

Meeting: Education Advisory Board

Subject: Ofsted school inspections Autumn 2016 - summary

Date: 2nd February 2017

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1. Purpose of report

- 1.1 This report sets out the outcome of six Ofsted school inspections that were carried out by Ofsted during the Autumn Term 2016 and any targeted action the council is taking as a result of them.
- 1.2 The report also provides a summary of the overall position for Ofsted judgements across schools in Portsmouth.

2. Recommendations

2.1 It is recommended that members of the Education Advisory Board:

- (i) **Note the outcomes of the school inspections that were undertaken in the Autumn term 2016**
- (ii) **Endorse the school improvement support that is being provided by the council to St Jude's CofE Primary School and Mayfield School**

3. Ofsted school inspections - Autumn 2016

- 3.1 During the Autumn Term 2016 there were six Ofsted school inspections; one of which was a short one day inspection (section 8); and five of which were two day inspections (section 5). A summary of the inspections and outcomes is given in Table 1 below:

Table 1: Summary of Ofsted school inspections in Portsmouth - Autumn 2016

School (Academy Trust)	Type of inspection	Dates	Outcome
St Jude's CofE Primary School	Section 8 - changed to Section 5	20 - 21 Sept	RI (previously Good)
Mayfield School	Section 5	21 - 22 Sept	Good (previously RI)
Mary Rose Academy (Solent Academies Trust)	Section 8	1 Nov	Maintained Outstanding
Cliffdale Primary (Solent Academies Trust)	Section 5	17 - 18 Nov	Outstanding (previously Good)
Priory Academy (Bohunt Education Trust)	Section 5	23 - 24 Nov	Good (previously RI)
Charter Academy (ARK)	Section 5	30 Nov - 1 Dec	Maintained Good

St Jude's CofE Primary School

3.2 St Jude's CofE Primary School was previously Good, but following the inspection in September was moved to Requiring Improvement. Key areas for improvement were identified as follows:

- *School self-evaluation is not sufficiently rigorous or accurate. Until recently, leaders, governors and staff have had a limited impact on raising standards.*
- *A few governors have an overly generous view of the school's effectiveness. Governors do not check aspects of the school's work rigorously enough or ensure full compliance, such as with administrative systems and the website*
- *The roles of some middle and subject leaders are underdeveloped.*
- *Teaching and learning within year groups and across the school is inconsistent, particularly in reading and mathematics*
- *Teachers do not make enough use of assessment information about their pupils to plan lessons that are consistently well matched to pupils' prior aptitudes and needs*
- *Pupils' knowledge of different cultures and faiths is limited*
- *Although pupils are mostly well behaved, a few are sometimes naughty in lessons*
- *When pupils become bored in lessons, they lose interest in their learning and at times distract others*
- *The proportion of exclusions for disadvantaged pupils is high*

3.3 Key areas for improvement were as follows:

Increase the proportion of pupils that reach and exceed the expected standard for their age by the end of key stages 1 and 2, particularly in reading and mathematics, by:

- *ensuring that there are rigorous and accurate checks on the learning and progress of the most able pupils, those from disadvantaged groups, those learning to speak English as an additional language and pupils who have special educational needs and/or disabilities*
- *improving pupils' knowledge of calculation, and ensuring that older pupils are confident in using and applying the four operations in mathematics*
- *developing pupils' comprehension skills and enriching their vocabulary*
- *providing pupils with a broad range of books that are well matched to their ability.*

Improve the quality of teaching, learning and assessment so that it is consistently good or better across the school and within year groups, by:

- *ensuring that teachers make good use of assessment information to plan lessons that cater appropriately for the interests and different aptitudes and needs of their pupils*
- *making sure that teachers check pupils' understanding, learning and progress during lessons*

Improve the personal development and behaviour of pupils, by:

- *increasing pupils' awareness of a range of cultures and faiths*
- *reducing the proportion of exclusions for disadvantaged pupils*
- *ensuring that lessons engage the interests of all pupils, and that teachers make sure pupils behave well in lessons*

Improve the effectiveness of leaders, managers and governors, by:

- *ensuring that school self-evaluation is always rigorous and accurate*
- *developing the roles of middle and subject leaders so they all contribute well to raising standards in their areas of responsibility*
- *ensuring that governors challenge and support leaders appropriately, especially about the quality of teaching and the progress made by different groups of pupils*
- *making sure that governors verify meticulously the school's administrative systems for recording the suitability of staff to work with children*
- *ensuring that the school is always compliant with the information it is supposed to have on its website.*

An external review of governance should be undertaken to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should also be undertaken to assess the effectiveness with which this additional funding is being used for.

- 3.4 As a result of the inspection early discussions were held between the council and the school to address the areas for improvement. A summary of the action that is being undertaken is provided in the separate School Improvement and Portsmouth Education Partnership update report.

