
REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 2 September 2008

SUBJECT: Biannual Update on Ofsted Inspections and Schools Causing Concern - Primary

EXECUTIVE SUMMARY

1.0 PURPOSE OF THIS REPORT

- 1.1 The report outlines the performance of primary schools from January to June 2008 and the action taken by Education Leeds to fulfil its responsibilities to the Board and schools. Evidence is drawn from national and local performance data, monitoring activities undertaken by school improvement advisers and Ofsted reports on schools inspected since January 2008.
- 1.2 The public interest in maintaining the exemption of Appendix 2 on this subject outweighs the public interest in disclosing information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned. This would be adversely affected by disclosure of the information.

2.0 BACKGROUND INFORMATION

- 2.1 The terminology 'schools causing concern' refers to those schools that have been identified by Ofsted as being subject to special measures or as requiring significant improvement and given a notice to improve. In addition, schools are also identified by Education Leeds as needing immediate intervention and support due to them being a cause for concern.
- 2.2 The new framework for the inspection of schools was introduced in September 2005 by Ofsted. Schools are now inspected every three years at very short notice. Recently Ofsted has also introduced the reinspection of schools who were deemed to be satisfactory at the last inspection and with only satisfactory capacity to improve.

3.0 MAIN ISSUES

- 3.1 The results of Ofsted inspections and the monitoring undertaken by Education Leeds demonstrate that:
 - Ofsted judgements of schools are broadly in line with the national picture
 - New expectations on schools to demonstrate attainment of children in English AND mathematics places Leeds schools in a relatively strong position with Leeds

shaving an above average percentage of children achieving level 4+ in both subjects

- The progress of schools in Ofsted categories of concern is at least satisfactory and often good. This demonstrates the effectiveness of the Leeds School Improvement Policy and the partnerships built between these schools and the company.
- There is good evidence that early interventions in schools with emerging concerns are effective in securing progress and therefore keeping schools out of Ofsted categories.

3.2 Since the last report (December 2007), 34 Primary schools have been inspected. This includes HMI monitoring visits to schools in special measures or with a notice to improve, and schools receiving a category 3 monitoring visit. Of these schools, two were judged to be outstanding (6%); 17 good (50%); 13 satisfactory (38%) and 2 inadequate (6%).

3.3 Since September 2007 a further 38 schools have been reviewed by the primary school improvement adviser team as having an emerging concern. Of these one was inspected and received a notice to improve (Christ the King) and one was inspected and judged to require special measures (Allerton Bywater). Of the remaining 36, those inspected have been judged at least satisfactory.

3.4 There are currently four primary schools in an Ofsted category, of which two are subject to special measures (Allerton Bywater and Austhorpe) and two which have received a notice to improve (Blenheim and Christ the King). Bracken Edge was reinspected in March and judged to no longer require a notice to improve. All schools in Ofsted categories have entered into an Extended Partnership with Education Leeds.

4.0 CONCLUSIONS

4.1 The School Improvement Policy, and a variety of partnerships and initiatives, have been successful in raising achievement in Leeds. However, there remain considerable challenges in relation to some schools meeting floor targets and the achievement of particular groups of pupils.

5.0 RECOMMENDATIONS

5.1 The Executive Board is asked to note the progress that has been made in recent years but also be aware of the key issues and challenges that are currently being addressed.

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 2 SEPTEMBER 2008

**SUBJECT: Biannual Update on Ofsted Inspections and Schools Causing Concern-
Primary**

<p>Electoral Wards Affected:</p> <p>ALL</p> <p><input type="checkbox"/> Ward Members consulted (referred to in report)</p>	<p>Specific Implications For:</p> <p>Equality & Diversity <input type="checkbox"/></p> <p>Community Cohesion <input type="checkbox"/></p> <p>Narrowing the Gap <input checked="" type="checkbox"/></p>
<p>Eligible for Call-in <input checked="" type="checkbox"/></p>	<p>Not Eligible for Call-in (Details contained in the Report) <input type="checkbox"/></p>

1.0 PURPOSE OF THIS REPORT

- 1.1 The report outlines the performance of primary schools from January to June 2008 and the action taken by Education Leeds to fulfil its responsibilities to the Board and schools. Evidence is drawn from national and local performance data, monitoring activities undertaken by school improvement advisers and Ofsted reports on schools inspected since January 2008.
- 1.2 This report also summarises some of the current key challenges and priorities for primary schools.
- 1.3 The public interest in maintaining the exemption of Appendix 2 on this subject outweighs the public interest in disclosing information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned. This would be adversely affected by disclosure of the information.

