

Select Committee on Lifelong Learning – 21 March 2006

Report of the Director of Children's Services

School OFSTED Inspection Reports

Purpose of Report

1. To bring to the attention of the Committee the OFSTED reports received since the Committee's last update.

Background

2. The OFSTED cycle of inspections and reports continue.
3. From 1st November 2005 – 31st January 2006 the reports of six primary schools, three secondary schools and two special schools have been received under the new 2005 inspection framework.

The judgements for the 11 schools inspections are outlined in Appendix 1 and 2. OFSTED judgements are given in 4 grades: 1 = Outstanding; 2 = Good; 3 = Satisfactory; 4 = Inadequate.

4. Primary Schools inspected

Blanford Mere Primary School – 7th and 8th November 2005

Overall effectiveness of the school

Inspectors agree with the school that its overall effectiveness is good, and that it provides good value for money. There are outstanding features, notably the care and guidance pupils receive and the extent to which staff know and respond to each pupil's needs. As a result, pupils greatly enjoy their education. The schools partnership with parents is outstanding and the governors are responding to the need for more extended care by planning for after-school provision. This also reflects the very clear direction in which leaders are taking the development of the school. The school knows each child's needs and challenges them to achieve their best, which responding well to individual circumstances, such as those of travellers and those with learning difficulties or disabilities. Attendance, which is

satisfactory, could be improved further although the school is already taking action in this area. The school knows its strengths and weaknesses well and is taking action to improve, for instance, pupils' writing skills. The school has improved since the last inspection and undoubtedly has good capacity to make further improvements.

Children are given a very good start through the 'Squirrels' induction programme and receive a good education in the Reception class, an improvement since the previous inspection.

Grade 2

What the school should do to improve further

- Work with parents to enable them to understand the importance of a continuous learning experience for pupils
- Build further in already good standards by taking forward existing work, for instance to improve writing

Leadership and Management (Governance)

The headteacher and governors have a clear vision for the school at the heart of the community. Staff and governors are committed to helping all pupils to achieve and the support given to those who are vulnerable is reflected in the outstanding care, guidance and support that all pupils receive.

Hurst Hill Primary School – 9th and 10th November 2005

Overall effectiveness of the school

This is an ineffective school. Overall, the standard of education provided by the school is inadequate.

Although standards and progress in the Reception classes and Years 1 and 2 are satisfactory, the children in Years 3 to 6 make very slow progress in English, mathematics and science and achieve standards well below their capabilities. Over the past four years the standards in Year 6 have fallen from above average in 2001 to well below average today. Hence, the school's overall effectiveness and value for money are inadequate despite the positive views of the parents and children. The leadership of the school has recognised that standards are too low but has not done enough to bring about the necessary improvements.

The quality of teaching in the school is unsatisfactory. Many lessons are mundane and fail to provide exciting opportunities for the children to learn. Nevertheless the children behave well in classes and around the school. The school does not check the progress of children carefully enough. Consequently, the work that is set for the children is sometimes too easy or too hard for them and as a result they make less progress than they should.

The leadership and management are inadequate. The school has a clear view of its own performance but does not take decisive action to improve things. The school sets ambitious targets but fails to reach them because assessment at all levels is weak.

The personal development of the children is good. They are increasingly involved in supporting each other in the playground and the great majority say they enjoy school. The quality of care provided by the school is unsatisfactory. All the staff work hard to meet the medical and physical needs of individual pupils but the guidance children are given on what they need to do to improve is inadequate.

The school has known about the low standards but has not been successful in developing robust management systems to improve things and there is no track record of improvement. Consequently, the capacity for improvement is inadequate.

Grade 4 – This school requires Special Measures

What the school should do to improve further

- Raise standards in English, mathematics and science throughout the school but particularly at Key Stage 2 by improving all aspects of assessment to ensure the teachers plan lessons that provide work at the right level for children of all abilities
- Improve the quality of teaching by setting clear expectations of what the school wants to see happening in classrooms and establish robust systems to check that all staff are following school guidelines
- Improve the management systems for tracking the progress of the children as they move through the school and ensure decisive action is taken where progress is not good enough
- Involve the children more in assessing their own work and setting targets for improvement

Leadership and management (Governance)

The governors are very supportive of the school and want the best for the children. They attend training and have a satisfactory committee structure in place. However, governance of the school is unsatisfactory because they have not been proactive enough in challenging the school to improve the standards reached by the children.

