

**Wiltshire Council**

**Children's Select Committee**

**Date: 4 September 2018**

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## **School Ofsted Judgements**

### **Purpose of Report**

1. The report provides an overview of state funded (Local Authority (LA) maintained and academies) school inspection outcomes at the end of the 17/18 academic year, including analysis of inspection outcomes by phase of school, by LA maintained or academies and trends from last year. The report includes analysis of the current Ofsted inspection position from published reports as at the end of July 2018 for all schools and academies and further considers outcomes for schools for inspections carried out during the 17/18 academic year.

### **Background**

2. The Office of Standards in Education (Ofsted) has the direct remit of 'Raising Standards, Improving Lives' and in its 2017-2022 strategy document states that it

*"exists to be: 'A force for improvement through intelligent, responsible and focused inspection and regulation'" (Ofsted strategy 2017-22, p,5).*

Inspection reports provide information for parents and other stakeholders and an accountability measure regarding the standard of education in each establishment. Ofsted is required to inspect state schools under section 5 of the Education Act 2005 and the inspections are carried out by Her Majesty's Inspectors (HMI) and Ofsted Inspectors who are past practitioners or, in the latter case, are serving headteachers or school leaders.

Inspections focus on four main areas

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for pupils

Where appropriate the effectiveness of early years or sixth form is also inspected.

From the evidence collected, schools are given an overall effectiveness grade:

- Grade 1 (outstanding)
- Grade 2 (good)
- Grade 3 (requires improvement (RI))
- Grade 4 (inadequate)

The inadequate category (4) is further subdivided into special measures or serious weakness depending on the capacity of school leaders to make the improvements needed. More recently Serious Weaknesses judgements have not been used, the implication being that Ofsted's view is that all schools judged inadequate lack leadership capacity. An LA maintained school judged inadequate will be issued with an academy order and be required to become a sponsored academy. The Secretary of State has a statutory duty to secure that change, but delays occur owing to pressures of finding sponsors.

Sponsored academies become new legal entities/new schools and in the past have not retained with their previous inspection grade. Where this has occurred these schools are included in the statistics in this report as ungraded (U), along with other new schools that have yet to be inspected. Ofsted has recently changed its methodology to incorporate the legacy grade of sponsored academies, so future analysis will reflect changes to this methodology.

Schools judged as Requires Improvement (3) need to improve to be 'good'. To receive this judgement a school will have received a 2 day inspection; it will be inspected again within 30 months.

Many schools previously judged as good (2) will receive a short one day inspection to determine whether they remain at least good and whether safeguarding is effective. Where the short inspection finds evidence of the school remaining good, a letter is published making this judgement clear. If the inspection finds practice that suggests the school is either likely to be outstanding or alternatively might not retain its good grade, a letter is published saying the school will for the time being, retain its current good grade and that the next inspection will be a full 2 days. This allows for a full evaluation of the effectiveness of the provision.

Annual risk assessments are carried out by Ofsted to identify where risks are higher or where there is evidence of a significant deterioration in standards. In this case a school will receive a full two day inspection.

Schools that were judged to have overall effectiveness of outstanding (1) in their previous section 5 inspection are exempt from routine inspection. However where the annual risk assessment identifies concerns, a 2 day inspection will be implemented.

The majority of the information included in this report is expressed as the percentage of pupil places that are in good and outstanding schools. The data does not focus on number and percentage of schools that are good

and outstanding. This allows for valid comparisons between the LA national and regional figures where the sizes of school may be markedly different, making comparison invalid.

### **Academies**

Academies are publicly funded state schools, described as independent of local authority 'control', with the national requirements for compliance with national curriculum and regulations on teacher pay and conditions removed. Oversight of academies lies with an arm of the Department for Education, the Regional Schools Commissioner (RSC), and the LA has no powers of intervention. Academies are run by an academy trust that employs the staff. Like LA maintained schools, they are required to follow national regulations on admissions, SEND, fair access and exclusions. As of July 2018, 70% of primary schools and 16% of secondary schools in Wiltshire were LA maintained, the remainder being academies.

