

# CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY COMMITTEE

## Agenda Item 61

Brighton & Hove City Council

**Subject:** Summary of Ofsted Reports  
**Date of Meeting:** 25<sup>th</sup> March 2009  
**Report of:** Director of Children's Services  
**Contact Officer:** Name: Hilary Ferries, Acting Senior Primary Adviser and Linda Ellis, Senior Secondary Adviser  
Tel: 29-3738  
29-3686  
E-mail: [Hilary.ferries@brighton-hove.gov.uk](mailto:Hilary.ferries@brighton-hove.gov.uk)  
[Linda.ellis@brighton-hove.gov.uk](mailto:Linda.ellis@brighton-hove.gov.uk)  
**Wards Affected:** All

### FOR GENERAL RELEASE

#### 1. SUMMARY AND POLICY CONTEXT:

- 1.1 To consider the report on the outcome of the Ofsted inspections at the beginning of Autumn term 2008 and Spring Term 2009.
- 1.2 CYPOSC receives the Summary of Ofsted Reports 6 monthly.

#### 2. RECOMMENDATIONS:

- 2.1 The Committee to consider the report and decide what action, if any they wish to take on a specific issue.

#### 3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 The former Education Overview and Scrutiny Panel agreed (June 2000) that they would receive copies of all Ofsted and denominational reports that had taken place in the preceding period.
- 3.2 In September 2005 a new framework for the inspection of schools was brought into force. This framework reflects the requirement in the Children Act 2004 for Ofsted to develop a framework for the integrated inspection of children's services. This means that schools with childcare provision on site which is overseen by the schools governors' will have both the childcare and educational provision inspected at the same time.

3.3 All schools and early years settings are inspected at least once every three years, usually giving about two days' notice. However, if Her Majesty's Chief Inspector (HMCI) is concerned about the safety or well-being of pupils in a school, HMCI will exercise the right to inspect a school without notice.

- Schools are required to notify parents of the inspection, and to include details of how they can pass their views to inspectors. Parents can ask to speak to inspectors during the inspection and these requests will be accommodated as far as practical.
- The inspections last no longer than two days, and the team consists of from one to five inspectors depending on the size of the school. They look at the school's self-evaluation, consider the school's performance results, and examine the previous inspection report to prepare before the visit. The self-evaluation form is used as the basis for discussion between the lead inspector, the senior team of the school and, where possible, the governors.
- Once they are in the school, the inspectors sit in on lessons and examine the way lessons are planned, among other things. At the end of the inspection they report the school's overall effectiveness, taking into account the **outcomes**;
  - progress pupils make whilst they are in the school
  - attainment of pupils (usually decided by tests or exams)
  - personal development of the pupils

and the quality of **provision**:

- teaching and learning
- delivery of the curriculum and other activities
- care, guidance, and support given
- leadership and management
- the extent to which it enables learners to be healthy
- the extent to which it ensures that learners stay safe
- how well learners enjoy their education
- the extent to which learners make a positive contribution to the school
- how well learners develop workplace and other skills that will contribute to their future economic well-being

These inspections will also evaluate the 'Every Child Matters' five outcomes for children:

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Well-Being

- Each aspect above is judged on a four point scale. Outstanding (well above average or much better than usually seen); Good (above average and better than usually seen); satisfactory or adequate (average); Unsatisfactory or inadequate.
- Under the new framework, the reporting process also includes a letter to pupils at the school which gives them information about the results of the inspection.

3.4 If several aspects of the school are inadequate, the inspectors can say that the school requires some intervention from the Local Authority. There are two categories of schools causing concern, those deemed to require special measures and those requiring a notice to improve.

3.5 In its January Ofsted inspection Portslade Community College was given a 'notice to improve'. Following support from the advisory service as it has been identified as causing concern over the last few years. A Statement of Action detailing support from the Local Authority, and actions the school will take has been submitted to Ofsted and the school will be visited after 6 months to check that it is making appropriate progress. If it does not show improvement then it will be deemed to require special measures.

3.6 Hamilton School for the Deaf, Hertford Infants, Patcham Infants, Patcham Juniors, Royal Spa Nursery and St Martins Primary inspections took place in the Autumn term 2008. Carden Primary, Portslade Community College and West Hove Junior inspections took place in the Spring term 2009. The reports for these schools are attached.

3.7 We are also for sending you summaries of Ofsted Inspection reports for Early Years Provision. The judgements in these reports are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for the Under 8's Day Care and Childminding and the Curriculum Guidance for the Foundation Stage.