Mayfield School

- 3.5 Mayfield School was previously Requiring Improvement but following the inspection in September was moved to Good. Key areas of strengths included:
- *The actions taken by leaders and governors in the last two years have focused effectively on ensuring that all pupils in the school make good progress*
 - *Across Years 7 to 11, pupils make more rapid progress than previously across the curriculum. GCSE results in 2016 were much better than in 2015. Consequently, pupils are now better prepared for their subsequent education, training and employment*
 - *The most able pupils are not always given work that challenges them regularly enough. This is because teachers do not have consistently high enough expectations of pupils' capabilities*
 - *In Years 1 and 2, pupils achieve well particularly in their reading and writing. Overall performance was above average in the phonics screening check in the last two years. Opportunities for pupils to apply their skills further are not fully provided*
 - *Early years provision is good, as its leadership and quality of teaching are effective. Children make good progress and are well prepared to start Year 1*
- 3.6 However, a number of areas for improvement were also identified which are summarised below.
- *Improve outcomes for pupils by:*
 - *Extending the school's training programme for teachers to ensure that teachers concentrate on what all pupils are expected to learn through activities that challenge and motivate them*
 - *Ensuring that the most able pupils always have tasks set for them that raise their expectations of what they can achieve*
 - *Setting tasks for pupils in Years 1 and 2 that allow them to apply more of the skills learned previously*
 - *Ensure that:*
 - *middle leaders are more consistent in how they use information about the progress that pupils make to monitor how effective overall provision is*
 - *senior leaders coordinate this work regularly and rigorously across both subject and pastoral teams.*

3.7 Despite moving from RI to Good, Mayfield School remains a Priority 1 school for targeted challenge and support from the council. Key actions that are being undertaken include:

- Support for the senior leadership team to help improve the quality of teaching through joint observations and work scrutiny of Ebacc subjects by Ofsted trained consultant
- Support for Science
- Support for English - includes participation in the English secondary network for teachers to include preparation for new exams and benchmarking of standards.
- Support in developing the KS2 curriculum with a particular focus on maths
- Support in preparing for the KS1 tests.

3.8 Mayfield School has also been identified by the Regional Schools Commissioner as a coasting school (the letter from the Regional Schools Commissioner is attached at Appendix 2)

Mary Rose Academy

3.9 The Mary Rose Academy maintained its outstanding judgement. Ofsted inspections commented:

The leadership team has maintained the outstanding quality of education in the school since the last inspection. Your continuing drive, commitment and passion for the school to provide the best possible care and education for the pupils have ensured that they thrive and make excellent progress. The school's aim to provide a rich and exciting curriculum is visible in the range of activities pupils experience. Leaders and staff successfully identify opportunities for pupils to succeed alongside other schools, whether special or mainstream".

Cliffdale Primary Academy

3.10 Cliffdale Primary Academy was previously Good but following the inspection in November was moved to Outstanding. Ofsted inspectors commented:

The executive headteacher and her dedicated team of senior leaders have worked tirelessly to improve the school so that it provides an outstanding quality of education.

The school's creative curriculum is outstanding. This contributes to pupil's excellent spiritual, moral, social and cultural development. No opportunity is lost to ensure that pupils make excellent progress in a range of different subjects including art, pottery, sport and music.

Charter Academy

3.11 Charter Academy maintained its Good status. The School was Good across all measures with the exception of 16-19 study programmes which was judged to be Requiring Improvement. ARK has since made the decision to close the school sixth form due to issues regarding financial viability.

3.12 Ofsted inspectors commented:

Throughout the school, staff are hard-working and committed to ensuring that pupils thrive, feel safe and achieve well. Leaders have created a culture of learning among the staff, who are keen to improve their skills. Staff feel well supported and appreciate the range of professional development opportunities, including training and coaching by Ark specialists. Newly qualified teachers are particularly well supported.

The curriculum is a strength of the school at key stages 3 and 4. It has been adapted to support the needs of the pupils better. For example, Year 7 pupils arriving at the school who are below expected levels participate in a 'fresh start' programme to provide extra support. If the pupils have not caught up, this provision continues into Year 8. In key stage 4, almost all pupils are studying a modern foreign language and most are studying a humanities subject.

3.13 Key areas for improvement included:

- *Ensure that teachers challenge pupils to think deeply, particularly the most able.*
- *Embed leaders' work to improve attendance, especially for pupils who are persistently absent.*
- *Eliminate the remaining low-level disruption in lessons.*
- *Strengthen students' performance in academic subjects in the sixth form*

Priory Academy

3.14 Priory Academy was previously Requiring Improvement but following the inspection in November was moved to Good. Ofsted inspectors commented

Leaders know their school well. They accurately evaluate its strengths and weaknesses and take effective action when needed. As a result, the school has improved quickly over the last year. Pupils, parents and staff talk enthusiastically about the significant difference that leaders have made. Parents refer to the school as having a 'positive buzz within the community'. Robust action taken by leaders has tackled underperformance successfully in most subjects. As a result, pupils' progress is accelerating, notably in core subjects such as English and mathematics

The curriculum meets pupils' needs well, ensuring a breadth and focus in key stage 3 on the basic areas such as literacy, where many pupils are behind on entry. Leaders have developed the key stage 4 curriculum so that there is

now a good range of pathways for pupils to choose from. Guidance for pupils is effective when they move on to post-16 courses, apprenticeships, training or enter the world of work.

4. Overall summary

- 4.1 In Portsmouth, 84% of inspected schools are now either Good or Outstanding (77% of all schools) and 84% of pupils are taught in inspected schools who are at Good or Outstanding (73% of all pupils). Appendix 1 provides a series of graphs and charts which show the trends between December 2015 and December 2016 and comparisons between August 2016 and December 2016.

Appendices:

Appendix 1 - Ofsted judgements for Portsmouth LA Maintained Schools and Academies

Appendix 2 - Letter from the Regional Schools Commissioner to Mayfield School