

Meeting: Education Advisory Board

Subject: Ofsted school inspections 2017 - summary

Date: 3rd July 2017

Report from: Alison Jeffery, Director of Children, Families and Education

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1. Purpose of report

- 1.1 This report sets out the outcome of 7 Ofsted school inspections that were carried out by Ofsted during the Spring and Summer terms 2017 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 Spring and Summer terms 2017**
- (ii) **Endorse the school improvement support that is will be provided by the council to Milton Park Primary School as set out in paragraph 4.16.**

3. Ofsted school inspections - Spring and Summer 2017

- 3.1 During the Spring and Summer terms 2017 there were 7 Ofsted school inspections; 2 of which were short one day inspections (section 8); and 5 of which were two day inspections (section 5). A summary of the inspections and outcomes is given in Table 1 overleaf:

Table 1: Summary of Ofsted school inspections in Portsmouth - Spring and Summer 2017

School (Academy Trust)	Type of inspection	Dates	Outcome
Flying Bull Primary Academy (University of Chichester Academy Trust)	Section 8 inspection	1 February	Good across all areas - previously Good
Beacon View Primary Academy (United Learning Trust)	Section 5 inspection	28 & 29 February	Good across all areas - previously Requiring Improvement
Admiral Lord Nelson School (Salterns Academy Trust)	Section 5 inspection	8 & 9 March	Good across all areas - not previously inspected due to academy conversion
Craneswater Junior School	Section 8 inspection	8 March	Good across all areas - previously Good
Devonshire Infant School	Section 5 inspection	28 & 29 March	Good across all areas - previously Good
The Portsmouth Academy (Thinking Schools Academy Trust)	Section 5 inspection	26 & 27 April	Good (outstanding in leadership / management) - previously Requiring Improvement
Milton Park Primary School	Section 5 inspection	23 & 24 May	Requiring Improvement (Good in Early Years and Behaviour) - previously uncategorised due to amalgamation

Note: 3 further Section 5 inspections have taken place since the report was issued but the outcomes of these inspections will not be known until later in July. They are: Copnor Primary School; Ark Dickens Primary Academy; and Manor Infant School.

4. Overall summary

- 4.1 In Portsmouth, 87.5% of inspected schools are now either Good or Outstanding (77.8% of all schools) and 87.6% of pupils are taught in inspected schools who are at Good or Outstanding (75.7% of all pupils). Appendix 1 provides a series of graphs and charts which show the trends between June 2016 and June 2017 and comparisons between the start of the spring term and towards the end of the summer term.

Flying Bull Primary Academy

- 4.2 Flying Bull Primary Academy maintained its Good judgement following the short inspection on 1st February 2017. Key findings from the inspection included:

The leadership team has maintained the good quality of education in the school since the last inspection. You are a strong, inspiring leader. Your clarity of thought and determination to ensure that all pupils are happy, safe and achieve well has been central to making sure that teachers have raised their expectations of what pupils can achieve.

You have established a strong and highly effective culture of safeguarding in the school.

School leaders have been highly successful in improving attendance so that it is now above national averages. The dedicated pupil support worker works closely with families to encourage more regular attendance.

Previously published results show that fewer pupils have achieved the expected standard in reading and writing compared with national levels. School leaders have responded swiftly to address this. Forensic evaluation of what pupils need to do to improve their skills has led to changes in how reading and writing are taught.

Last year, a larger proportion of the most able pupils, including the most able disadvantaged pupils, achieved the highest standard of work compared with national levels. You have rightly identified that more middle-attaining pupils could achieve this high level. Your regular monitoring of pupils' progress and of teachers' planning is starting to help pupils make more rapid progress from their starting points, so that more pupils achieve highly.

- 4.3 The inspection report identified some next steps for the school:

Leaders and those responsible for governance should ensure that:

- *all pupils are suitably challenged to move on rapidly from their starting points so that more pupils achieve the highest standards*
- *work to improve progress and attainment in reading and writing continues throughout the school.*

Beacon View Primary Academy

- 4.4 Beacon View Primary Academy was previously Requiring Improvement but judged to be Good across all areas when it was inspected on 28th and 29th February 2017. Key findings from the inspection included:

The highly effective and ambitious headteacher embodies the high expectations and determination of leaders and staff to improve the

outcomes for pupils at Beacon View Primary Academy. Standards of teaching and the outcomes of pupils have improved since the last inspection.