### **The role of the LA in supporting educational excellence**

Whilst schools largely remain responsible for their own improvement, it remains the duty of the LA to act quickly when standards are declining to challenge school leaders, inform relevant partners, and for LA maintained schools, to intervene. LAs have the statutory responsibility to champion the needs of vulnerable learner, promote educational excellence and ensure fair access to a sufficiency of school places. The Director of Children's Services (DCS) and the Lead Member for Children's Services (LMCS) have the statutory duty to work with partners including headteachers, academy sponsors and governors to promote educational excellence, take rapid and decisive action in relation to poor performance and ensure the development of robust school improvement strategies. DCS and LMCS should also promote high standards by supporting effective school to school collaboration<sup>1</sup>.

The DfE Schools Causing Concern guidance makes it clear that LA should work with the Regional Schools Commissioner (RSC) closely when underperformance is identified. Whilst it makes clear that "*Local Authorities should focus their activity on the schools they maintain rather than academies*"<sup>2</sup> the guidance also states that where the LA has concerns regarding an academy, it should alert the RSC. The RSC's operational capacity appears to have been restricted this year so they may rely on headteachers and local authorities for any operational intelligence.

Although it cannot intervene in academies, its role in monitoring the performance of all schools and academies is consistent with the LAs legal responsibility to promote educational excellence. Oversight and powers of intervention for academies are the responsibility of the RSC although the LA continues to monitor the performance of academies through end of key stage attainment and progress outcomes. Where concerns are identified the RSC is notified.

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<sup>1</sup> Statutory Guidance on the roles and responsibilities of the Director of Children's services and the Lead member for Children's Services. DfE, 2013

<sup>2</sup> Schools Causing Concern statutory guidance, DfE, 2018, p, 33

Wiltshire's Local Authority School Effectiveness Review (LASER) process includes all schools and academies although there is a clear differentiation regarding approach and powers. LA maintained schools continue to be monitored by on-site visits and consideration of other performance data supporting identification of vulnerabilities and allowing the early provision of quality improvement activity to minimise the impact on pupils.

### **Wiltshire's activity to monitor, challenge and support schools and academies**

The School Effectiveness team will continue to monitor and risk assess schools and academies through the Local Authority School Effectiveness Review (LASER). An initiative taken in response to declining Ofsted judgements, the Annual Performance Assessment (APA) is carried out using the most recent end of key stage 2 and 4 data for all schools including academies; each school receives a letter with the outcome of this assessment at the start of the academic year. In addition, for all LA maintained schools, an ongoing risk assessment of current activity to bring about improvements is carried out by the Challenge and Support Partner (CASP) three times a year. Both of these activities identify where performance is declining or not acceptable and support the provision of early support.

Where concerns have been identified with LA maintained schools, additional support will be provided through an Intensive Challenge and Support Partner (iCASP). An iCASP will support the school's improvement intensively and monitor increasing effectiveness through termly School Effectiveness Reviews (SERs).

Where there are concerns regarding academies, LA officers will continue to liaise with the RSC with the expectation that appropriate challenge will be secured for academies with identified underperformance, and that effective support is available. Continued reports of improvements will be sought from the RSC.

A reviewed School Improvement Framework will be implemented from September 2018. This includes the principles developed by the Education Transformation Board, to work with schools, academies, Teaching School Alliances, Multi Academy Trusts and other partners to secure arrangement for monitoring school and promote improvement activities to support a secure self-improving school-led system.

## Main Considerations for the Council

### 3. a) Wiltshire 2017-18 end of year Ofsted summary

#### LA and national comparisons 2018

Ofsted produces an annual report with national and regional comparison in their annual report published at the end of the year. The most current information for comparative purposes is from the 31 March 2018 from Ofsted Data View.

31 March 2018 figures (Ofsted Data View)	England		South West		Wiltshire	
	% providers	% places	% providers	% places	% providers	% places
Outstanding (1)	21	23	18	21	15	21
Good (2)	65	62	66	62	68	63
RI (3)	10	11	12	13	12	13
Inadequate (4)	4	3	4	3	5	2
<b>Total 1 and 2</b>	<b>86</b>	<b>86</b>	<b>84</b>	<b>83</b>	<b>83</b>	<b>84</b>

Wiltshire's figures as of March 2018 were broadly comparable with the national and more closely comparable to the south west figures.

#### **b) Trends over time**

The table below shows the percentage of pupil places in outstanding to inadequate provision over time and compared to the national and South West figures. Nationally there has been a general trend of improving proportions of good and outstanding places. However this pattern is not repeated in either Wiltshire or the South west where 2016 saw the highest figures with declines since then with Wiltshire maintaining a narrowing lead over the region.

