

OFSTED INSPECTIONS – 12 MONTHS PROGRESS

REPORT OF THE DIRECTOR OF CHILDREN'S SERVICES

1. Why has this report come to the Committee?

- 1.1 This report invites Members to consider progress in schools with Ofsted Inspection reports carried out approximately 12 months ago.

2. Background

- 2.1 The Review Committee routinely receives all Ofsted inspection reports. This is in order to examine the quality and standards of education and social care in individual establishments.

3. Progress following Ofsted Inspections

- 3.1 The Committee receives progress reports approximately 12 months after school inspections in order to monitor progress on key issues (attached as Appendix 1). Officers from Children's Services will be available at the meeting to take questions on these progress reports.

4. Conclusion

- 4.1 The Committee is recommended to consider the progress in recently inspected establishments.

5. Background Papers

Inspection reports as listed

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Progress on Ofsted Inspections that took place in September 2007

School	Inspection Outcome	Inspection Date	Presented to Review Committee	What the school should do	Specific challenge, support and interventions	General comments
Newbottle Primary School	Good (2)	26/09/2007	November 07	<p>Raise standards further in English and mathematics & ensure good systems are in place for tracking progress and improving standards</p> <p>Extend the role of leaders at all levels so all staff contribute to the school's self-evaluation.</p>	<p>The nature of the report required no specific intervention or challenge action from the School Improvement Service outside its normal routine of School Improvement Partner (SIP) reporting</p> <p>The school has taken the following action:</p> <ul style="list-style-type: none"> • A Primary National Strategy (PNS) maths consultant supported school in lesson planning & improving teachers' subject knowledge. • Pupils were taught in smaller classes to address the high numbers of SEN in the 2008 cohort • Collaborative working is being used to increase the knowledge and skills of all staff with TLR posts. • Phase leaders are now leading ½ termly reviews of pupil progress with staff in their phase, which feed into the school's self-evaluation cycle. 	<p>In 2008 tests, the school exceeded FFT type D predictions in English and was between FFT type B and D predictions in maths.</p> <p>The school's tracking systems are now very robust and show progress of groups and individual pupils.</p>

Biddick Primary School	Good (2)	21/09/2007	November 07	<p>Narrow the gap between girls' and boys' achievements in English and mathematics for the current Y5 and Y6 in order to raise standards.</p> <p>Improve pupils' knowledge and understanding of the</p>	<p>The nature of the report required no specific intervention or challenge action from the School Improvement Service outside its normal routine of SIP reporting</p> <p>The school has taken the following action:</p> <ul style="list-style-type: none"> • Regular monitoring of pupil progress • Intervention strategies to bring identified pupils back on track are being overseen by the by leadership team and Key Stage Team • A group of girls is being given targeted support in maths. • Groups of boys are being given targeted support in writing, with specific support from Creative Partnerships. • The school's Support Officer supported SMT with monitoring and evaluating the quality of provision • Pupils in Y4,5 and 6 have been placed in ability groups to match their needs. • A new RE co-ordinator is now in post. Cultural activities and visits have been arranged. 	
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				diversity of cultures in British society.	The school is planning to make cultural diversity cross curricular.	
St. Anthony's RC School	Good (2)	18 th - 19 th September 2007	November 07	<p>Improve the focus on learning by identifying the key skills, knowledge and aspects of understanding that students should acquire in lessons.</p> <p>Coordinate the collection of assessment data for students with learning difficulties across all subjects, as an aid to them making better progress.</p>	<p>The nature of the report required no specific intervention or challenge action from the School Improvement Service outside its normal routine of SIP reporting</p> <p>The school has taken the following action:</p> <ul style="list-style-type: none"> • Learning and Teaching consultant has worked with three Action Research Projects to improve the quality of learning across the school. • The SEN monitoring team has worked closely with the SENCO to analyse the assessment data on individual students and track their progress. 	<p>Good practice has now been disseminated across the school and St Anthony's now leads Action Research Projects in the Catholic Partnership schools in the Hexham and Newcastle Diocese.</p> <p>The school now has detailed assessment data for all pupils with learning difficulties and a rigorous tracking process has been put in place.</p>