Howley Grange Primary School – 23rd and 24th November 2005

Overall effectiveness of the school

This is a good school that provides good value for money. Pupils of all abilities and backgrounds in Years 1 to 6 make good progress and standards are good in all subjects. The children make satisfactory progress in the reception classes. The school has improved the teaching of early reading but the way emergent writing is developed in the youngest children does not build on this.

The pupils are very well cared for. The teachers provide a comprehensive range of work and activities for the pupils who join in enthusiastically and really enjoy school. The quality of relationships amongst the people working at the school is very good and this makes a very positive contribution to the success of the school, as everyone wants the very best for the pupils.

The personal development of the pupils is outstanding. Attendance is good and the pupils behave well in and around school. The school provides exceptional opportunities for pupils to develop an understanding of the world of business and commerce.

The senior staff lead the school well and have the confidence of both parents and staff. The new headteacher has made a good start and has brought a fresh perspective to the school. Not enough use is made currently of the information the school has on standards in English and mathematics to plan ways to raise standards further. The governors know the school well and share a common vision for the next stage in the school's development.

However, the ways in which the governors measure the impact of their decisions and check on the academic standards in the school lack sufficient rigour. The school leaders have a secure understanding of the strengths and areas for improvement in the school and are taking the necessary action to bring about improvement.

The school has made good progress since the last inspection and is well placed to continue to improve in the future.

Grade 2

What the school should do to improve further

- Make better use of the information gathered from assessing pupils' work to identify relative weaknesses and then take the action needed to improve it
- Improve the way the youngest children are taught to write, by giving them more opportunities to write for themselves
- Improve the ways in which the governors measure how well the school is doing by having a greater focus on the academic standards

Leadership and management (Governance)

The governors know the school well. They are informed about the overall standards achieved in the school. However, the present systems for checking that improvements to the school result in higher academic standards are not rigorous enough.

Priory Primary School – 10th and 11th January 2006

Overall effectiveness of the school

Priory Primary School provides a satisfactory education for its pupils. The school's evaluation of its effectiveness matches this assessment.

The background of pupils in school has changed significantly over the past few years and there are now far many more pupils with learning difficulties and disabilities, and others who take considerable time to settle to learning because of the pressures they face at home. Many of the pupils with the most difficulties are in Years 1 and 2. Pupils in these two years make satisfactory progress, but the standards they reach are low because they have so much ground to make up. Progress is good in the Foundation Stage and standards in junior classes have been improved well since the previous inspection, although they are still below average. The overall progress made by pupils is satisfactory and is improving throughout the school.

The school has an accurate understanding of how well it is performing. Senior staff track pupils' progress satisfactorily. However, this process is not yet finely enough focused to ensure that pupils always have work that is fully matched to their needs, especially the more able. The headteacher and deputy headteacher

give a very clear lead to the school and staff and the governors are committed to improvement. The school is improving steadily and has the capacity to continue doing so. It gives satisfactory value for money. Pupils have good attitudes and are generally well behaved. The school is a settled and harmonious community. The quality of teaching is satisfactory and is good in some parts of the school, but weaknesses remain Years 1 to 4. Some lessons lack sufficient pace and expectations could be higher. Support given to pupils with different forms of learning difficulties is effective in helping them to work productively. This ensures that the school is an inclusive community.

Children receive a good education in their early years in school and succeed well. During their two years in the Foundation Stage they move ahead well from a very limited starting level, especially in their personal, social and emotional development and speech.

Parents hold positive views of the school and are growing in confidence to support their children in their learning. A few do not support the school's good efforts to improve attendance, and so absence rates and lateness are greater than in most other schools.

Grade 3

What the school should do to improve further

- Improve planning to ensure that all pupils, especially the more able, are set work and targets that are sufficiently challenging
- Improve the quality of teaching and the rate at which pupils learn by making lessons brisker, especially in Years 1 to 4
- Further develop the partnership with parents to improve attendance

Leadership and management (Governance)

The headteacher and deputy headteacher have led school improvement effectively, and other staff and governors now have a more central and satisfactory role in raising standards.

Governors know the school's strengths and areas for development. They keep a careful watch on its work and make sure that money is used efficiently.