Good and outstanding places (%)	England	SW	Wiltshire
Mar18	86	83	84
Aug 17	85	86	88
Aug 16	85	88	93
Aug 15	80	84	88
Aug 14	77	79	83
Aug 13	76	79	82

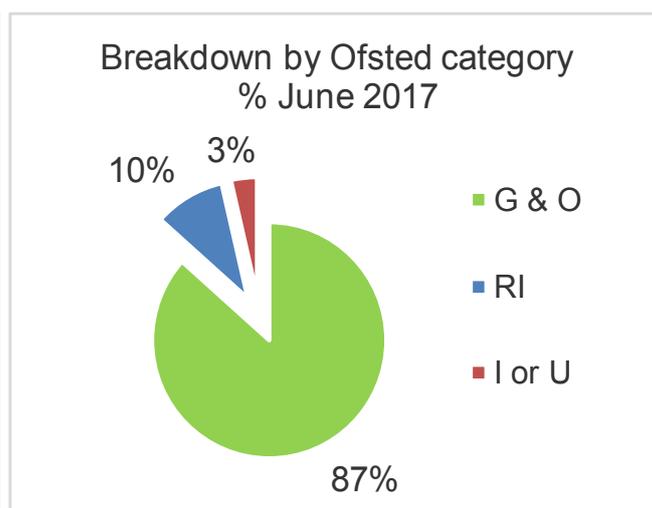
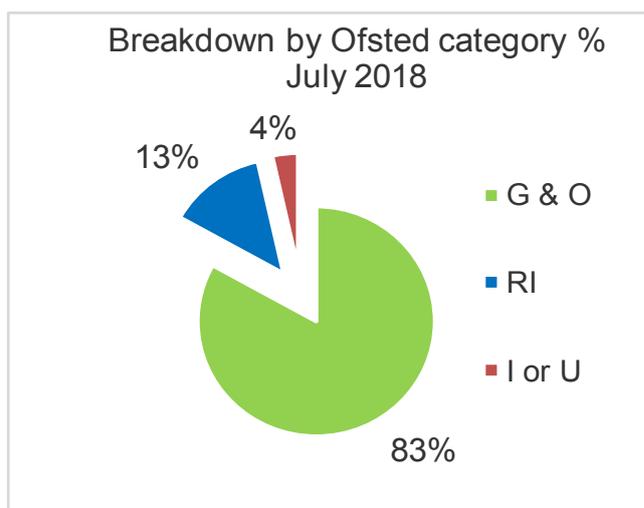
The 16/17 academic year saw 3 of Wiltshire's secondary academies judged as Requires Improvement; as these provide for nearly 3000 pupils, the impact of the % good and outstanding places is discernable. A large proportion of primary academies within one Multi Academy Trust fell below good, as did a larger number of LA maintained primaries. This trend has continued into the 17/18 academic year.

### c) Current Ofsted position for all Wiltshire schools at end July 2018

The summary below gives the number and percentage of pupil places in outstanding, good, RI and inadequate school and academies in Wiltshire in as at July 2018. These figures only include reports that have been published by Ofsted so far.

**Profile of Ofsted outcomes by phase of school (% pupil places) Figures in brackets give the comparison from end July 2017.**

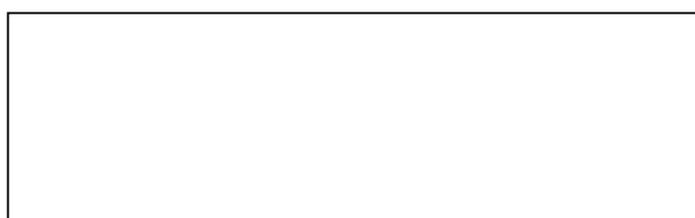
% places	All schools (237 schools 67,382 children)	Secondary (31 schools 28,724 children)	Primary (200 schools 38,076 children)	Special (6 schools 582 children)
Outstanding (1)	20.7 (21.1)	26.1 (26.1)	17.1(17.6)	0.0 (0.0)
Good (2)	62.1 (66.1)	60.4 (61.9)	63.3 (69.0)	68.2(82.0)
Requires Improvement (3)	13.4 (10.4)	12.8 (11.5)	13.5 (9.4)	31.8 (18.0)
Inadequate (4)	2.1 (1.6)	0.7 (0.0)	3.1 (2.8)	0.0 (0.0)
Unclassified	1.7 (0.9)	0.0 (0.6)	3.0 (1.2)	0.0 (0.0)
<b>Total 1 and 2</b>	<b>82.8 (87.2)</b>	<b>86.4 (88.0)</b>	<b>80.4 (86.7)</b>	<b>68.2 (82.0)</b>



Over the academic year 17/18 there has been a 4% decline in good and outstanding places with a commensurate increase by 3% in RI and 1% in inadequate places.

