

CHILDREN'S SERVICES SCRUTINY COMMITTEE

8 November 2007

Key Findings from Wiltshire Schools' Ofsted Inspection Reports 2006/07**Purpose of Report**

1. To provide an annual update on findings from school inspections.

Background

2. The current model of school inspection started in September 2005. All schools receive only a few days notice of inspection and most receive a two day visit from one or two inspectors. Small schools would have a single day visit from one inspector. Reports are slender (about 4 sides A4) and received very soon following inspection. Each report follows the same style. Judgements are made within five main sections:

- Overall effectiveness
- Achievement and standards
- Personal development and well-being
- The quality of provision
- Leadership and management

At the back of each report there is a grade sheet with 27 judgements on a 1 - 4 scale; grade 1 is outstanding, grade 2 is good, grade 3 is satisfactory and grade 4 inadequate. In addition, the Reporting Inspector writes a one side of A4 addressed to the children of the school explaining what the inspectors thought was particularly good about the school and the things that the school now needs to work on.

3. In 2006/07, there were 75 Wiltshire school inspections; 61 primary, 11 secondary and 2 special schools. Results for overall evaluation on each school are as follows:

2006/07	Grade 1 Outstanding	Grade 2 Good	Grade 3 Satisfactory	Grade 4 Inadequate
Primary	4	24	28	5
Secondary	2	3	5	1
Special	0	1	1	0

4. What stands out from the table above is the high number of schools deemed by Ofsted to be satisfactory or inadequate in relation to those deemed to be good and outstanding. When compared to our statistical neighbours Wiltshire has more schools deemed to satisfactory. The schools given a grade 4 are either in Special Measures or require significant improvement and issued with a Notice to Improve. This year we have 3 primary schools in Special Measures and 2 primary schools and one secondary school subject to a Notice to Improve.

Although this is still 6 too many it is an improvement on last year where in 2005/06 we had 6 schools in Special Measures and 6 schools subject to a Notice to Improve. The proportion of outstanding and good schools has improved this year too. In 2005/06, 36% of schools were graded 1 or 2 and in 2006/07 45% have been graded 1 or 2. The percentage of schools with grades 1 or 2 for personal development and well-being is 88, which means that the care shown for this area is exemplary.

5. The main focus of work for both the primary and secondary teams is moving more schools from satisfactory into good. There is close correlation between the grades for overall effectiveness of schools, the leadership and management judgements and invariably the quality of teaching and curriculum grades. However there is no real pattern to the size of the school in relation to overall effectiveness. For example the four outstanding judgements in 2006/07 from primary schools are from those with 30, 76, 135 and 139 pupils on roll. The adviser and consultant teams are targeting their intervention work and tailoring packages of support to those schools who need it the most.
6. Of the 39 primary and secondary schools in 2006/07 with a satisfactory or inadequate grade, 44% of them are in Wiltshire's areas of the highest need, including those in the Super Output Areas based on multiple deprivation in Trowbridge, Salisbury, Westbury and Melksham. Six of those 39 schools are in areas with a high number of military families. The amount of money we distribute to schools through the funding formula for deprivation factors is 46% of the total DSG allocated for deprivation. In other local authorities the amount distributed is far higher than this. The Resources and Improvement Branch in the DfCE are investigating ways of delegating more finance to schools in the areas of highest deprivation.
7. When analysing the section from schools' inspection reports entitled, 'What the School should do to improve further' the top ten key issues that emerge are:

Improve	assessment	mentioned in 60% of reports
	writing	32%
	provision for higher attainers	27%
	the quality of teaching	27%
	the role of subject co-ordinators	24%
	mathematics	17%
	the curriculum	16%
	pupils taking responsibility for their own learning	11%
	knowledge of living in a multicultural society	9%
	leadership and management	9%

Various key issues emerge under these headings, such as,

8. Assessment

Help pupils to know what to do next
 Use assessment to set targets and track pupils' progress
 Sharpen assessment so that teaching addresses gaps in pupils' skills and knowledge

- Better use of assessment to challenge pupils
- Improve the quality of marking
- Provide regular checks on pupils' attainment
- Provide guidance to pupils on their performance
- Simplify information on assessment
- Use data more to set challenging targets

9. Writing

- Provide more opportunities for writing
- Improve boys' writing
- Improve writing at the end of Key Stage 2
- Improve handwriting and presentation
- Be more consistent with spelling, grammar and punctuation
- Improve teaching and learning to raise writing standards
- Improve the skills of writing

10. Provision for Higher Attainers

- Challenge higher attainers more in the core subjects
- Improve planning to meet the needs of higher attainers
- Provide greater challenge in lessons
- Ensure targets are challenging to push the higher attainers
- Provide greater challenge to higher attainers in maths

11. The Quality of Teaching

- Improve the pace in lessons
- Improve the amount of lively teaching
- Ensure teaching and learning are consistently of a high standard
- Share best practice to spread high quality teaching
- Explain lesson objectives more clearly
- Meet pupils' needs when planning
- Eradicate weak teaching

12. The Role of Subject Co-ordinators

- Develop monitoring and evaluation by subject leaders
- Provide training for subject leaders
- Develop the role of subject leaders to support teaching and learning
- Hold subject leaders to account for quality and the raising of standards
- Increase the responsibility of subject leaders

13. Mathematics

- Push children harder in mathematics
- Improve achievement in mathematics
- Raise standards in mathematics
- Provide more opportunities for maths to be used across the curriculum
- Increase problem solving in mathematics
- Provide more practical maths

14. The Curriculum

Use ICT more to support learning
Develop a stimulating curriculum
Increase the range of activities to meet the needs of all pupils

15. Pupils taking responsibility for their own learning

Provide more opportunities for pupils to organise their own learning
Improve teaching and learning for pupils to become more involved in their own learning
Allow children to organise their own learning
Develop more independent learning skills
Introduce individual targets to enable pupils to plan their own learning

16. Pupils' knowledge of living in a multicultural society

Improve pupils' awareness of life in multicultural Britain
Provide a deeper understanding of the world of work in a global society
Ensure British cultural diversity is reflected in the curriculum
Increase the range of opportunities for pupils to be prepared to live in a culturally diverse world
Improve pupils' knowledge and understanding of life in a multicultural society

17. Leadership and management

Ensure the School Improvement Plan has only the most critical priorities and precise success criteria
Strengthen the team approach to leadership and management
Ensure governors provide greater challenge in setting the strategic direction of the school

18. In addition to the shorter Section 5 inspections where it is difficult to report on subjects in depth, a series of Ofsted subject inspections have been conducted in Wiltshire. In 2006/07 we have had 9 subject inspections in our schools: 3 in secondary schools and 6 in primary schools. The results are as follows:

	Subjects	Results
Primary	English (poetry) PE in 4 schools ICT	Good Good in all 4 schools Satisfactory
Secondary	Art and Design Extended School Services Curriculum Innovation	Good Good Outstanding

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