Maidensbridge Primary School – 17th and 18th January 2006

Overall effectiveness of the school

Maidensbridge is an effective school with some outstanding features, giving good value for money. It judges its own effectiveness generally in line with inspection findings but, in some respects, too modestly. Pupils achieve well overall and, by the end of Year 6, standards are above average. Children make good progress in the Reception class and have reached standards higher than expected by the time they join Year 1. The quality of teaching is good and sometimes outstanding, and pupils enjoy interesting and stimulating learning activities in most lessons. The school values all pupils for what they can offer and all have full access to a good curriculum. Pupils' behaviour is outstanding, not least because they thoroughly enjoy their learning. The school cares well for its pupils in a calm, safe and purposeful environment, and they and their parents are rightly proud of their school.

Leadership and management are good overall. The headteacher is providing outstanding leadership and is well supported by his colleagues and governors in realising his vision for the school. The school has made significant progress under his leadership and has a very good capacity to improve further. Staff recognise that the school needs to give pupils a clearer understanding of life in a multicultural society and that the school needs to use its grounds more effectively to support learning.

Grade 2

What the school should do to improve further

- Give pupils more opportunities, directly and indirectly, to understand and appreciate other cultures so that they are able to take their place in a multicultural society
- Develop the school's grounds, which have considerable potential, so that they are more effective in promoting pupils' learning

Leadership and Management (Governance)

Governors are supportive. They have a secure understanding of the school's strengths and needs, keep a close track of the use of resources and ensure that finances are well managed. They appreciate that the community sees the school as a valuable asset. They recognise that this is a good school within reach of becoming outstanding.

Hob Green Primary School – 18th and 19th January 2006

Overall effectiveness of the school

Hob Green Primary School provides a satisfactory education. The school has a number of strengths as well as areas to improve. It places a high priority on developing children's personal, social and emotional skills. As soon as they start in Nursery, children are welcomed into an inclusive atmosphere and are well cared for by a committed team of staff and they make good progress in the Foundation Stage. Children's personal development and well-being are a strength of the school.

Standards by the end of Year 6 are broadly average and overall, children make satisfactory progress as they move through the school. However, children could do better in reading and mathematics in Years 1 and 2. Teaching and learning are satisfactory overall with pockets of good and outstanding teaching in some areas. The school has a wealth of assessment information but this is not used sufficiently well to track children's progress. The curriculum is sound with a range of enrichment activities, which add enjoyment to the children's learning.

The quality of leadership and management are satisfactory. The leadership is committed to the school's development. It is aware that systems for monitoring the school's performance need tightening and self-evaluation improved because the school has a more positive view of itself than the inspection reveals.

Governors are supportive but do not hold the school sufficiently to account. The school gives satisfactory value for money. Recent significant improvements in English and mathematics at the end of Year 6 demonstrate the school's capacity to improve.

Grade 3

What the school should do to improve further

- Raise standards in reading and mathematics in Years 1 and 2 by ensuring that expectations are high enough for all children
- Improve the quality and consistency of teaching by sharing effective practice; moving more of the satisfactory lessons to good ones
- Sharpen the school's improvement planning to ensure that standards in Years 1 and 2 improve rapidly enough and ensure that governors take more accountability for improvement
- Improve monitoring and evaluation, and ensure all staff use assessment information more effectively to keep a closer track of children's progress

Leadership and Management (Governance)

The governors are supportive and have a sound understanding of the strengths and weaknesses of the school. However, they do not make sufficient demand for swift improvement.

5. Secondary Schools Inspected

The Earls High School – 3rd and 4th November 2005

Overall effectiveness of the school

Earls High School judges itself to be good with some outstanding features, and the inspectors agree. The school provides good value for money. Pupils maintain high standards, achieve well and make good progress because the teaching is good and the school is well led and managed. Pupils are encouraged to participate fully in the life of the school. They fully embrace the spirit of a Specialist Arts College not only through the Performing Arts, but throughout the curriculum.

Pupils' personal development is good and reflects the exemplary standard of care provided by the staff. The school puts its vision for creativity through the Specialist Arts Status into practice, resulting in a community where there is real enjoyment and pleasure in learning in a friendly, caring and supportive atmosphere in which each individual is valued. Pupils' spiritual, moral, social and cultural development is good. Staff know their pupils very well, but systems to keep track of the pupils' academic progress and inform them of how well they are doing require further development.

Supportive and knowledgeable governors, dedicated and hardworking staff, and an astute headteacher all fulfil their various roles of responsibility well. The high quality collaborative leadership team is effective and its self-reflective approach feeds well into policy decisions. There is a very clear understanding of the school's strengths and areas for development. Effective action is taken about improvement, and high standards have been maintained since the last inspection. The school has good capacity for further improvement.

