

Post Ofsted Meeting for Parents



Wednesday 22nd November 2023 - 6pm - 7pm

Mr. James Broad
Executive Headteacher

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Context

- Sudbourne was last fully inspected on **10th Oct 2008** - 15 years ago!
- Judged 'Outstanding' under a *previous* Ofsted framework.
- The average amount of time that schools have gone since their last full review by Ofsted officials was 13 years.
- Ofsted recognise the flaws in this approach and have now committed to inspect all schools (no matter their current grading) within 5 years.
- Amanda Spielman said the results indicated that "removing a school from scrutiny does not make it better."



Context

- Each year, Ofsted publish the inspection framework - (i.e. the criteria that schools are inspected against).
- Although there are annual minor tweaks and updates, there have been **4 inspection frameworks** for schools since **2005**.
- The most significant change came in 2019.
- In 2006, 44% of primary schools in London were judged as 'outstanding.'
- Amanda Spielman, Ofsted's chief inspector (Nov 2021) said "the number of schools graded as 'outstanding' needs to reduce, and that 1 in 10 would be *more realistic*, down from one in five in November 2021."

Context

- Since the introduction of the new Education Inspection Framework in 2019, **2,102 primary schools** have been inspected. Of these:
 - only 33 have been judged Outstanding (2% of the total)
 - 1,657 have been judged Good (79% of the total)
 - 353 have been judged Requires Improvement (17% of the total)
 - 54 have been judged Inadequate or Special Measures (3% of the total)



Schools

Hundreds of schools in England lose outstanding status after reinspection

Only 17% of 370 top-rated schools kept their ranking after many years of exemption from oversight by education watchdog Ofsted

Context

- The national fall in outcome grades comes alongside a new criterion for inspections, introduced in September 2019 which focuses on the **curriculum** and overall “**quality of education**”.
- Ofsted’s director of education, Chris Russell, said “some newly downgraded schools may not have actually worsened, but instead that the new inspection framework has made the “outstanding” grade more “challenging.”