2.0 BACKGROUND INFORMATION

- 2.1 The terminology 'schools causing concern' refers to those schools that have been identified by Ofsted as being subject to special measures or as requiring significant

improvement and given a notice to improve. In addition, schools are also identified by Education Leeds (School Improvement Policy 2006) as needing immediate intervention and support due to them being a cause for concern which if not addressed would result in them being placed in an Ofsted category. Schools may also be a cause for concern due to temporary or short term circumstances that leave them vulnerable.

2.2 The new framework for the inspection of schools was introduced in September 2005 by Ofsted. Schools are now inspected every three years at very short notice. Recently Ofsted has also introduced the reinspection of schools who were deemed to be satisfactory at the last inspection and with only satisfactory capacity to improve. These schools are likely to be reinspected 12-18 months following their previous inspection. These inspections will be similar to the current monitoring inspections held regularly for schools in Ofsted categories and will receive a follow up letter rather than a full report.

3.0 MAIN ISSUES

3.1 Overview

3.1.1 The results of Ofsted inspections and the monitoring undertaken by Education Leeds demonstrate that:

- Ofsted judgements of schools are broadly in line with the national picture
- New expectations on schools to demonstrate attainment of children in English AND mathematics places Leeds schools in a relatively strong position with Leeds shaving an above average percentage of children achieving level 4+ in both subjects
- The progress of schools in Ofsted categories of concern is at least satisfactory and often good. This demonstrates the effectiveness of the Leeds School Improvement Policy and the partnerships built between these schools and the company.
- There is good evidence that early interventions in schools with emerging concerns are effective in securing progress and therefore keeping schools out of Ofsted categories.

3.2 Standards and achievement and target setting (annex 1)

3.2.1 The key issues arising from the analysis of target setting for 2009 are:

- The new targets for 2009 are more challenging than in previous years and will result in an increase in the number of schools below floor target in 2009. This increase will continue due to a decline in standards at Key Stage 1 since 2004.
- The new progression targets reveal schools that may be deemed to be coasting i.e. with above average standards but slow progress. This will become a focus for future Ofsted inspections.
- Leeds performance is currently above the national average on both indicators for English and mathematics.

3.3 Schools In Extended Partnerships (annex 2)

Schools in Ofsted categories

3.3.1 There are currently four primary schools in an Ofsted category, of which two are subject to special measures (Allerton Bywater and Austhorpe) and two which have

received a notice to improve (Blenheim and Christ the King). Bracken Edge was reinspected in March and judged to no longer require a notice to improve. All schools in Ofsted categories have entered into an Extended Partnership with Education Leeds.

Schools in Extended Partnerships according to the Education Leeds School Improvement Policy (2006)

3.3.2 An additional nine schools are considered to be causing concern according to the criteria in the Education Leeds School Improvement Policy (2006) (Adel St. John, Brodetsky, Hugh Gaitskell, Kerr Mackie, Micklefield, Moor Allerton Hall, Morley St Francis, Quarry Mount, Wykebeck). All of these schools have entered into an Extended Partnership with Education Leeds and are receiving the highest level of support. There are three schools that have moved from an extended partnership into a focused partnership as an exit strategy from category 4. These schools are receiving a level of support appropriate to their needs (Hollybush, Holy Rosary and Woodlands).

Schools with emerging concerns

3.3.3 Since September 2007 a further 38 schools have been reviewed by the primary school improvement adviser team as having an emerging concern. Of these one was inspected and received a notice to improve (Christ the King) and one was inspected and judged to require special measures (Allerton Bywater). Of the remaining 36, those inspected have been judged at least satisfactory.

3.4 School Inspections (annex 3)

3.4.1 Since the last report (December 2007) 34 Primary schools have been inspected. This includes HMI monitoring visits to schools in special measures or with a notice to improve, and schools receiving a category 3 monitoring visit. Of these schools, two were judged to be outstanding (6%); 17 good (50%); 13 satisfactory (38%) and 2 inadequate (6%).

	Outstanding	Good	Satisfactory	Inadequate
Leeds	6%	50%	38%	6%
National	13%	48%	34%	5%

3.5 School Categories according to the Education Leeds School Improvement Policy 2006

3.5.1 The Education Leeds School Improvement Policy was rewritten in 2006 which broadly reflect the Ofsted grades and criteria. Schools undertake annual self evaluation which is verified by their school improvement partner/adviser. They then enter into one of four partnerships with Education Leeds in order to receive differentiated support or to become a partner school supporting another. (Four partnerships are Leading Partnership (category 1), Learning Partnership (category 2), Focused Partnership (category 3), or Extended Partnership (category 4). Schools may have had their partnership status reviewed following Ofsted inspections or Education Leeds review. All schools are engaging in discussion with their school improvement partner (SIP) this term to review this partnership.