### d) Inspections carried out during 2017-18 academic year

In total, there have been 61 published inspections during 2017-18, of which 15 schools were academies at the time of their inspection and 46 were LA maintained schools.



### All inspections

#### **Previously Good (2) and Outstanding (1)**

43 schools 2→2

10 schools 2→3

3 schools 2→4

#### **Previously RI (3)**

2 schools 3→2

1 school 3→3

#### **Previously Inadequate (4) or Ungraded (U)**

1 school U→2

1 school U→4

### Academies

9 schools 2→2

3 schools 2→3

1 school 3→2

1 school U→2

1 school U→4

77% of academies with existing grades achieved Ofsted grades the same or better  
23% of academies with existing grades showed a fall in grade.  
In addition, of the two previously uninspected academies, one achieved a 'Good' outcome and one was judged 'Inadequate'.

### LA maintained schools

34 schools 2→2

7 schools 2→3

3 schools 2→4

1 school 3→2

1 school 3→3

78% of LA maintained schools achieved Ofsted grades the same or better than their previous grade  
22% of LA maintained schools showed a fall in grade, including the three schools which declined from 'Good' to 'Inadequate'.

There is little difference in the inspection outcomes during 17/18 academic year for academies and LA maintained schools, with similar proportions of both receiving good, RI and inadequate inspection outcomes

Ofsted grade	Academies	LA maintained
Good (2)	11 (73%)	35 (76%)
RI (3)	3 (20%)	8 (17%)
Inadequate (4)	1 (7%)	3 (7%)

Of the schools that were inspected over the 17/18 academic year, the majority received a judgment of good. There were a higher proportion of providers receiving outstanding for Personal Development, Behaviour and Welfare than other inspection areas.

Grade	Number of schools (% in brackets)				
	Effectiveness of leadership and management	Quality of teaching, learning and assessment	Personal development, behaviour and welfare	Outcomes for pupils	Overall Effectiveness
1	1 (2)	0 (0)	11 (18)	0 (0)	<b>0 (0)</b>
2	47 (77)	48 (79)	42 (69)	49 (80)	<b>46 (75)</b>
3	9 (15)	9 (15)	6 (10)	9 (15)	<b>11 (18)</b>
4	4 (7)	4 (7)	2(3)	3 (5)	<b>4 (7)</b>

50 inspections of primary maintained schools and academies were carried out.

The majority of the inspections (36) were of good schools whose good grade was retained. 8 schools declined to RI and 3 were judged inadequate.

#### Primary schools

36 schools            2→2  
8 schools             2→3  
3 school              2→4  
1 school              3→2  
1 school              3→3  
1 school              U→2

78% of primary schools with existing grades achieved Ofsted grades the same or better
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9 secondary schools were inspected, the majority retaining a good grade. With one improving from RI to good, 3 others were judged RI or inadequate.

#### Secondary schools

6 schools             2→2  
1 schools             2→3  
1 school              3→2

88% of secondary schools with existing grades achieved Ofsted grades the same or better
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1 school                    U→4

Two special schools were inspected: one maintained its good grading, one was judged RI.