3.8 Kingfisher Christian Playgroup, Nurserytyme – The Secret Garden, Robins Nursery School and The Wishing Tree Children's Nursery inspections took place in the Autumn term 2008. The reports for these early years settings are attached.

## **4. CONSULTATION**

### **4.1 Hertford Infant and Nursery School**

Hertford Road, Brighton, BN1 7GF

Geographical Area: Central

Number of Pupils: 190

The inspection took place on 1-2 October 2008 and was carried out by two Additional Inspectors.

The overall judgement was the Hertford Infant and Nursery School is a good school. The headteacher's strong leadership qualities and the supportive teamwork of the staff have raised the school's reputation locally over the last few years and it is enjoying a resurgence of popularity. Provision in the EYFS is outstanding and the children make exceptional progress. The Curriculum and Care, Guidance and Support are also outstanding.

Positive aspects identified:

- Priorities for improvement are clear and based very well on identified weaknesses
- Teaching is good overall and outstanding in the EYFS
- Pupils achieve well because of their very positive attitude to learning
- Pupils with learning difficulties make exceptional progress
- All areas of the curriculum have an appropriate balance between those chosen by children and those directed by the teacher
- Pupils have an outstanding enjoyment of school and relish opportunities to take responsibility
- Behaviour is always good
- Curriculum planning links first-hand practical or investigative work to the development of pupils' personal and academic skills
- There are extremely strong support systems to ensure pupils progress well both academically and personally
- The highly experienced headteacher provides a clear direction to all the school's work
- Good leadership is ensuring challenging targets are met

What the school should do to improve further:

- Use the good assessment information more effectively to provide the highest level of challenge for all pupils in Years 1 and 2
- Build on the work done to make parents aware of the importance of attending school so that pupils' rates of attendance at least consistently reach the national average.

#### **4.2 Patcham Infant School**

Highview Avenue South, Brighton, BN1 8WW

Geographical Area: East

Number of Pupils: 319

The inspection took place on 10 December 2008 and was carried by one of Her Majesty's Inspectors and an Additional Inspector.

The overall judgement was that Patcham Infant is an outstanding school. The school achieved the category of outstanding in all aspects of the inspection. As a result of the excellent quality of education and care provided, all the children develop a great enjoyment of learning and they become well-balanced young people. The Early Years Foundation Stage (EYFS) is highly effective and excellent progress is sustained throughout the school.

Positive aspects identified:

- The very positive picture from the last inspection has been sustained and built upon
- The EYFS is well led and it meets the needs of all the children
- In EYFS there is a good balance between both adult and child initiated activity and indoor and outdoor activities
- Learning activities are very well planned
- Progress is monitored very closely and appropriate support provided promptly
- All the teachers are highly skilled at engaging the children in learning
- The children understand the purpose of what they are asked to do
- Leadership and management is highly effective
- Excellent professional development is at the heart of the school's success

What the school should do to improve further:

- Ensure the work to develop pupils' creativity in years 1 and 2 is clearly defined and structured, so that it can be promoted effectively and the impact on pupils' work can be monitored

#### **4.3 Patcham Junior School**

Ladies Mile Road, Brighton, BN1 8TA

Geographical Area: Central

Number of Pupils: 381

The inspection took place on the 1-2 October and was carried out by one of her Majesty's Inspectors and two Additional Inspectors.

The overall judgement was that Patcham Junior School is a good school with several outstanding areas of work, most notably supporting the pupil's personal development through the high quality of care provided.

The leaders and managers have made a good impact since the last inspection and there is good capacity for further improvement. The

monitoring of progress is good overall and the outstanding curriculum is a major factor in pupil's enjoyment of their time at the school and in their personal development.

Positive aspects identified:

- The headteacher provides a clear direction but encourages others to contribute their ideas
- The standards reached by the time the pupils leave have risen and are above average
- Teachers and learning support assistants have high expectations of the pupils
- Parents and carers are highly appreciative of the school's work
- Teaching is good with examples of outstanding practice
- The enrichment of the curriculum through clubs and activities is excellent
- Pupils' attitudes and behaviour are outstanding
- Excellent spiritual growth is evident in their thoughtful reflection in assemblies and in discussions of complex issues
- The school has worked hard to give pupils opportunities for creative development and has taken a lead role in the local authority
- The pupils are challenged very well to innovate, to work in teams and to solve problems
- Current priorities for improvement are well linked to areas of need

What the school should do to improve:

- Ensure lessons consistently include activities which challenge all pupils and support them in taking more responsibility for improving their work
- Ensure the monitoring of teaching and learning by all leaders focuses more sharply on outcomes for pupils

#### **4.4 West Hove Junior School**

Portland Road, Hove BN3 5JA

Geographical Area: West

Number of Pupils: 490

The inspection took place on the 28-29 January 2009 and was carried out by two of her Majesty's Inspectors and one Additional Inspector.