Area of focus

New inspection judgements



Overall effectiveness



Quality of
education



Personal
development

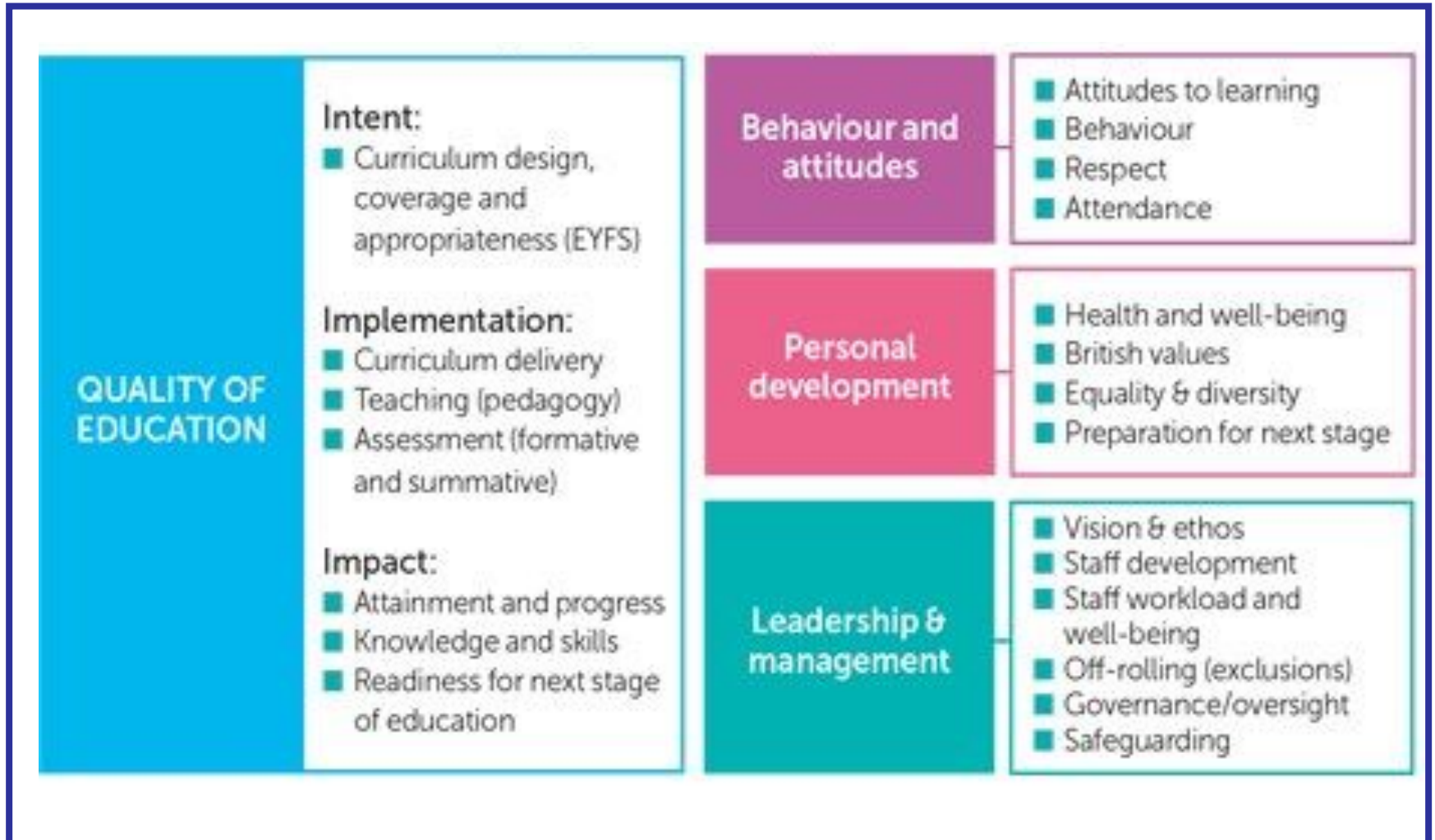


Behaviour
and attitudes



Leadership
and
management

Area of focus