Grade 2

What the school should do to improve further

- Measure the pupils' progress more effectively and let the pupils know how well they are doing

Leadership and Management (Governance)

Good systems are in place to involve all the school's leaders, including governors, in the planning process. There is good leadership from governors, who are fully involved in all aspects of the school's work and provide a good balance of support and challenge to the headteacher and senior staff. There is an effective committee structure, which covers all areas of the school and enables governors to discharge their responsibilities effectively. Governors and senior staff have been resourceful in securing extra funding for the school.

Cradley High School – 9th and 10th November 2005

Overall effectiveness of the school

Cradley High School judges its effectiveness to be satisfactory. Inspectors agree because it is an improving school that is coping effectively with recent staffing changes and is providing a satisfactory standard of education for its pupils. The school's main education principle 'the expectation that all pupils can and should succeed' is central to its drive to raise standards and is evident in many aspects of its work. Many pupils enter the school with low standards and often with poor literacy skills. Changes to the Key Stage 4 curriculum have helped pupils in the school gain better results, with five or more higher grade GCSEs now in line with the national average. Standards in Key Stage 3 and mathematics are improving but still low.

The school supports and cares for the pupils well and most pupils say they enjoy their time in school. However, although the school has worked hard to improve attendance rates they remain poor. Behaviour is generally satisfactory around the school and pupils enjoy a variety of sporting and revision clubs.

Recent initiatives to improve the quality of teaching and learning are starting to impact upon standards but these are not effectively monitored to ensure consistency across all parts of the school. The school has identified appropriate priorities for further development and it has the capacity to build effectively upon the satisfactory improvements since the previous inspection. The school gives satisfactory value for money.

What the school should do to improve further

- Continue to raise standards at Key Stage 3 and in mathematics by extending and consolidating the recent initiatives to improve the quality of teaching and learning.
- Continue to improve attendance by targeted support and challenge to groups of pupils with poor rates of attendance
- Make sure recent developments impact upon standards by monitoring their implementation and ensuring consistency with good practice across the school

Leadership and management (Governance)

Governance and financial management are satisfactory. The governors support the school leadership team and also ask questions to hold the school to account for the standards achieved by the pupils. They work with the senior managers to achieve satisfactory value for money.

Castle High School – 23rd and 24th November 2005

Overall effectiveness of the school

The effectiveness of the school is good and inspectors agreed with the school judgement that it gives good value for money. There is strong leadership provided by the headteacher and good teamwork across the school. There is a clear focus on improving the quality of teaching and learning and raising the achievement of learners. The significant improvements in examination results in the last two years demonstrate the impact of these features.

The majority of pupils enjoy school and feel they are in a safe, stimulating environment where they are encouraged to learn and their achievements are well celebrated. Particular strengths in the curriculum include the focus on the needs of individual learners and increasing vocational choice for older pupils. The school has made some improvements in addressing weaknesses in information and communication technology (ICT) but it has not yet made sufficient progress in this area in Years 7 to 9. The standards achieved in art and design are outstanding and the impact of the specialist status of the school is beginning to have a positive impact across the whole school. The quality of support given to pupils is good. The school has developed a strong culture of inclusion for all its pupils and those with learning difficulties and disabilities make good progress at the school.

The school has an effective system for monitoring and evaluating its work with a particular focus on teaching and learning. Teaching is good but there is scope for pupils to take more responsibility for their learning in some lessons. The school knows its strengths and what it needs to do to improve further, for example to address the less satisfactory attendance and behaviour of a minority of pupils. The inspection confirms that improvements have been made in teaching and learning and standards have risen. The school is well placed to improve further.

Grade 2

What the school should do to improve further

- Ensure that pupils in Years 7 to 9 receive their full entitlement to information technology
- Provide more opportunities for pupils to develop responsibility for their own learning and behaviour
- Continue to improve attendance

Leadership and Management (Governance)

The governing body provides a sound level of support and critical challenge for the school and ensures almost all statutory responsibilities are fulfilled.