The overall judgement was that West Hove Junior School is a satisfactory and improving school, where pupils' personal development is now a particular strength. Much significant improvement has been achieved since the arrival of the new Headteacher a year ago. The

'root causes' for standards not being as high as they should be were identified quickly and appropriate action has been taken.

Positive aspects identified:

- A more ambitious vision for the future has been developed which sets challenging goals for pupils' academic and personal development
- The Headteacher has provided good leadership in raising expectations of staff and pupils alike
- Using her wide experience of leadership, the headteacher has worked well with the governors to put together an effective senior leadership team
- Lessons have improved and as a result, standards achieved have begun to rise and pupils are making satisfactory progress
- Pupils are polite and welcoming and attitudes to learning are positive
- Planning has improved so that lessons now provide activities which match pupils' differing needs and sustain their concentration
- Pupils are responding well to the new curriculum
- Extra-curricular provision is good
- Professional development is being well used to improve teaching and the school is gaining considerable expertise from working with the Headteacher and from external sources of training

What the school should do to improve:

- Improve the proportion of teaching which is good or better by ensuring work is always exciting and matched to pupils' needs
- Improve the pupils more thoroughly in deciding how to improve their work so they become more independent as learners
- Ensure all those with leadership responsibilities, including governors, actively monitor the quality of provision and use the outcomes to bring about improvement

#### **4.5 Carden Primary School**

County Oak Avenue, Brighton, BN1 8LU

Geographical Area: Central

Number of Pupils: 420

The Section 5 Inspection took place on 14-15 January 2009 and it was carried out by three Additional Inspectors

The overall judgement was that Carden Primary School is satisfactory with a number of good features. There has been 'remarkable improvements in pupils' behaviour and attitudes' which has had a positive effect on the raising of achievement and standards. Personal development and well-being; care, guidance and support and; spiritual, moral, social and cultural development were all judged to be good. Pupils' achievement and progress is satisfactory.

Positive aspects identified:

- Improvements in behaviour, attendance and mathematics indicate capacity for further improvement
- Strong progress with writing in Years 3 to 6
- Year 6 are on track to achieve their challenging pupil progress targets
- Good induction in the Early Years Foundation Stage (EYFS)
- Good range of enrichment activities
- The majority of teaching was at least good
- Teaching is energetic and well-paced so that children are fully attentive and engaged
- The Leadership Team has a clear direction for school improvement
- Strong teamwork is a feature of the school
- School self-evaluation processes are effective
- The school makes good use of strong support from the CYPT

What the school should do to improve further:

- Raise standards in the core subjects, especially in writing, by setting more challenging work in lessons for the more able
- Help all pupils to know how well they are doing and how to improve their work by ensuring consistency in teachers' marking and by setting individual learning targets
- Develop the monitoring and strategic role of governors in helping the school to raise standards

#### **4.6 St Martin's C of E Primary School**

Hartington Road, Brighton, BN2 3LJ

Geographical Area: Central

Number of Pupils: 174

The inspection took place on 12-23 November 2008 and was carried out by two Additional Inspectors.

The overall judgement was that St Martin's C o E Primary School is satisfactory with a number of strengths. Considerable changes and



uncertainties within the leadership team have understandably interrupted the school's development. Personal development and well-being was judged to be good. Pupils' achievement and progress are satisfactory.

Positive aspects identified:

- The new and very experienced acting headteacher and the new deputy headteacher have re-established a sense of clarity of direction
- The school is already improving and is securely placed to improve further
- Standards are improving after a previous decline
- The pupils respond very positively to practical activities and enriching events
- The children in the Early Years Foundation Stage (EYFS) are well cared for
- The children make good progress in personal and social skills and physical development
- Spiritual, moral, social and cultural development is good
- There are examples of good teaching and learning
- The curriculum is broad with planning covering the required range of subjects and there are good enrichment activities
- The care and support for all pupils is good and is frequently exemplary for specific pupils who experience particular problems and those who are more vulnerable
- The governors fulfil their roles well and they have worked with commitment and determination to maintain stability

What the school should do to improve further:

- Improve teaching by ensuring teachers demonstrate consistently high expectations of pupils and match work carefully to the needs of different pupils in order to accelerate progress, especially in writing and mathematics
- Clarify and develop the roles of the extended leadership team with training to enable leaders to carry out rigorous and systematic checks on the school's performance
- Make better use of the improved assessment information when guiding pupils about their next steps in learning and when arranging or reviewing additional support for specific groups of pupils

- Strengthen the curriculum by making more links between subjects, increasing the opportunities for investigative and collaborative work and adapting it to reflect the needs of the more able

#### **4.7 Royal Spa Nursery School**

Park Hill, Brighton, BN2 0BT

Geographical Area: East

Number of Pupils: 63

The Inspection took place on 1<sup>st</sup> October 2008 and was carried out under section 5 of the Education Act 2005.