**Special schools**

1 school                    2→2

1 school                    2→3

## Published inspections from September 2017 to July 2018

DfE No	School	Age range	Status	Date of inspection	Grade	Previous grade	Movement
8652190	Woodlands Primary	pri	Main	04/07/2018	2	2	SAME
8653192	Westbury Junior	pri	Main	26/06/2018	2	2	SAME
8652060	Luckington Community	pri	Main	26/06/2018	2	2	SAME
8653468	Amesbury Primary	pri	Main	19/06/2018	3	2	DOWN
8652024	The Trinity Primary, Devizes	pri	Academy	13/06/2018	2	U	No prev. grade
8652086	Stanton St Quintin Primary	pri	Main	22/05/2018	2	2	SAME
8653049	Collingbourne Primary	pri	Main	15/05/2018	2	2	SAME
8654075	The John of Gaunt	secon	Academy	15/05/2018	2	2	SAME
8653086	Heddington Primary	pri	Main	24/04/2018	2	2	SAME
8652168	Priestley Primary	pri	Main	27/03/2018	2	2	SAME
8655406	The John Bentley	secon	Academy	22/03/2018	3	2	DOWN
8652000	The Corsham Regis Academy	pri	Academy	22/03/2018	3	2	DOWN
8652140	Wootton Bassett Infants	pri	Main	22/03/2018	2	2	SAME
8653201	Winterbourne Earls Primary	pri	Main	22/03/2018	2	2	SAME
8653141	Oare Primary	pri	Academy	13/03/2018	2	2	SAME
8652045	Gomeldon Primary	pri	Main	08/03/2018	2	2	SAME
8653362	St Andrew's Primary, Laverstock	pri	Main	06/03/2018	2	2	SAME
8653019	Broad Town Primary	pri	Main	06/03/2018	2	2	SAME
8652178	Princecroft Primary	pri	Main	28/02/2018	2	2	SAME
8653470	Wilton and Barford Primary	pri	Main	22/02/2018	4	2	DOWN
8654005	Salisbury UTC (opened Sep 2015)	secon	Academy	21/02/2018	4	U	No prev. grade
8652003	Fynamore Primary	pri	Main	20/02/2018	2	2	SAME
8655218	Clarendon Junior, Tidworth	pri	Main	20/02/2018	2	2	SAME
8653412	Christ The King Catholic, Amesbury	pri	Main	20/02/2018	4	2	DOWN
8653471	Lyneham Primary	pri	Main	07/02/2018	3	3	SAME
8653159	Seagry Primary	pri	Academy	07/02/2018	2	2	SAME
8654511	St Edmund's Girls	secon	Academy	06/02/2018	2	2	SAME
8652091	Harnham Infant	pri	Main	06/02/2018	2	2	SAME
8653355	St Nicholas Primary, Porton	pri	Main	30/01/2018	2	2	SAME
8653457	Somerfords Walter Powell Primary	pri	Academy	25/01/2018	2	2	SAME
8653140	Oaksey Primary	pri	Main	25/01/2018	2	2	SAME
8652198	Ludwell Community Primary	pri	Main	24/01/2018	4	2	DOWN
8652031	Neston Primary	pri	Main	23/01/2018	2	2	SAME
8655414	Hardenhuish	secon	Academy	23/01/2018	2	2	SAME
8655209	Paxcroft Primary	pri	Main	23/01/2018	2	2	SAME
8653186	Urchfont Primary	pri	Main	18/01/2018	2	2	SAME
8653454	Semley Primary	pri	Main	18/01/2018	2	2	SAME
8653036	Chirton Primary	pri	Main	17/01/2018	2	2	SAME
8654610	St Joseph's Catholic Secondary	secon	Main	16/01/2018	2	2	SAME
8652008	Fitzmaurice Primary	pri	Main	11/01/2018	2	2	SAME
8653460	Alderbury & West Grimstead Primary	pri	Main	12/12/2017	3	2	DOWN
8654002	The Clarendon Academy	secon	Academy	28/11/2017	2	2	SAME
8657009	St Nicholas	spec	Main	21/11/2017	3	2	DOWN
8652162	Noremarsh Junior Community	pri	Main	16/11/2017	3	2	DOWN
8653150	St Mary's Primary, Purton	pri	Main	16/11/2017	2	2	SAME
8653461	Kennet Valley Primary	pri	Main	15/11/2017	3	2	DOWN
8653220	Minety Primary	pri	Main	14/11/2017	2	2	SAME
8655402	Lavington	secon	Academy	14/11/2017	2	2	SAME
8653063	Durrington Controlled Junior	pri	Main	09/11/2017	2	2	SAME
8653176	St Mark's Junior	pri	Academy	07/11/2017	3	2	DOWN
8653465	Wylve Valley	pri	Main	05/11/2017	2	2	SAME
8653017	Longford Primary	pri	Main	16/10/2017	2	3	UP
8653090	Holt Primary	pri	Main	12/10/2017	2	2	SAME
8653318	Chilton Foliat Primary	pri	Main	12/10/2017	3	2	DOWN
8656906	Sarum Academy	secon	Academy	12/10/2017	2	3	UP
8653464	Old Sarum Primary	pri	Main	04/10/2017	2	2	SAME
8655206	Studley Green Primary	pri	Main	26/09/2017	3	2	DOWN
8652225	Bitham Brook Primary	pri	Main	19/09/2017	2	2	SAME
8657008	Exeter House Special	spec	Academy	14/09/2017	2	2	SAME
8652052	Hilmarton Primary	pri	Main	13/09/2017	2	2	SAME
8653406	Woodborough Primary	pri	Main	12/09/2017	2	2	SAME

