

Subject:	Moulsecoomb Primary School Update		
Date of Meeting:	11 November 2019		
Report of:	Executive Director Families Children & Learning		
Contact Officer:	Name:	Mark Storey	Tel: 01273 294271
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Ward(s) affected:	(All Wards);		

FOR GENERAL RELEASE**1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 This report aims to provide to update on academisation and provide progress of Moulsecoomb Primary since last Ofsted.

2. RECOMMENDATIONS

- 2.1 That the report is noted

3. CONTEXT/BACKGROUND INFORMATION

- 3.1 Moulsecoomb Primary School is a two-form entry primary school with 283 children currently on roll. Over 50% of children qualify for pupil premium subsidy. The proportion of pupils with Special Educational Needs or Disabilities (SEND) is also well above that seen in other schools across the country.
- 3.2 Moulsecoomb Primary School was inspected by Ofsted on 3rd and 4th of April in a section 5 inspection. Following this inspection the school's overall judgement moved from Requires Improvement to Inadequate. This overall judgement can be broken down as follows:

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Requires Improvement
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires Improvement
Outcomes for pupils	Inadequate
Early years provision	Good

The arrangements for safeguarding are effective. All safeguarding requirements are met.

- 3.3 The reasons for the inadequate judgement are outlined in the report. [Moulsecoomb Primary School Ofsted Report](#).

Schools that have been judged inadequate fall into two categories: Schools Ofsted judge as requiring significant improvement (known as serious weaknesses) and schools Ofsted judge as requiring special measures.

Moulsecoomb has been judged to have serious weaknesses. This is the better of the two categories as it means that Ofsted consider leaders, managers and governors are demonstrating the capacity to improve the school.

- 3.4 The school was recognised by the LA to be “in need of intervention to provide support and challenge” prior to inspection. This was particularly due to its low 2018 KS2 outcomes. A School Improvement Board has been in place that provided challenge combined with significant additional support. This support has included monitoring and support from a school partnership adviser; the school being involved in a major Mathematics initiative; support from the Brighton and Hove Education Partnership and a National Leader of Governance. The school was, and still is, on a positive improvement journey under effective leadership. Evidence of this now includes improving data (2019) in: Early Years; KS1; attendance. It also includes evidence of good care and support for children with SEND or those with vulnerabilities such as being on a child protection plan or in care.

School Improvement Progress since last inspection

- 3.5 Since last inspection EY, Phonics, KS1 and KS2 for the results have been published and show a marked increase and are as follows:

At KS2 (age 11)

65 % (provisional) of children nationally got age related expectation in reading writing and maths in 2018.

At Moulsecoomb this was:

In 2019: 41% (34)
In 2018: 13% (38)
In 2017: 36% (36)
In 2016: 20% (41)

At KS1 (age 7)

65% (provisional) of children got age related expectation in reading writing and maths nationally in 2019

At Moulsecoomb this was:

In 2019: 56% (32)
In 2018: 49% (39)
In 2017: 20% (40)
In 2016: 29% (31)

In Early Years (age 5)

Emerging National from NCER 2019 is 71.7% of children achieved a Good Level of Development nationally

At Moulsecoomb this was:

In 2019: 62% (37)
In 2018: 61% (33)

In 2017: 63% (38)

In 2016: 52% (44)

Year 1 Phonics 2019

Emerging National from NCER 2019 is 82% working at the level of the check

At Moulsecomb this was:

In 2019: 84%

In 2018: 77%

In 2017: 76%

- 3.6 The school is now being supported by two headteachers (one is a National Leader of Education). A school partnership adviser (ex Head) and two teaching and learning consultants have been seconded for 4 days per week between them.
- 3.7 There have been various staff changes including 2 new teachers in KS2.
- 3.8 Current reports are that there has been improved observation of teaching and learning at KS2 and improved behaviour for learning. Although the school self-evaluates overall as Requires Improvement it is felt there is still further work to do to ensure absolute consistency of good teaching and learning across the school.
- 3.9 There has been no inspection at the school or monitoring visit.

UPDATE ON ACADEMISATION

- 3.10 An academy chain has now been identified. They are called New Horizons Academy Trust and consist of one school based in Lancing. The chain will now work with the Regional Schools Commissioner and the Local Authority so that Moulsecomb Primary School becomes an academy.
- 3.11 The Regional School Commissioner (RSC) has a legal duty to make an academy order for any maintained school that has been judged inadequate, to enable it to become an academy. This academy order has been made. The Regional Schools Commissioner, acts on behalf of the Secretary of State, takes responsibility for ensuring that conversion to academy happens. The RSC choose academy sponsors and make arrangements with those sponsors so that academisation can take place.
- 3.12 A decision on the academy sponsor was made at the RSC's Headteacher Board on October 17th. The LA was informed of the sponsor shortly after that meeting. When a primary or secondary school converts to an academy it receives its funding directly from central government, rather than through a local authority. The school is overseen by an academy trusts and not the LA and may be part of an academy chain.
- 3.13 The LA are under a legal duty to cooperate with the RSC. The LA also has a duty to complete a statement of action which outlines the support that the school will receive. This was submitted to Ofsted on 6/6/19 and signed off as fit for

purpose by Ofsted's Quality Assurance. The support is an enhancement to what has already been put into place. It includes additional LA monitoring; additional resource; additional support from the Brighton and Hove Education Partnership. The focus is mainly on teaching and learning at KS2 however has also linked to all areas identified for improvement by Ofsted.

- 3.14 Ofsted have a role to monitor the school to check the school are making progress to be able to remove the Inadequate judgement. A monitoring visit is expected. A full section 5 inspection where grades can be changed will take place within 30 months. Academisation of the school would mean the Ofsted monitoring stops and full inspection does not take place.

BALLOT OF PARENT VIEWS

- 3.15 On 7/10/2019 a ballot of parents took place. 142 ballots were counted (61% turnout). Of these 137 said 'No' when asked should the school become an academy. 96.5% of ballots said that the school should not become an academy.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 None identified

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 Detailed within the report.

6. CONCLUSION

- 6.1 The report is for information purposes.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications

- 7.1 The Local Authority is supporting the school improvement progress, and this is being funded by existing Children's Services Education & Skills budgets. Further resources (by way of staff time) will be provided by the Brighton and Hove Education Partnership.

Finance Officer Consulted: Andy Moore

Date 09/10/19

Legal Implications

- 7.2 Following the recent Ofsted inspection the school has been issued with an Academy Order under section 4 of the Academies Act 2010 by the Regional School Commissioner (RSC), on behalf of the Secretary of State. There is no legal requirement for a consultation to be carried out by the governing body or by the academy trust on whether the conversion should take place. The Order will not take effect until the date of conversion. Under section 5B of the Academies Act 2010, the governing body of the school and the local authority are under a legal duty to take all reasonable steps to facilitate the conversion of the school into an academy by a date to be

determined by the Regional Schools Commissioner. This will include agreeing property and asset transfer arrangements to the Academy Trust. It will also be necessary to complete the TUPE process including informal and formal consultation with staff and union representatives in a timely manner. During the interim period between a maintained school receiving an academy order and the school re-opening as an academy the local authority retains the responsibility for the school's performance, including provision for school improvement. The RSC has the power to revoke the order only in exceptional circumstances.

Lawyer Consulted: Serena Kynaston

Date: 29.10.2019

SUPPORTING DOCUMENTATION

Appendices:

1. None

Background Documents

1. None