The overall judgement was that Royal Spa Nursery School is an outstanding school.

Positive aspects identified:

- Highly skilled teachers and nursery nurses have an excellent understanding of how young children learn
- Excellent strategies have been put in place to further encourage children's acquisition of early reading and writing skills
- Staff and governors pay excellent attention to children's welfare and the nursery is a safe and happy place
- The inclusion of children who have special learning, behavioural, language or cultural needs is excellent
- Outstanding leadership provided by the headteacher

What the school should do to improve further:

- Build on and extend the contribution made by staff and governors to determine the future direction of the school

#### **4.8 Portslade Community College**

Chalky Road, Portslade, Brighton, BN41 2WS

Geographical Area: West

Number of Pupils: 978

Portslade Community College was inspected 21<sup>st</sup> and 22<sup>nd</sup> January 2009. The school has been given a notice to improve as the school's overall effectiveness is judged inadequate. The inspector's opinion is that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. Significant improvement is required in the achievement and standards of students in Years 7 to 11, in the quality of teaching and learning, and the use of assessment information.

Leadership and management are satisfactory and improving. The new executive headteacher is building a strong team and has a realistic view of the college's strengths and weaknesses.

Standards across the range of subjects, and the proportion of students gaining five or more A\* to C grades including English and mathematics, remain well below average.

Students' personal development and well being are satisfactory and most pupils behave appropriately in lessons. Attendance is satisfactory.

The quality of teaching and learning is satisfactory overall but inconsistent. The range of courses suits most pupils but there is a need to offer a greater range to meet the needs of all.

The care guidance and support provided for students are satisfactory.

**The sixth form is providing a satisfactory standard of education** with students making satisfactory progress. There is a need to provide a wider range of courses.

**The early years and foundation stage provision is outstanding** with a highly committed supervisor leading a strong team of skilled staff. Parents are delighted with the high quality of care and children thrive and develop rapidly in all areas of learning.

**The school will receive a review visit in 6-9 months. By which time it needs to show that there is improvement in:**

- the quality of teaching so that more lessons are good or better in order to accelerate students' progress in all subjects and raise standards substantially
- the use of assessment so that tasks and activities are carefully tailored to the needs of different groups; provide students with good quality guidance on how they can improve or develop their work
- the capacity of leaders at all levels so that monitoring and evaluation lead to accurate self-evaluation which results in effective actions to secure improvement
- the planned range of the curriculum so that it meets the needs and aspirations of all students

#### **4.9 Hamilton Lodge**

Walpole Road, Brighton, BN2 0LS  
Geographical Area: East

Number of Pupils: 70

Hamilton Lodge School for Deaf Children is a non-maintained special school. It provides a good quality education that is supported by outstanding residential provision. The school's outstanding promotion of equal opportunity reflects leaders' excellent approach towards establishing community cohesion.

Pupils love going to school and attend as often as they can. They behave extremely well in lessons and around the building. They are very enthusiastic learners and are taught well as staff are skilled communicators. Therefore, pupils are in a good position to benefit from the activities with which they are provided and so learning proceeds at a good rate. Pupils' delayed language and communication skills mean that standards of work are extremely low, but despite this pupils achieve well from their starting points. The curriculum is good, with a well-balanced enrichment programme. The school provides residential provision of the highest quality. It is a safe, caring and stimulating environment in which young people develop as individuals and fulfill their potential as deaf young people living within the wider community.

What the school should do to improve further

- Streamline school improvement planning by prioritising the few initiatives that will have the most impact on the school's development, and involve governors more in the process
- Implement more rigorous and consistent assessment procedures to determine pupils' attainments so that their progress can be determined more accurately
- Share National Curriculum level targets with pupils and make more frequent use of the level descriptors to show them what they need to do to make progress

#### **4.10 Nurserytyme – The Secret Garden**

49a Goldstone Villas, Hove

Geographical area: West

Number of Pupils: 61 children on roll. 39 children attend at one time.

Type of care: Childcare on non-domestic premises [privately owned playgroup]

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision.