6. Special Schools Inspected

The Old Park School– 21st and 22nd November 2005

Overall effectiveness of the school

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

Old Park is a good school and is very well placed to improve further. This is a more positive picture than the school's own evaluation. The reasons for this are linked to the very good progress made as a result of the hard work and dedication of the staff since the last monitoring visit. Whilst achievement in the last academic year was satisfactory, inspectors found considerable improvement in the progress made by pupils this term. As a direct result of high quality interventions by the senior management team, teaching has improved significantly. Trends in achievement are continuing to rise and progress in lessons is good. Pupils enjoy being school but there are still too many who do not attend regularly enough. Pupils also make good progress in their personal development and there are some outstanding examples of social relationships

between pupils. They have a very good knowledge about their own targets and are keen to find out other people's targets, including those of the inspectors.

Other improvements in provision have been well established and the curriculum provides relevant experiences for all pupils. The impact of using literacy and communication across the curriculum is good. However, the influence of numeracy, information and communication technology (ICT), and personal, social, health and citizenship education (PSHCE) is not as widespread. Care offered to pupils is well judged to help meet their needs while encouraging greater independence.

The very able headteacher and deputy have improved the school by tackling all the issues raised in the last inspection and establishing very effective coaching to help improve lessons. They have a good knowledge of strengths and areas for development across the school, although at times the information gathered could be used more efficiently. Many of the areas for further development have already been identified in the school's plans for improvement. The leadership team are very well supported by an effective team, including staff and governors, who are keen to continue the good progress made since the last inspection. The school provides good value for money.

The school consults pupils, parents and other professionals regularly. Inspectors found that the majority of parents are happy with the provision. Many are particularly pleased with the recent improvements in the school that have helped the pupils make more progress. The school is responsive to any comments made by parents and has recently made parents' evenings more focused on the targets for pupils.

Grade 2

Effectiveness and efficiency of the sixth form

Progress made by students in the sixth form is satisfactory and improving; many students make good progress. The curriculum, supported by good communication, offers opportunities for more students to increase their pace of learning. Students have a good knowledge of their targets and work hard to achieve them. The curriculum is very well developed to provide age-appropriate activities that help students prepare for their future lives effectively. There is a good range of accreditation that gives students external qualifications and they take great pride in these.

Grade 3

What the school should do to improve further

- Consolidate the increased rates of progress by continuing to raise the quality of teaching so that all teachers are able to use the strategies seen in the best lessons
- Develop the use of ICT, numeracy and PSHCE targets to inform planning in other subjects
- Continue to improve attendance for identifies individuals by analysing patterns and establishing effective intervention
- Critically review available information in order to identify and use that which is most helpful in evaluating the impact of strategies on the pupils' progress

Leadership and management (Governance)

The headteacher and her deputy have worked in a dynamic partnership over the past five terms to bring the school out of special measures. They have been helped and encouraged throughout this time by a very supportive governing body. Governors also need to refine their monitoring role, so that they can continue to challenge the school to raise its effectiveness more confidently on the basis of its own knowledge.

The Brier School – 7th December 2005

Overall effectiveness of the school

The inspection supports the school's views that The Brier School is a good school which provides good value for money. Pupils of all abilities and backgrounds achieve well. The youngest children in the reception class enjoy their school like and also achieve well. Opportunities for pupils to share their education with their peers from mainstream schools are outstanding resulting in a very high proportion of pupils working in a range of settings.

Pupils' personal development and well-being are good. They make good gains in learning about social and moral values, leading to good behaviour in and around the school, and very good attendance. The extent of their cultural and spiritual development is satisfactory and opportunities to further develop these areas are limited. Pupils work safely and have good healthy lifestyles. Their enjoyment in learning is outstanding and is a major strength of the school.

Teaching and learning are good and meet the needs and abilities of all pupils well. Good new assessment procedures have been established but these are not always used as well as they could be in all areas of the school. There is a good curriculum in place and pupils are well cared for. Their well-being is effectively

promoted by the whole school community. Links with the wider community and local schools such as 'Campus 21' are good. Pupils develop good work-related skills, particularly in Years 9-11.

The leadership and management of the school are good. The new headteacher is bringing a clear vision and perspective to the school. Leaders and managers at all levels set clear direction and promote high quality care and education. There are effective new procedures in place to enable the school to show how well it is doing. These are not yet fully used, nor have they had sufficient time to have an impact.

The school has made good progress since the last inspection and is well placed to continue to improve further.

