

Select Committee on Children’s Services – 23 March 2011

Report of the Acting Director of Children’s Services

Report on Dudley Schools OfSTED outcomes April 2010 – March 2011

Purpose of Report

1. To present the latest analysis on the performance of Dudley schools in OfSTED inspections

Background

2. Drawing valid and robust comparisons of performance needs to be undertaken with caution. For example, the current framework has “raised the bar” (HMI quote) in expectations of school performance. This raising of the bar is most noticeable in the introduction of “limiting judgements”. Schools whose performance is graded satisfactory or inadequate for pupil achievement or safeguarding will have a reduced overall effectiveness judgement. The importance of safeguarding is such that any school judged to be inadequate for safeguarding will automatically be placed in a “Notice to Improve” or “Special Measures” category.
3. The report presented here provides the committee with the outcomes for all schools inspected in Dudley through this period. The committee is asked to note that the report does not include short thematic or subject inspections, nor the outcomes of HMI monitoring reports for those schools who have been judged to require a “Notice to Improve” or “Special Measures”.
4. Table 1, 2 and 3 analyses the inspection grades for the 20 Dudley primary schools, five secondary schools and two special schools inspected in this period. The grades are set against four of the key inspection areas that are deemed to have a significant impact on the progress of the school since the last inspection.
5. Table 4 provides the most recent OfSTED data available for all schools nationally against which Dudley’s performance can be benchmarked.

Table 1

Primary School Inspection Judgements

20 schools inspection – 5% = 1 school

Inspection Grades		Overall %	Capacity to improve %	Achievement %	Leadership and Management %
Outstanding	1	10	15	10	15
Good	2	30	40	30	45
Satisfactory	3	50	45	55	40
Inadequate	4	10	0	5	0

Table 2

Secondary School Inspection Judgements

5 schools inspected – 20% = 1 school

Inspection Grades		Overall %	Capacity to improve %	Achievement %	Leadership and Management %
Outstanding	1	20	20	20	20
Good	2	40	60	40	60
Satisfactory	3	40	20	40	20
Inadequate	4	0	0	0	0

Table 3

Special School Inspection Judgements

2 schools inspected – 50% = 1 school

Inspection Grades		Overall %	Capacity to improve %	Achievement %	Leadership and Management %
Outstanding	1	50	50	0	50
Good	2	50	50	100	50
Satisfactory	3	0	0	0	0
Inadequate	4	0	0	0	0

Table 4

Overall effectiveness of schools inspected between 1 September 2009 and 31 August 2010 (a National picture)

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

Percentages are rounded and therefore do not always add exactly to 100

- Analysis of performance provides the evidence for a key priority within the Children and Young People's Plan namely, to improve the percentage of schools attaining good or outstanding judgements in primary schools. Evidence from all the key issues of school inspections is used to inform Children's Services support activities and to target those schools in need of additional support. Highlighted below is a summary of the priorities for primary schools as reflected in the inspection reports.

- a. Leadership and Management:
 - Provide all middle managers with the opportunity to play a full role in the formal monitoring and development of their subjects. For example: developing the skills of middle leaders so that they clearly focus their monitoring on the quality of pupils' learning; thoroughly checking how well plans relating to the quality of teaching and learning are implemented; by providing teachers with effective feedback.
- b. Teaching and Learning:
 - Raise the quality of all teaching in the school to that of the very best by ensuring that all teachers use assessment information consistently to set suitably demanding work for all groups of pupils.
 - Raise attainment and improve achievement across school. In particular, accelerate pupils' progress and raise attainment in mathematics.
- c. Other key Issues:
 - Improve attendance, for example by reducing the rate of unauthorised absence.
 - Promote community cohesion by extending pupils' understanding of the United Kingdom as a diverse community.

7. Analysis of table 1 indicates that two schools were judged to require a "Notice to Improve". One school has received an HMI Monitoring Visit and judged the school to be making satisfactory progress.

8. Secondary Schools

At the time of writing this report five schools have been inspected and their reports made public. No school was judged to require either "Special Measures" nor a "Notice to Improve".

9. Special Schools and pupil Referral Units

Two special schools have been inspected in this period and received good and outstanding judgements across the key criteria referenced in table 3.

10. Dudley has the raising of attainment at all key stages as a priority within both the Children and Young People's plan and in the Directorate Strategic Plan.

Finance

11. The work supporting School OFSTED inspections is funded from within existing Directorate resources.

Law

12. The statutory provisions relating to OFSTED inspections are contained in the The Education and Inspections Act 2006.

Equality Impact

13. This report takes into account the Council's Equal Opportunities Policy.

Recommendations

14. It is recommended that the Select Committee note this report.



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List of Background Papers