Teaching is effective. Teachers have high expectations and use assessment information to plan stimulating and interesting lessons for pupils. As a result, pupils learn well and make strong progress.

Overall outcomes are good. Following a period of underachievement, pupils currently at the school are making strong progress and are catching up. As a result, a greater proportion of pupils are achieving age-related expectations. However, too few pupils in Year 3 and Year 4 are on track to attain age-related expectations at the end of key stage 2.

Behaviour has improved significantly since the last inspection. Pupils play and learn well together in lessons and at breaktime. Although pupils are well behaved in lessons and do as teachers ask, they do not consistently demonstrate positive attitudes to learning itself.

4.5 Key areas for improvement identified in the report were as follows

Improve the achievement of those pupils who underachieved previously so that they achieve age-related expectations in reading, writing and mathematics at the end of key stage 2 by:

- *using assessment data effectively to identify those pupils who need to catch up*
- *using assessment information to identify the gaps in their learning*
- *providing effective support to enable the pupils to make accelerated progress.*

Improve the achievement of the most able pupils by ensuring that:

- *teachers' expectations are high enough and they plan learning that is sufficiently challenging*
- *teachers plan lessons that are challenging and enable more pupils to learn at a greater depth.*

Improve leadership and management so that leaders and governors:

- *are able to effectively evaluate the achievements of key groups of pupils such as those who have special educational needs and/or disabilities*
- *provide up-to-date information for parents on the academy website*

Improve attendance by reducing the number of pupils who are persistently absent from school.

Admiral Lord Nelson School

- 4.6 Admiral Lord Nelson maintained its Good judgement following a two day inspection on 8th and 9th March 2017. Key findings from the inspection included:

Leaders have strong links with other local schools and with the local area. There are good links with the local authority which shows considerable confidence in the school by placing a significant number of vulnerable pupils in the school. The leadership of inclusion is especially effective because vulnerable pupils are well supported and succeed, including those who have not been successful in other schools.

Leaders have taken rapid action to tackle the dip in pupils' progress seen in 2016. As a result, current pupils are achieving well across the school.

Vulnerable pupils, including those who have special educational needs and/or disabilities, are making good progress from their starting points.

Teaching has improved rapidly because leaders at all levels have made good use of guidance and advice. As a result, staff are well supported to improve their practice.

Leaders make very good use of achievement information to check on the progress of individuals and groups of pupils. Consequently, those pupils who need extra help receive additional support and catch up quickly.

In a minority of subjects, including mathematics, teaching does not challenge the most able pupils effectively. As a result, these pupils make less progress than in other subjects.

Leaders have refreshed and updated their approach to supporting pupils who are disadvantaged. Consequently, these pupils are now achieving well and in some cases making more progress than their peers.

The support from the multi-academy trust is developing. However, there remains a lack of clarity over the exact role trustees have in holding leaders to account.

- 4.7 **Key areas for improvement identified in the report were as follows**

Improve the quality of the most able pupils' learning, especially in mathematics and design technology by ensuring that all teachers:

- *Use information about pupils' starting points more effectively to plan learning that tests and stretches these pupils*
- *Make better use of the new curriculum assessment criteria so that programmes of study include greater opportunities for pupils to attain the highest grades*

Refine the capacity of the local governing body to scrutinise leaders' work by:

- *Clarifying the different responsibilities of the multi-academy trust board and the local governing body in reviewing the work of leaders*
- *Improving the quality of information presented to governors and directors of the trust*
- *Developing the expertise and skills of governors and trustees new to their roles*

Craneswater Junior School

- 4.8 *Craneswater Junior School retained its overall judgement of Good following a Section 8 inspection in March. Key findings from the inspection included:*

Since the last inspection, you have led the school with a high degree of care and empathy since 2003. Staff, governors and parents have confidence in your leadership.

You have built a team of dedicated teachers and leaders who work well together and are respected by the local community. Your recently strengthened leadership team is well placed to oversee the current expansion of the school. Their expertise in further developing teaching and in supporting pupils' individual needs is securing substantial improvements in pupils' learning. Consequently, most pupils make good progress across the curriculum.

