

CHESHIRE EAST COUNCIL

REPORT TO: Children & Families Scrutiny Committee

Date of Meeting: 7 December 2010
Report of: Lorraine Butcher, Director of Children's Services
Subject/Title: **Summary of Ofsted Inspections & Interventions**

1.0 Report Summary

- 1.1 This report captures the performance of Cheshire East Schools in relation to Ofsted Inspection judgements/outcomes as well as summarising the range of interventions which are currently in place within our schools. To support this paper, there are two Appendices which provide more detailed analysis of information and these are referred to at particular points of this paper.
- 1.2 It is important at the outset to establish the parameters to this report. Whilst we have Ofsted data for Cheshire East Schools going back to September 2006, the Ofsted inspection process has been revised during this four year period and it is important to analyse outcomes based upon a consistent inspection framework. The current framework was introduced in September 2009 and it is expected that a further revised framework will become operational from September 2011. Therefore, the specific parameters for this report include :
- a. Consideration of Ofsted judgements from September 2009 only – this relates to the current framework as well as the date when Children & Family Services have been operational.
 - b. The Ofsted judgements only relate to Section 5 full inspections and do not include subject inspections or HMI monitoring visits.
 - c. The summary evidence provided refers to judgements relating to 12 key indicators from Ofsted reports. These are seen as the most influential in assessing overall trends and progress.
 - d. In terms of Interventions, the information provided in Appendix A are the principle programmes which are currently operational. In addition, there is a significant amount of advice and support provided to schools on a daily basis through a variety of service teams which provides schools with the ongoing support, advice and guidance which they greatly appreciate.
- 1.3 One of the most effective interventions which Children and Families Services has introduced this year has been the commissioning of support from external Ofsted Inspectors to work within targeted schools. A team of 6 Inspectors are currently employed to deliver close to 130 days of support within schools and the impact of this externally validated support has been considerable and the reports which have been produced have provided valuable evidence to support overall Ofsted judgements.
- 1.4 This report also has to be considered within the context of the changing national landscape in terms of Ofsted Inspections. The Education White Paper provides some clarity around inspection regimes but there is a clear message

that the frequency of inspections will be reduced for some schools as well as the need for schools to submit regular Self Evaluation documentation. A more detailed summary of the White paper will be tabled on the 7th December but it is clear that the Local Authority will need to consider its quality assurance processes in the future as a reduced national framework is confirmed.

- 1.5 The information provided within the Background and Options sections provides the overall headlines relating to the 35 Ofsted inspections which have taken place since September 2009. Overall, the headlines from this data is positive; a fact which has been recognised within our overall Local Authority Ofsted profile as well as through our stocktake meeting involving the National Strategies Regional Advisor. Clearly there are issues which we need to prioritise in the future but our ability to work effectively alongside school leaders to raise standards for all learners is clearly recognised within Ofsted judgements as is the diversity and quality of our intervention programmes.

2.0 Recommendations

- 2.1 This report is provided for information only. The Children and Families Scrutiny Committee should note the processes in place to work with schools to create a positive Local Authority profile in terms of Inspections. In addition, to note the range and diversity of interventions to raise the overall standards in schools and build capacity throughout all levels of leadership.

3.0 Reasons for Recommendations

- 3.1 The reason for presenting this report is to inform the Committee of the ongoing work which is being undertaken to improve the number of schools achieving good /outstanding Ofsted judgements. There are several key points which have been illustrated within this report which shape the future direction of support and challenge to our schools.

Wards Affected

- 4.1 All localities will be affected by the Ofsted Inspection process and all schools will receive a range of Local Authority Interventions depending upon their level of need. A spreadsheet is available electronically which enables members to analyse Inspection summaries by localities and this can be sent out as required.

5.0 Local Ward Members

- 5.1 None identified

6.0 Policy Implications including - Climate change - Health

- 6.1 C&F Services are currently working with school leaders to shape a 'Strategy for Change' relating to the changing relationship between schools and Local Authorities. It is clear that there will have to be revised policies in terms of how the Local Authority supports and challenges schools to provide high quality education and continues to raise standards especially for the most vulnerable learners. The White Paper and national funding agreement will allow this

revised relationship to be established and to begin to shape how we continue to work with our schools.

7.0 Financial Implications 2009/10 and beyond (Authorised by the Borough Treasurer)

- 7.1 There are significant challenges to Children and Families Services in terms of the changing landscape relating to the finances available to the Local Authority to work with schools. It is very clear that there will be reduced grant funding available to the Local Authority and that schools will have increased access to direct funding through the pupil premium. As yet, it is difficult to confirm specific details but these will have to be worked up quickly to ensure that our most vulnerable schools are not disadvantaged during this transition period

9.0 Legal Implications (Authorised by the Borough Solicitor)

- 9.1 Future arrangements relating to possible traded services with schools will require a detailed legal framework to be established. There are various options which could be developed including traded service alongside other local Local Authorities as well as setting up a mutual cooperative. These options are currently being investigated and coasted.