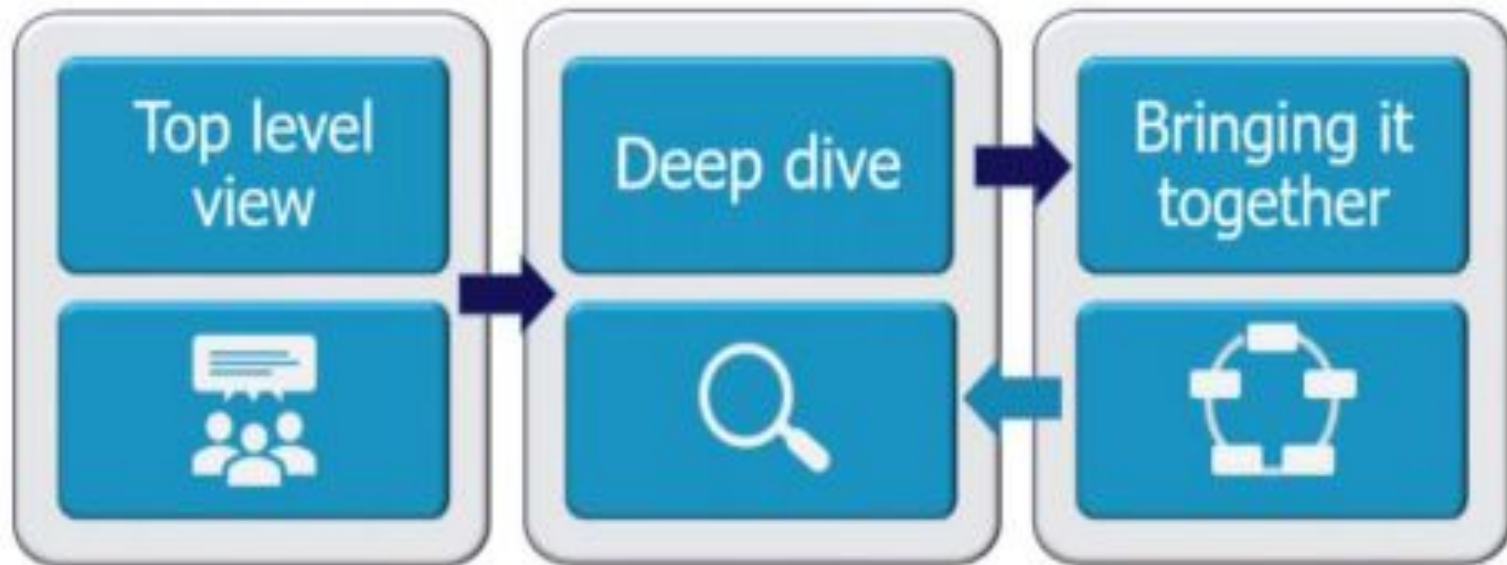


Inspection process

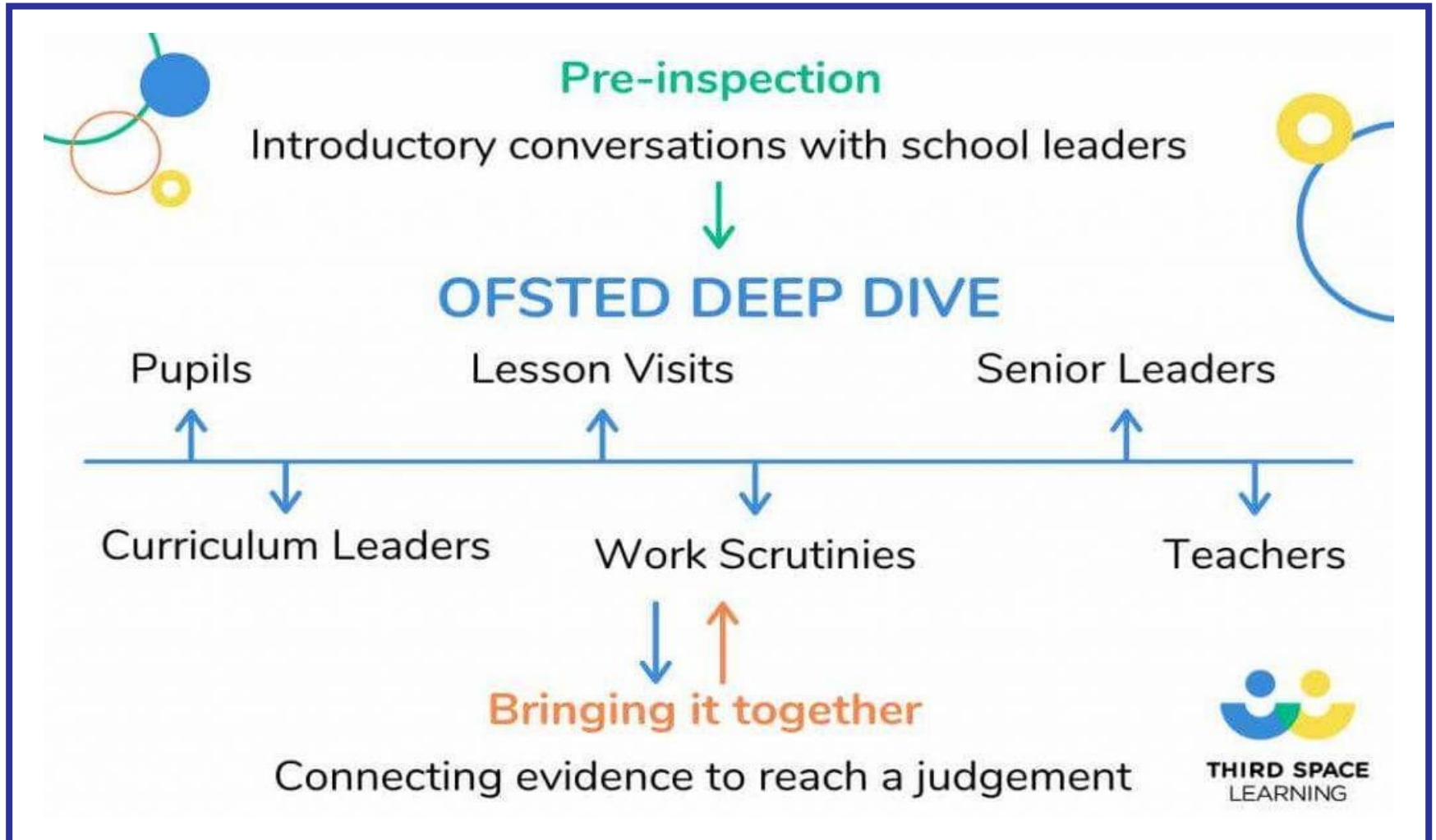
- 26th and 27th September 2023
- 3 x Ofsted inspectors – 1 HMI, 2 inspectors
- Pre-inspection phone call on 25th September