You, leaders and governors have an accurate view of the school's strengths and areas for further development. You have adapted teaching well to meet the demands of the new curriculum, although this has taken more time to embed in writing. At the last inspection we asked you to improve the quality of writing for pupils who have special educational needs and/or disabilities. You have responded to this successfully, specifically by making sure that teachers and teaching assistants develop these pupils' resilience and independence when writing. Work in books shows the strong progress made by pupils who have special educational needs and/or disabilities.

Previously published results show that pupils did not make as much progress as they could in writing, particularly middle-attaining pupils and boys. You have addressed this by changing how writing is taught, paying particular attention to grabbing boys' attention from the start of a project. You have also focused on improving pupils' confidence in writing, as well as the quality of what they write, by creating frequent opportunities to talk about their writing with each other. You have increased the opportunities for pupils to practise their writing. The school's information shows that an improved proportion of pupils are now achieving the expected standard in writing

Last year, pupils' progress in mathematics was similar to pupils' progress nationally. However, disadvantaged pupils made less progress than they are capable of. Your thorough evaluation of what this group of pupils need to do to make rapid progress has led to changes in teaching and to the curriculum, which are helping all pupils to improve their mathematical understanding

- 4.9 The inspection report set out a number of next steps for the school:

Leaders and those responsible for governance should ensure that:

- *an improved proportion of pupils achieve the high standard at the end of key stage 2, particularly in writing*
- *the progress of disadvantaged pupils continues to accelerate so that it matches the progress of others nationally.*

Devonshire Infant School

- 4.10 Devonshire Infant School retained its overall judgement of Good following a Section 5 inspection on 28th and 29th March 2017. Key findings from the inspection included:

Leaders have an unwavering commitment to place the well-being of all pupils at the heart of this highly inclusive school.

In 2016, some groups of pupils, including disadvantaged pupils, boys and those with low and average starting points, did not achieve as well as they should. Leaders have taken action to improve things and progress is better for most of these groups this year.

Teachers know their pupils well and provide interesting and challenging opportunities for them to learn. There is a clear focus on helping pupils to acquire the basic skills of reading, writing and mathematics. As a result most are making good progress.

The curriculum is rich, varied and well planned. It provides pupils with many exciting opportunities to acquire skills in science, humanities and the arts. It provides well for their social, moral, spiritual and cultural development.

- 4.11 Key areas for improvement identified in the report were as follows:

Improve leadership and management and further raise standards, especially for boys and disadvantaged pupils, by ensuring that:

- *tracking systems provide information about the achievement of groups of pupils, so that leaders and governors can quickly identify and deal with any dips in standards*
- *leaders' plans are sharply focused on the impact that they will have on improving outcomes for pupils.*

Improve the quality of teaching further so that pupils with below-average starting points make strong rates of progress

The Portsmouth Academy

- 4.12 The Portsmouth Academy was previously Requiring Improvement, but following the inspection on 26th and 27th April 2017 was moved to Good and was given outstanding for effectiveness in leadership and management. Key findings from the inspection included:

Superb leadership from the headteacher and her senior leadership team has improved all aspects of the school since the last inspection. The school's culture is now very aspirational –pupils develop the resilience needed to rise to the challenge.

The leadership of teaching is very well developed and has significantly improved teachers' classroom practice. As a result, most teachers have high expectations and are skilled at improving pupils' knowledge and understanding.

Teaching is effective and meets pupils' needs well. Most lessons are planned at the right level for pupils' differing abilities, and activities are interesting and practical. However, in science there are inconsistencies in teachers' practice so some pupils do not do as well.

Most pupils attend regularly, although there is a group whose attendance needs to be further improved. Pupils who have special educational needs and/or disabilities are well supported in lessons.

