

Division(s): N/A

EDUCATION SCRUTINY COMMITTEE – 28 NOVEMBER 2018

Ofsted in Oxfordshire

Report by David Clarke – Deputy Director – Education

Introduction

1. This report is intended to provide information to the Committee to assist in developing questions to ask Ofsted representatives at the next Committee meeting. The report contains:
 - Summary of Ofsted outcomes as of 1st October 2018
 - examples of key themes Ofsted have reviewed in recent inspection reports
 - examples of the support the local authority are giving to Headteachers and Governing bodies

Oxfordshire context:

2. Oxfordshire's schools continue to deliver a 'Good' standard' of education, resulting in a higher than national proportion of schools, across the county, being judged as at least 'Good' by Ofsted

	% of all schools in Oxfordshire				
Phase	Outstanding	Good	RI	Inadequate	% Good / Outstanding
Nursery	57.1	42.9	0.0	0.0	100.0
Primary	10.7	77.3	8.6	3.4	88.0
Secondary	13.2	71.1	10.5	5.3	84.2
Special	38.5	61.5	0.0	0.0	100.0
PRU	0.0	100.0	0.0	0.0	100.0
Overall	13.4	75.0	8.2	3.4	88.4

Ofsted data
31.10.2018

National	Good +	Outstanding	Good	RI	Inadequate
England	86	21	65	11	3
South East	89	21	68	9	2
Oxfordshire	89	15	74	8	3

- Scrutiny of Ofsted reports this academic year for Primary, Special and Secondary schools reflect the key issues in the Ofsted framework.
- The '**culture of safeguarding**' is a very strong theme in all school types and in all types of inspection. The 'culture' is captured in a number of ways; this is just one example.

Day-to-day routines are secure. Staff are quick to report any concerns they might have about a pupil. Records are detailed and any necessary actions are completed without delay. Staff are relentless in ensuring that the right help is made available to vulnerable pupils and their families. All appropriate recruitment checks are completed before adults are permitted to work with pupils in school. Governors undergo regular safeguarding training and diligently carry out visits to the school to ensure that all aspects of safeguarding are secure.

- In 2016, Ofsted sent a letter to all Local Authorities in the South East of England that cited 'The South-East Problem', i.e. the outcomes for '**disadvantaged pupils**'. This continues to be a key line of enquiry in inspections with regards to both challenging outcomes (attainment and progress) and attendance at school. For example:

Improve pupils' outcomes by ensuring that the difference between the achievement of disadvantaged pupils and other pupils in the school and those nationally, who have similar starting points, continues to narrow.

Redoubling efforts to eradicate rates of persistent absence for some disadvantaged pupils.

Teachers continue to strengthen the support given to the small group of pupils whose circumstances make them particularly vulnerable, so that their achievement and attendance improve.

Continue the focus to further improve attendance and reduce exclusions, especially for pupils from vulnerable groups.

The 'wider curriculum' focus is already clear in reports:

Improve the leadership of the wider curriculum subjects so that pupils' understanding of subject-specific skills and knowledge deepens and enables them to make strong progress across all subjects.

Pupils learn very well across a broad range of topics that are both relevant and interesting to them. They use their literacy and numeracy skills effectively in other subjects, working to similarly high standards.

Strengthen the school's curriculum by extending the range of accreditations on offer to meet pupils' needs and ensuring that careers guidance fully supports and promotes pupils' aspirations

The focus on Mathematics and Literacy remains:

Improve teaching and learning in mathematics, so that pupils increase their confidence when applying their knowledge to more complex problems.

Both progress and standards in mathematics improve for pupils at the end of Key Stage 2.

Ensure that teachers' expectations enable a larger proportion of pupils to achieve the higher standards, particularly in writing.

Aspects of Leadership 'at all levels' remains a focus:

Develop subject and middle leaders to enable them to take on further responsibility and accountability.

Some subject leaders have not yet acquired the full range of skills needed to manage their area of responsibility effectively.

Ensuring that members of the local governing body receive more training so that they can monitor pupils' progress more effectively.

How is the Local Authority supporting Headteachers and Governing Bodies?

6. Local Authority officers are actively working to understand the issues and challenges in Oxfordshire schools, as well as identifying areas of strength.
7. This will assist Local Authority officers to plan support but also enables the Local Authority to represent the schools when meeting with Ofsted, the Regional School's Commissioner (RSC) and the Department for Education (DfE).
8. Regular meetings include:
 - Headteachers and Chair of Governors' Briefings (at three Localities each term)
 - Inclusion Briefings (at three Localities each term)

ESC7

- Attending Headteacher Partnership meetings
- Conferences (for example, School Readiness; Writing; Safeguarding; Tackling Disadvantage; SEN; Ofsted New Framework Training; data training)
- Training for School Governors
- Training for 'System Leaders' who support Headteachers
- Working with Teaching Unions, Oxfordshire Headteacher Associations (Primary, Secondary and Special Schools)
- Bespoke support for Headteachers, Governors and school staff
- Aligning the Local Authority staff responsibilities to match with the Local Authority strategic priorities – for example, Attendance, Exclusions and Disadvantaged Students
- Working with the Teaching Schools across the Local Authority
- Joint work with the Diocese to support 'Church Schools'

RECOMMENDATION

9. **The Committee is RECOMMENDED to note the information and agree questions to ask Ofsted representatives.**

DAVID CLARKE

Deputy Director for Education
Children, Education & Families
07741607594

Background papers: None

Contact Officer:

Kim James – Head of Service for Learning & School Improvement
Children, Education & Families

November 2018