Ofsted Inspection Process

Inspection model for quality of education



Ofsted Inspection Process



Inspection process

- Our inspection process consisted of:
 - Observing lessons across the school
 - Meetings with leaders, Governors, staff, children, Lambeth SiP (School improvement Partner)
 - Reviewing children's work
 - Reviewing staff, pupil and parent surveys
 - Closer look (Ofsted deep dive) at early reading, Maths, Music, History.
 - Lighter touch look at Science, PSHE and Art.

Quality of Education

“The school has designed a broad and balanced curriculum that matches, and at times exceeds, the expectations of the national curriculum.”

“Leaders have identified the key knowledge and skills they want pupils to learn. Pupils, including those in the early years, build up their knowledge in each subject sequentially over time.”

“Teachers deliver the planned curriculum effectively. There are regular opportunities for teachers to check what pupils know and can do. This helps teachers identify any misconceptions that pupils may have.”

“Leaders prioritise reading across the school. There is a clear curriculum in place for early reading and regular training for all staff who deliver it.”

Quality of Education

“Pupils with special educational needs and/or disabilities (SEND) are fully included in all aspects of school life.”

“Leaders identify the needs of pupils with SEND carefully. They ensure that adults know how to meet pupils’ needs so that they can access the curriculum successfully.”

“Leaders work closely with parents and carers of pupils with SEND in deciding how to best support their children.”

Leadership and Management

“Leaders have the highest expectations of what pupils can achieve.”

“Leaders have a clear vision for improving the school.”

“The arrangements for safeguarding are effective.”

“The school has effective systems for ensuring that pupils attend school regularly and on time.”

“The governing body makes an important contribution to the school’s development”

“Staff are very positive about all areas of school life. Staff recognise the significant improvements over the last year.”

Behaviour and Attitudes

“The school is a calm and orderly place. Pupils behave well in lessons and around the school. The school’s new ‘behaviour blueprint’ ensures that there are clear routines for good behaviour in classrooms and around the school.”

“If pupils have any concerns, they are confident that staff will take action to deal with it.”

“Staff help pupils to manage their feelings through a range of strategies. Older pupils show high levels of respect for each other and adults. Classrooms are settled places where pupils can focus on learning.”

Personal Development

“Pupils enjoy attending this warm and friendly school. Adults are kind and caring. They know the pupils well and help them to feel happy and safe.”

“The school encourages pupils to be active and responsible citizens.”

“Pupils learn about different cultures and beliefs. Pupils learn about different cultures and beliefs, and they visit local places of worship.”

“Staff promote pupils’ positive mental health and well-being.”

“Leaders emphasise the importance of mutual respect and acceptance through the curriculum and special events. There are many opportunities to celebrate the school’s diversity.”

Early Years Provision

“Children in Nursery and Reception play and learn happily together. They learn to take turns and share.”

“In the early years, adults use songs and stories to develop children’s language and communication skills.”