From low starting points, pupils, including disadvantaged pupils, make strong progress. This is especially the case in English, mathematics, humanities and design technology

- 4.13 Key areas for improvement highlighted in the report were as follows:

Raise attendance, particularly for disadvantaged pupils and pupils who have special educational needs and/or disabilities, by:

- *engaging effectively with all parents to establish the importance of high attendance at school and its link with progress*
- *carefully analysing the attendance patterns of different groups of pupils in school over time so that interventions can be more accurately targeted and evaluated*
- *sharpening the pastoral processes which support pupils who are disengaging from school.*

Further improve the consistency of teaching and assessment, by:

- *improving the teaching in science to match the strong practice already in place in English and mathematics*

- *ensuring that teachers have consistently high expectations of all groups, including the least able, on entry.*

Milton Park Primary School

- 4.14 Milton Park Primary School was judged to be Requiring Improvement following the inspection on 23rd and 24th May 2017. Key findings from the inspection were as follows:

Leaders, including governors, have not secured sufficient improvement in the quality of teaching. Teaching is inconsistent.

Pupils do not achieve the standards of which they are capable. In 2016, too few pupils achieved age-related expectations in reading, writing and mathematics in both key stages 1 and 2.

Overall, the progress that current pupils make in writing and mathematics is too variable because some teaching is not challenging enough.

Differences between the performance of key groups are not diminishing quickly enough. For example, boys do not achieve as well as girls do, particularly in key stage 2.

Leaders' systems for monitoring the performance of teachers are not effective enough. They do not focus sharply enough on the progress pupils make in lessons and in their work over time.

Teachers do not use assessment information to plan activities that cater precisely for pupils' different starting points. Consequently, teachers' expectations, particularly of low-attaining pupils, are not high enough. Governors do not fully understand information about the performance of different groups of pupils. Consequently, they do not challenge school leaders robustly enough about the standards that pupils could achieve.

- 4.15 Key areas for improvement highlighted in the report were as follows:

Improve the quality of leadership by ensuring that:

- *leaders make thorough checks on the progress of key groups, as well as their attainment, and act swiftly to tackle any inconsistencies that exist*
- *leaders promote the highest expectations for pupils' progress and provide teachers with the ongoing challenge and guidance that they require*
- *the governing body strengthens the rigour of its challenge to check the impact of leaders' actions in improving outcomes for all groups of pupils*

Improve the quality of teaching so that it is consistently good or better by ensuring that:

- *teachers make better use of the assessment information about what pupils know, can do and understand, to help pupils make rapid progress*
- *teachers and other adults check on how well pupils are learning in a lesson, so that they can quickly help those who are struggling and offer greater challenge to pupils who are more secure in their understanding*

Improve outcomes in writing and mathematics across the school by ensuring that:

- *teachers' expectations of what pupils can achieve are raised, in both writing and mathematics, so that they achieve in line with age-related expectations*
- *pupils, particularly the boys and pupils who need to catch up, are given more precise guidance on how to develop their writing*
- *pupils are given more age-appropriate opportunities to develop their understanding of number and calculation work*

4.16 As a result of the inspection, the council has agreed with a programme of school improvement support to address some of the areas in the inspection report (this was agreed before the inspection report was published - it will be reviewed again in light of the final report). These are briefly set out below.

- **Maths** - a continued focus on maths, led by the SLE Jess Paul, building on the work that has already been put in this year and which is already having a positive impact. The school advised that a new maths lead is to be appointed and will work with Jess Paul on a programme of work for 2017/18. This support will be fully funded by the LA (some of this may be supported through the Strategic School Improvement Fund SSIF should the maths bid be successful).
- **Writing** - the proposed literacy project (R4) in the bid to the (SSIF) would appear to be a good way forward. It was agreed that the SLE Sarah Hilditch will meet with the school in early July (after the Headteacher interviews on 3rd & 4th July). Again this work will either be fully funded by the LA or through the SSIF bid.
- **Governance** - the school will put in place some training for the governors to help them better understand school data and how this should be applied. The LA, through the Education Services's data team, can also provide support if necessary.
- **External Review** - as part of the support from the LA, an external review will be arranged (a school improvement partner from outside of the city) at a time to be agreed with the school either in the summer 2018 or early autumn 2018

- **Improvements to the outdoor area for Early Years** - this will be addressed by the school. The LA will consider capital support if required.

4.17 The council will support the school through a period of change as a result of the current Headteacher leaving at the end of term and the Deputy Headteacher taking over as interim Head whilst a new Headteacher is recruited. The school is also considering potential academisation and a number of options will be explored over the coming months.

Appendices:

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