Grade 2

What the school should do to improve further

- Implement fully the new strategies for assessing how well pupils achieve, and use these to inform future planning and learning
- Broaden and enrich opportunities for cultural awareness and spiritual diversity, in order to prepare pupils for life in the modern world
- Ensure that the new procedures for checking how well the school is doing are used consistently

Leadership and management (Governance)

The governors support the school well. They know all staff and pupils and they work hard to ensure that the provision is of good quality. They manage the budget carefully and oversee improvements, although they recognise that they could be more involved in school development planning.

7. The judgements for the 11 school inspections are: (see Appendix 1 Autumn Term outcomes, Appendix 2 Spring Term Inspection for January).

Primary Schools

8. Six primary schools were inspected. The overall effectiveness of the six schools ranged between good and inadequate (three good, two satisfactory, one inadequate). Achievement and standards judgement ranged between good and inadequate (three good, two satisfactory, one inadequate) with the average being satisfactory to good. Personal development and well-being judgement ranged between good and outstanding. Five good, one outstanding with the average

being good. Teaching and learning judgement ranged between good and inadequate with three being good, two satisfactory and one inadequate. The average being good to satisfactory.

Curriculum judgement ranged between good and satisfactory with three being good and three satisfactory. The average being good to satisfactory. Care guidance and support judgement ranged between outstanding and satisfactory, one being outstanding, four being good and one satisfactory. The average being good.

9. Leadership effectiveness in raising achievement and supporting all learners' judgement ranged between good and inadequate with three being good, two being satisfactory and one inadequate. The average being satisfactory.
10. One school was judged to require Special Measures and no schools were judged to require a Notice to Improve.
11. All schools were judged to be successfully enabling learners to enjoy, be healthy, be safe, make a positive contribution and enabling learners to gain an understanding of economic well being.

Secondary Schools

12. Three secondary schools were inspected. The overall effectiveness of the schools ranged between good and satisfactory (two good, one satisfactory). Achievement and standards judgement ranged between good and satisfactory (two good, one satisfactory). Personal development and well-being judgement ranged between good and satisfactory (one good, two satisfactory). Teaching and learning judgement ranged between good and satisfactory (two good, one satisfactory). Curriculum judgement ranged between outstanding and satisfactory (one outstanding, two satisfactory). Care guidance and support judgement was good in all three schools.
13. Leadership effectiveness in raising achievement and supporting all learners' judgements ranged between good and satisfactory (two good, one satisfactory).
14. No schools were judged to be requiring Special Measures or a Notice to Improve.
15. All schools were judged to be successfully enabling learners to enjoy, be healthy, be safe, make a positive contribution and enabling learners to gain an understanding of economic well being.

Special Schools

16. Two special schools were inspected. The overall effectiveness of both schools was judged to be good with the 14-19 element satisfactory. Achievement and standards judgement were one good and one satisfactory. Personal development and well-being was judged to be good in both schools. Teaching and learning was judged to be good in both schools with the 14-19 satisfactory. Curriculum judgement was good in one school, satisfactory in one and the 14-19 curriculum good. Care, guidance and support judgements were good in both schools.
17. Leadership effectiveness in raising achievement and supporting all learners' was judged to be good in both schools.
18. No schools were judged to be requiring Special Measures or a Notice to Improve. One of the inspections removed a school from the category of Special Measures.
19. All schools were judged to be successfully enabling learners to enjoy, be healthy, be safe, make a positive contribution and enabling learners to gain an understanding of economic well being.

Proposals

20. That the recommendations of the Cabinet, which will be reported to the Council meeting, be approved.

Finance

21. There are no direct financial implications arising from this report.

Law

22. OFSTED Inspections are subject to the regulations under the Education Act 2005.

Equality Impact

23. This report takes into account the Council's policy on Equal Opportunities and support the delivery of quality education for all groups within the Borough.

Recommendation

24. That the proposals set out above be approved.



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List of Background Papers:

Primary Schools:

Blanford Mere Primary School – 7th and 8th November 2005
Hurst Hill Primary School – 9th and 10th November 2005
Howley Grange Primary School – 23rd and 24th November 2005
Priory Primary School – 10th and 11th January 2006
Maidensbridge Primary School – 17th and 18th January 2006
Hob Green Primary School – 18th and 19th January 2006

Secondary Schools:

Earls High School – 3rd and 4th November 2005
Cradley High School – 9th and 10th November 2005
Castle High School – 23rd and 24th November 2005

Special Schools:

Old Park School – 21st and 22nd November 2005
The Brier School – 7th December 2005