcomes for pupils, including their personal well-being and ensuring that they feel safe. Equally, although subject leaders were often mentioned under issues for improvement, leadership continues to be acknowledged as a strength in most schools.

- 6.9 An analysis of the key issues identified by Ofsted in the inspection of primary schools shows some weaknesses in the use made of assessment to ensure that all pupils are challenged and that tasks match pupils' abilities and include new learning. The challenge for some schools is to increase the rates and consistency of progress so that all pupils make good progress from entering Key Stage 2 until they leave in Year 6.

Secondary schools

- 6.10 Only one secondary school, Easthampstead Park, was inspected this year and the inspection team recognised improvements in pupil outcomes and progress. Although a number of aspects of the school, including the sixth form, were graded as good, the inspection team were concerned with the level of progress made by lower ability pupils in Key Stage 3 and have therefore issued the school with a Notice to Improve.

Special Educational Needs

- 6.11 Overall provision for pupils with special educational needs was judged to be a strength with the quality of learning for SEN pupils and their progress graded as satisfactory or better in all the primary schools. It was judged to be good in 70% of all the schools inspected.

7. SUBJECT INSPECTIONS

- 7.1 There were two subject inspections during the year, one for PSHE (Brakenhale secondary school) and one for design and technology (Garth Hill College). The overall judgements for both were at least satisfactory and in each case the inspections provided the school with a useful commentary on work in these subjects. Subject inspections are published and also contribute to annual national reports produced by OFSTED.

8. LOCAL AUTHORITY ACTION

- 8.1 The LA has continued to support schools prior to, during and after an inspection. Guidance has been published to assist schools with new aspects of the inspection framework including a greater emphasis on pupil tracking, special educational needs and the arrangements for safeguarding children.
- 8.2 The LA has attended all the feedbacks given to schools at the end of the inspection and, on many occasions, an LA adviser has met with the lead inspector to answer specific questions about the context and work of the school.
- 8.3 All inspection reports have been presented formally to the School Performance Advisory Panel (SPAP) where the headteacher and a school governor have answered questions from the panel of elected members and outlined the future actions the school plans to take. The work of the panel has been broadened to include Children's Centres.
- 8.4 Where a school has been issued with a Notice to Improve the LA has submitted an action plan to OFSTED which sets out the support that the school will receive, targets for improvement and monitoring arrangements. These plans have been approved by

OFSTED. The effectiveness of these plans is considered when OFSTED re-visit a school as part of their monitoring programme.

- 8.5 A Management Intervention Board (MIB) has been established to work with schools in Special Measures and those issued with a Notice to Improve. The MIB monitors progress made against the actions identified in the plan and reports to the Director of Children, Young People and Learning, who then considers any further appropriate actions. The work of the MIB has been commended in Ofsted monitoring reports.

9. EQUALITIES IMPACT ASSESSMENT

- 9.1 OFSTED inspections take due account of equalities issues in considering standards and in considering pupils' personal development and well-being, in particular exploring whether there are groups of pupils who may be making less than expected rates of progress. The outcomes of these evaluations are reflected in OFSTED's overall comments about attainment and progress. Where there are issues they are reflected in the detail of individual school reports.

10. APPENDICES

- 10.1 None

Background Papers

OFSTED inspection reports for Bracknell Forest schools inspected during the academic year 2010-2011

School Inspections Act 1996 (amended by School Standards & Framework Act 1998)

The Education Act 1997

The Education Act 2005

Contact for Further Information

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