**Overall judgement** : Satisfactory

Positive aspects identified:

- Children are safe and secure at all times and enjoy their time in the setting
- Children are keen to learn and explore the learning environment
- The positive relationships with parents and other agencies contributes to ensuring that the needs of all children are met and they get the additional support they need

What the setting should do to improve further:

- Develop observations on children's progress to ensure their next steps in their learning are identified and used in planning to promote learning
- Further encourage children to link sounds to letters in their daily activities
- Improve hygiene practices in relation to the cleanliness of the children's bathrooms and the adult toilet

#### **4.11 Robins Nursery School**

The Pavilion, 25-27 Leicester Villas, Hove

Geographical area: West

Number of Pupils : 42 aged 2-5 years (a maximum of 24 children may attend at any one time)

Type of care: Childcare on non-domestic premises [privately owned playgroup]

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision.

**Overall judgement was:** Outstanding

Positive aspects identified:

- Excellent ethos enables all children to achieve exceptionally well
- Excellent quality of provision is underpinned by the clear vision of the manager and the drive for continuous improvement which is shared by all staff
- Excellent systems are in place to track children's progress
- Excellent and very effective partnership working with parents

What the setting should do to improve further:

- Review the systems for recording any child protection concerns in line with the Local Children Board local guidance and procedures

#### **4.12 The Wishing Tree Children's Nursery**

14 Carden Avenue, Brighton

Geographical area: Central

Number of Pupils: 120 - 78 attending at one time

Type of care: Childcare on non-domestic premises [privately owned playgroup]

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision.

**Overall judgement :** Outstanding

Positive aspects identified:

- A highly organised and effectively managed staff team ensures children enjoy learning and their individual welfare needs are comprehensively supported
- The planning, presentation and delivery of the early learning programme is highly effective and children make excellent progress
- The links with parents are highly organised

What the setting should do to improve further:

- Develop the range of learning opportunities for children in the outdoor environment

**4.13 Kingfisher's Christian Playgroup**

200, Nevill Avenue, Hove

Geographical area: West

Number of Pupils: 25

Type of care: Childcare on non-domestic premises [privately owned playgroup]

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision.

**Overall judgement was:** Satisfactory

Positive aspects identified:

- Children play happily whilst being cared for by a friendly, caring staff team that is well deployed
- The playgroup offers an inclusive early years provision, where each child is valued and respected
- Partnership with parents works well and information is freely exchanged
- Children benefit from the staff's sound knowledge and understanding of the Early Years Foundation Stage
- Children form trusting relationships with staff and behave well

What the setting should do to improve further:

- Plan a wider range of outdoor physical challenges using a range of equipment and resources
- Extend opportunities for children to explore, practise and build up ideas, concepts, skills and problem solve through child initiated activities
- Improve children's assessments and profiles to ensure that they show a clear picture of their development and progress, and that the learning intentions, next steps and teaching practices have been effective in supporting their needs
- Ensure rooms are maintained at a temperature which ensures the comfort of children and staff

## 5. FINANCIAL & OTHER IMPLICATIONS:

### Financial Implications:

5.1 Schools are funded via a formula and any resource implications from the Ofsted inspections would have to be met from their formula allocation.

We are working with schools in producing three year budget plans, to ensure they can live within their budget in the long term. Some of the schools will have to make difficult decisions in the short to medium term in order to achieve their educational targets as well as living within their budgets.

Support may be available from LA funds to aid the action plan of any school, however any support given will be from within existing budgets.

For those Early Years settings any implications would have to be met from their own resources, although they may well take advice from the council's Early Years team.

*Finance Officer Consulted:* Andy Moore, Schools Principal Accountant, CYPT Finance

*Date:* 26<sup>th</sup> February 2009

### Legal Implications:

5.2 There are no legal implications arising from this report.

*Lawyer Consulted:* Serena Kynasten, Lawyer, CYPT

*Date:* 9<sup>th</sup> March 2009

### Equalities Implications:

5.3 Support to ensure all schools are good will produce equality for all young people.

Sustainability Implications:

5.4 Sustaining school improvement requires continued employment of appropriate advisers to support and challenge schools.

Crime & Disorder Implications:

5.5 Effective schools engage young people in their communities and provide a moral framework.

Risk and Opportunity Management Implications:

5.6 No formal risk assessment has been made.

Corporate / Citywide Implications:

5.7 The quality of education provision is a major indicator in the overall assessment of corporate performance.



## **SUPPORTING DOCUMENTATION**

### **Appendices:**

None

### **Documents In Members' Rooms**

None

### **Background Documents**

1. *Full inspection reports available from Overview and Scrutiny Support Officers*

