



report	EDUCATION & LIFELONG LEARNING SELECT COMMITTEE		
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REPORT OF THE DIRECTOR OF EDUCATION

Analysis of Ofsted Inspection Reports: Primary and Secondary Schools: September 2003 to July 2004

Purpose of Report

1. The purpose of this report is to provide an overview of the key messages arising from the analysis of Ofsted inspection reports on Nottinghamshire primary and secondary schools undertaken between September 2003 and July 2004.

Information and Advice

Background

2. The School Improvement Service undertakes an annual analysis of primary and secondary Ofsted inspection reports and this report comments on the fourth analysis based on the inspection of 49 primary schools including Redgate Special School and 9 secondary schools including Bassetlaw Pupil Referral Unit (PRU). This year Nottinghamshire was chosen as a pilot authority for the new short inspection process and so from next year, a much shorter report will be produced for each school, the shorter inspections requiring only a few days' notice.

Key messages arising from the analysis of primary school inspections

3. In September 2003 a new framework for inspection was introduced which has higher standards than the previous framework. In particular, focus is placed upon pupil learning and achievement and leadership and management of schools, therefore some overall figures may seem lower. The analysis shows that the majority of Nottinghamshire primary schools are providing good or very good education for the children.

4. The following strengths were identified:

- progress since the last inspection was considered good or better in 60% of schools and 88% satisfactory or better. This figure will give a guide to the statement made about the requirements of the new inspection framework
- the majority of schools (64%) are judged to be good or very good overall. This is slightly lower than the 72% last year
- 84% are considered to be good or very good for their inclusivity. (This is a new term and covers a number of aspects including Special Educational Needs)
- 62% of schools give good or very good value for money. (This figure is the same as last year)
- 70% of schools inspected have good or better teaching at all key stages. Satisfactory is not the goal as before, so this percentage is a good sign of the increasing emphasis on quality displayed by primary schools
- the Service is looking constantly for improvement and this year it is pleasing to note that there is no unsatisfactory curriculum provision in English and mathematics recorded in any Ofsted inspection. This reflects the emphasis placed by the education department on these two crucial core subjects
- there is a 10% increase from 2002/3 to 2003/4 in the proportion of Ofsted reports that judge ICT provision to be satisfactory or better
- all new Foundation Stage units provide satisfactory or better provision
- behaviour and attitudes are 90% good or better in schools with only one school being recorded as unsatisfactory
- we have analysed carefully any comments made about Gifted and Talented following our own Ofsted requirement to focus on this aspect. 58% of schools have good or better provision (18% of reports made no comment on Gifted and Talented). In one school, provision for boys was better than girls and in another, Year 1 and 2 provision is weak, but Year 3-6 is good
- increasingly high standards of leadership are recorded. The headteacher's leadership is judged to be good or better in 78% of schools and excellent in 8%. Leadership and management was good or better in 72% of schools and Governance in 70%. This is a rising trend and supports the development of all other aspects of pupil achievement in schools
- once again this year pupil care and support, links with parents and the community links all score in the top quartile.

5. The following areas were identified for improvement:
- overall standards of attainment by pupils are good or better in 56% of schools and satisfactory or better in 88% of schools. This figure shows that efforts within schools and the service cannot be relaxed. However, judgements about pupils' achievement rather than attainment shows that 66% of schools were judged to be good or better and 94% satisfactory or better. Achievement relates to pupils' aspirations and effort. This shows that the majority of schools are working hard with their pupils to maximise their life chances
 - in 10% (5 schools) of schools standards achieved were considered to be unsatisfactory, however, only two of these schools also recorded unsatisfactory pupil achievement
 - eleven schools still need to raise standards in English, 14 in mathematics and 20 in science. This figure contrasts with overall judgement that curriculum provision is satisfactory overall and will need to be analysed further by School Improvement Service colleagues
 - once again attendance is a weak aspect. Only 34% of schools are good or better and 68% satisfactory or better. In a number of schools attendance has declined, however only two schools are criticised for their practice
 - assessment for learning is a major focus for the National Primary Strategy. Only 54% of Nottinghamshire primary schools have good or better assessment practice and the Service will be working closely with those schools where practice is less than sound.