10.0 Risk Management

- 10.1 The national and local financial pressures will have a real impact on any future arrangements with schools to support further school improvement and the raising of attainment. There is currently a detailed process underway which is reviewing the staffing structures against the financial pressures within the Authority which will result in a different way in which schools and the Local Authority work together to raise overall standards. Clearly, there are real risks in terms of the ability of the Local Authority to maintain its current range of interventions both in terms of financial support and direct support from specialist staff.

11.0 Background and Options

- 11.1 The following information is provided which captures the key messages resulting from the analysis of Ofsted inspections from September 2009 to date with further information provided within the Appendices.

11.2 Summary of Ofsted Inspections

Since September 2009 to date (Mid November), 35 Ofsted Inspections have taken place with the majority of these being within the primary sector as shown in the table below:

| Summary | Number | % of total CE Schools |
|----------------------------------|--------|-----------------------|
| Inspections since September 2009 | 35 | |
| Primary Inspections | 26 | 21% |
| Secondary | 7 | 32% |
| Special | 2 | 50% |

In terms of the analysis of these Ofsted outcomes, a detailed spreadsheet is regularly updated which captures the separate judgements of the 13 most influential factors within the inspection process. What this analysis shows is that in terms of overall effectiveness, capacity to improve and overall outcomes, the following results show the percentage of schools achieving good or outstanding.

| Ofsted Judgement | Primary (26) | Secondary (7) | Special (2) |
|-----------------------|--------------|---------------|-------------|
| Overall effectiveness | 54% | 71% | 100% |
| Capacity to improve | 54% | 71% | 100% |
| Overall outcomes | 50% | 71% | 100% |

First impression may suggest that the Primary figure is lower than expected but there are genuine reasons for this. Principally, it relates to the fact that Ofsted are now targeting schools more rigorously in terms of those where the data or previous inspection suggested 'lower performance'. There is a reduction in the number of Inspections taking place in higher achieving schools resulting in the profile of schools being inspected being skewed towards potentially more 'underperforming' schools. In addition, the limiting judgements result in schools where there may be a positive profile in terms of good or outstanding judgements but because of a limiting judgement, a school cannot achieve higher than satisfactory overall. The impact of historical attainment data is a good example of this issue.

In terms of inadequate judgements, there is an extremely low number (11) which represents 3% of all judgements. Actions are in place to address all of these low judgements especially within Macclesfield HS (where 7 of the 11 judgements were recorded) where the initial HMI report recently identified progress as being good overall.

There are no primary schools currently within an Ofsted category which is the first time this has occurred in at least 9 years and only one secondary school. This is an extremely positive profile and places the Local Authority in the top 10% of all Local Authorities in terms of the number of schools within a category.

- 11.3 It is important to recognise that the Ofsted Inspection process equally applies to our settings in terms of judging the quality of Early Years Foundation Stage outcomes. The following table captures the positive outcomes from Inspections undertaken since September 2008 to date :

| | Outstanding | Good | Satisfactory |
|-----------------|-------------|----------|--------------|
| Settings (104) | 13 | 69 (79%) | 22 |
| Independent (5) | 1 | 4 (100%) | 0 |

Such a positive profile – 80% overall of all settings inspected are good or outstanding shows that from a very early age, many of our learners are

receiving high quality provision. Whilst this is extremely positive, the overall outcomes against the two identified EYFS Local Authority targets has not seen the expected improvements over the last 2-3 years.

11.4 Summary of Interventions

Appendix A includes a summary of the overarching programmes which currently are in operation throughout our schools. These programmes are initiated based upon a universal, targeted and intensive system which allocates resources according to the level of need. A more detailed explanation of this offer to schools is available in the 'Strategy for Change' document. The range and diversity of these programmes reflects our commitment to engage with as many initiatives as possible often without additional funding or resources. The capacity to continue such programmes will be severely tested as a result of the recent Education White Paper. For example, one of the key monitoring programmes for all schools is through School Improvement Partners and this is one requirement which has been removed within the White Paper.

- 11.5 One of the most important intervention programmes is the IOP initiative – Improving Outcomes Programme. Information provided in Appendix A shows the number of schools who are within this programme and these schools are seen as our more vulnerable schools based upon a variety of criteria. Schools receive additional monitoring and challenge as part of this process as well as access to additional intervention funds.

Table 3 shows the overall Levels of Support & Interventions which apply to all schools. The 3 level system allows for the Local Authority to target its resources accordingly and ensure that there is a clear differentiation of support. This categorisation process is shared with all schools and Governors and is a key structure in terms of shaping the work of SIPs (School Improvement Partners).

11.6 School Profiles

Appendix B shows the improvements being made to clarify the range of support and funding made available to our schools. Every school earlier this term received a summary document showing all support/intervention programmes as well as an individual profile showing agreed levels of support. This has helped schools to understand the collective support available and begin to work more strategically in terms of using resources most efficiently to support potentially underperforming learners.

12.0 *Access to Information*

The background papers relating to this report can be inspected by contacting the report writer. A detailed spreadsheet is available which shows a summary of all school inspections and this can be circulated to Committee members as required.

Name: Mark Bayley
Designation: Quality Assurance Manager
Tel No: 01244 972411
Email: Mark.bayley@cheshireeast.co.uk