3.5.2 The current picture reveals 10% of schools (22) in category 1 – a leading partnership; 51.5% of schools (116) in category 2 – a learning partnership; 34% of

schools (76) in category 3 – a focused partnership and 4.5% of schools (10) in category 4 – an extended partnership.

- 3.5.3 This process enables Education Leeds to develop an accurate picture of all schools and to provide support to those most in need. Early intervention, additional support, task groups and the joint review groups have proved successful as can be evidenced by the small number of schools in an Ofsted category.

4.0 School Improvement Strategy

4.1 School Improvement Partners and School Improvement Advisers

- 4.1.1 All schools receive support and challenge from a school improvement partner through termly visits. Schools causing concern and those taking part in an intervention programme receive additional support from a school improvement adviser. Currently around 40 schools receive this additional support. The main school improvement programmes are the Improving Schools Programme and Progress Matters. There are a range of other programmes specifically designed to support subject specific or age related development.

5.2 Improving Schools (annex 4)

- 5.2.1 This programme has replaced the Intensifying Support Programme, and builds on its most successful elements. It is a supported whole school improvement programme. The core elements support the development of systems to raise standards, accelerate and sustain progress, build leadership capacity and support school self evaluation. The programme is built upon the cycle of audit, target setting, tracking, planning, action and review. The starting point is pupil attainment. In the past the Intensifying Support Programme was offered to schools with low attainment. As it was seen to be successful with many elements that are generic across all schools, the National Strategies now require local authorities to disseminate this good practice to a wider cross section of schools. To this end we have devised a 'waved' approach. This will allow schools to enter the programme at the point that suits them best. This approach has been judged as good practice by the regional adviser and will be disseminated to other local authorities.

- 5.2.2 Thirty schools will engage at the highest level and will be supported by a school improvement adviser as well as a school improvement partner. They will also receive substantial support from the improving schools consultant and either a numeracy or literacy consultant. Some of these schools participated in the Intensifying Support Programme last year. This programme has been particularly successful with schools whose attainment is below floor target. A further 15 schools will engage at a lower level and will receive differentiated support from school improvement advisers, school improvement partners and consultants. Five schools that have made significant progress will be offered an exit strategy.

5.3 Progress Matters

- 5.3.1 This is an Education Leeds programme built around some elements of the Improving Schools Programme and some elements of the Primary Fusion Programme. The target schools are those with relatively high attainment in English and mathematics but slow progress by the end of Key Stage 2 (see note in annex 1). Each school is linked to a 'partner school' to work with over a two year period. These partners are selected from the group of schools who have high attainment and good progress.

The schools receive the following support for the school leadership team: two days per term for the literacy and mathematics coordinators of both schools in the partnership. This aims to improve their ability to analyse and use data to accelerate learning; to improve the effectiveness of monitoring; to develop strategies for narrowing the gap; to evaluate impact and to engage in some of the elements of the Improving Schools Programme. The headteachers in each school in the partnership also received one days training per term to consider aspects of strategic school improvement. The leadership teams in the 'partner schools' will be trained in the use of the change management strategies from Fusion. This will enable them to become more proactive in the partnership role. Some of these schools have already taken part in the fusion project and therefore have some experience of this approach.

6.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE

6.1 Members should note the progress that has been made in recent years but also be aware of continuing areas of underachievement. The coordination and combination of efforts from across the service areas of Education and Children Leeds will be necessary to improve outcomes for underachieving groups and to close the gap between the most and the least successful.

7.0 LEGAL AND RESOURCE IMPLICATIONS

7.1 Although attainment overall is satisfactory, many schools experience a high level of challenge and struggle to meet floor targets. The achievement of identified groups of pupils also remains a cause for concern. These schools must remain a high priority when allocating resources.

8.0 CONCLUSIONS

8.1 The School Improvement Policy, and a variety of partnerships and initiatives, have been successful in raising achievement in Leeds. However, there remain considerable challenges in relation to some schools meeting floor targets and the achievement of particular groups of pupils.

9.0 RECOMMENDATIONS

9.1 The Board should note the progress that has been made in recent years but also be aware of the key issues and challenges that are currently being addressed.

Background Papers:

Executive Board January 2008 – *Annual Standards Report Primary*
Ofsted Website- individual School Inspection Reports
Leeds School Improvement Policy