Improving trends

6. The national emphasis on good practice rather than satisfactory is reflected in the greater challenge posed by Ofsted. Nottinghamshire schools have responded well to this challenge.
7. The impact of high levels of engagement between the School Improvement Service and primary schools is evidenced in the number of good or better judgements for pupil achievement, leadership and overall progress made by schools since the last inspection. Only two schools were placed in a category for unsatisfactory provision and both are being supported effectively by the LEA.

Key messages arising from the analysis of secondary school inspections

8. This analysis is based upon a very small number of schools, eight plus a Pupil Referral Unit. Of the eight, two were already in an Ofsted category, one for serious weaknesses and this school went into Special Measures. The school already in Special Measures was taken out of this category but still considered to have some serious weaknesses. A third school was placed in Special Measures but was closed by the LEA in July 2004 following a partnership programme developed with

the DfES. It is therefore difficult to provide a meaningful comparison to the analysis provided in the two years previous to this one.

9. The following strengths were identified:

- of the six schools not placed in a category, 50% are good and 50% satisfactory overall
- all six schools provide good or better inclusive programmes and practice
- progress is good or better in two schools and satisfactory in a further five (this includes the school moving up to Serious Weaknesses)
- value for money is good or better in four schools and satisfactory in two
- it is most pleasing to note that attendance was good or very good in three schools and satisfactory in a further three. This is an improvement on last year's outcome
- attitude and behaviour are good or better in five schools and satisfactory in a further two. This outcome is matched to the provision for spiritual, moral and cultural development of the students
- the overall quality of teaching is good in three schools and satisfactory in four (this including the school with Serious Weaknesses). Pupil learning matches exactly the grade given for teaching. This helps us identify specific action to be taken with certain schools
- Sixth Form provision in the six schools with post-16 students is good in four and satisfactory in two
- curriculum provision is good in three schools and satisfactory in four. However, enrichment is good in six and very good in one. No schools were graded less than satisfactory
- care, welfare and support of pupils is good or better in five schools and satisfactory in four schools
- links with parents are good or better in four schools and satisfactory or better in all schools
- leadership and management is an improving picture and will support increased improvements in teaching and learning. The leadership of six headteachers was considered to be good or better and in the two schools placed in a category leadership was considered to be satisfactory. Leadership and management is

considered to be good or better in five schools and satisfactory in two. Governance is satisfactory or better in five schools, whilst two are good.

10. The following areas were identified for improvement:

- only two good schools have good provision for Gifted and Talented students and two are satisfactory. Secondary provision is a focus for action, reflected in the choice of a secondary inspector to lead this aspect. The steering group is addressing the issue of Gifted and Talented provision through a range of actions linked to the Ofsted Action Plan and EDP
- overall, provision for pupils in both Key Stage 3 and Key Stage 4 was judged to be good in three schools and satisfactory in three schools. However, these figures show disparity between key stages where some schools are judged to be good at Key Stage 3 but only satisfactory at Key Stage 4 and vice versa. The School Improvement Service will use this analysis to address specific key stage issues in individual schools
- pupil progress in ICT is an issue with only three schools identified as good and one satisfactory;

Improving trends

11. This year the more rigorous process of Ofsted framework 3 has highlighted deficiencies in some school practices. However, the judgement that the leadership of the six headteachers not placed in a category was good or better is an important feature of school improvement and will enable us to work with them in developing programmes for raising standards in secondary schools.

Statutory and Policy Implications

12. This report has been compiled after consideration of implications in respect of finance, equal opportunities, personnel, Crime and Disorder and those using the service. Where such implications are material, they have been described in the text of the report.

RECOMMENDATION

13. That the Committee note the report and identify any issues for further scrutiny.

PAM TULLEY

Director of Education

Background Papers Available for Inspection

List of 49 primary schools, including 1 special school, and 9 secondary schools, including 1 PRU, included in this analysis.

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