## **Safeguarding Considerations**

4. Although this report does not include reference to issues regarding child protection, the broader definition of safeguarding does take into account that safeguarding processes should optimise the life chances of individuals. The quality of school provision has a significant impact on supporting improved life chances for children and young people and for those groups vulnerable to underachievement, this is an essential consideration.

## **Public Health Implications**

5. Educational attainment is one of the key outcomes for children and young people included in the Public Health Outcomes Framework.

## **Environmental and Climate Change Considerations**

6. There are no specific environmental or climate change considerations in relation to this report.

## **Equalities Impact of the Proposal**

7. All learners have the right to have the opportunity to make good progress in learning and achieve high standards. The report shows that in Wiltshire there are schools that are ineffective in their practices and not yet good. This will have an impact on the educational progress of children attending these schools and will impact on their achievements. This equalities issue remains a high priority with School Effectiveness working with other partners and LA services to support the outcomes delivered in the Disadvantaged Learners Strategy.

## **Risk Assessment**

8. There are a number of national changes and developments which bring risks and associated costs for the local authority in relation to standards of performance in schools and academies.

The ability for the Local Authority School Effectiveness service to intervene and support and improve standards of performance is limited by a number of factors that may pose a risk to continued improvements for children and young people in state funded education

- As the number of Academies grows, the LA has less direct influence on standards of performance. Oversight of academies lies with the Regional Schools Commissioner (RSC) and the LA has no powers of intervention in academies. Relationships between the LA and academies remain good, although as part of national policy, it is primarily for the academy to determine their level of engagement with

the LA. It is for the RSC to intervene if and when necessary and the LA liaises closely with the RSC office to provide local information and knowledge about all schools.

- Although the LA remains responsible for educational excellence across the county, with diminishing financial resources including the withdrawal of Educational Services Grant funding for school improvement and other functions from April 2018, the ability for School Effectiveness to lever change in a variety of ways also diminishes. This, coupled with limited capacity, represents a potential need for change in the systems for monitoring performance and for school improvement provision. The Education Transformation Partnership is working to promote the changes that will need to be carried out for system change in order to create a strong, self-improving, self-sustaining school-led system to improve the educational outcomes for every child in Wiltshire.

### **Financial Implications**

9. There are a number of government financial policies that will directly impact on the delivery of school improvement activities. The past funding by central government from the Education Services Transitional Grant and through the School Improvement, Monitoring and Brokerage Grant to resource the monitoring the performance of LA maintained schools, broker improvement provision and intervention where appropriate has reduced the amount of funding for school effectiveness activities over the last few years.

Ongoing funding reductions for school improvement activity have been managed to minimise direct impact on delivery of key strategies to improve performance. With a reduction in staff capacity to develop and sustain school improvement activity for LA maintained schools, it is possible that this focus will not be able to be sustained with the result of increased risk to performance standards.

Reduction in good and outstanding providers and places and higher proportions of RI and inadequate providers leads to operational problems in finding good providers to deliver school to school support, and brings financial problems, where LGA has estimated the cost to the LA of a school being judged inadequate is £250k.

### **Legal Implications**

10. There are no legal implications in relation to this paper.

## **Conclusions**

11. Wiltshire continues to have a comparable percentage of places in good and outstanding schools with the national and regional picture. Whilst this has declined since the high point in 2016, it is reflecting the picture in the south west where good and outstanding places have also declined since 2016. Both the South West and Wiltshire figures appear to be falling behind the national good and outstanding figures. The majority of good and outstanding schools and academies are maintaining their inspection status on subsequent inspection. The School Effectiveness Team continues to work with all schools and academies where possible, where there are known vulnerabilities to support and promote improvements and to prevent the decline of standards of performance before they fall to an unacceptable level.

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20 August 2018

### **Background Papers**

None

### **Appendices**

None

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