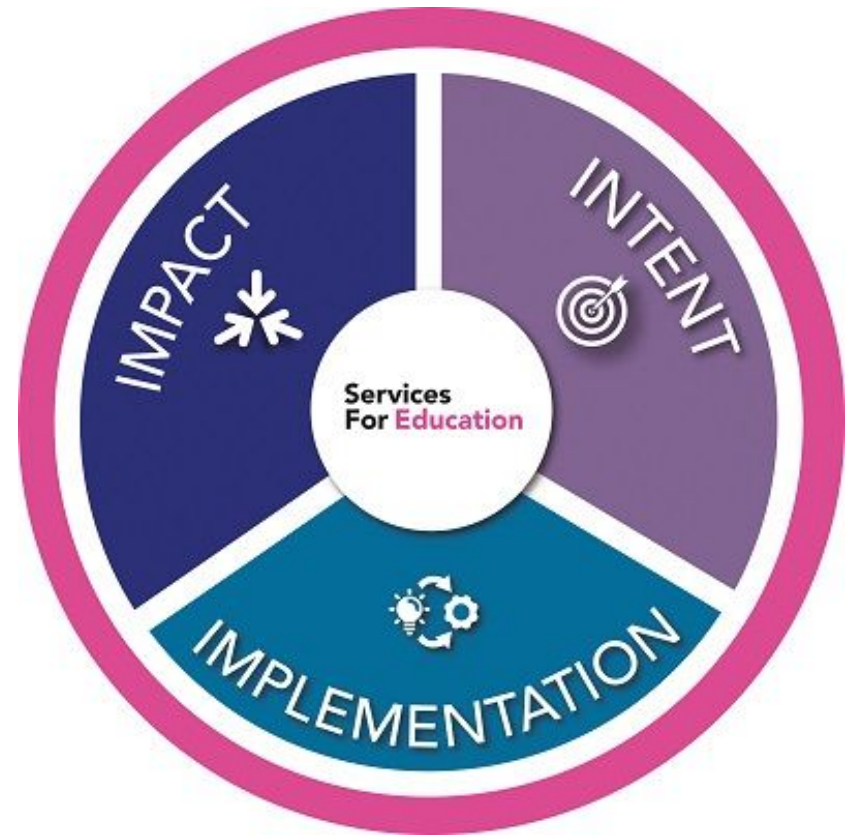
“They model the use of new vocabulary and encourage children to talk about what they are learning.”

What does the school need to do to improve?

“The school’s curriculum is ambitious . However, in some subjects it is still very new . This means that pupils have not yet built up deep subject specific knowledge over time.”

Our action plan for area(s) of development

- Continue to support our staff through a well planned programme of CPD (Continual Professional Development) to implement our new curriculum.
- Rigorous assessment of pupil outcomes using combination of NTS assessments (core subjects) and softer, post unit low stake quizzes (foundation subjects).



Our own reflections

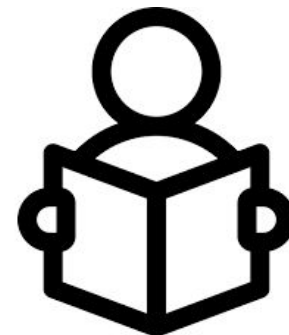
- Fair and rigorous process.
- Inspectors understood the schools context.
- Essentially...“keep doing what you are doing and give it more time.”
- The inspection confirmed school leaders have a very secure understanding of what is needed at Sudbourne.



Other actions from our own
identified area(s) of development



Quality of Education



Behaviour and attitudes

Attendance Matters



Every Day Counts....



Arbor

Expectations



Be Ready



Be Respectful



Be Safe

Personal Development

After School Clubs

Cultural Capital



Windmill



Brockwell



Electric



Ritzy

Leadership and Management



Clapham Manor
Primary School & Nursery
Growing Brighter Futures



QUESTIONS

The word "QUESTIONS" is rendered in large, bold, white 3D block letters with a slight drop shadow. It is centered and surrounded by a vibrant, multi-colored collage of question marks and geometric shapes. The shapes include circles, squares, and triangles in various colors such as blue, yellow, orange, red, green, purple, and pink. The question marks are also in various colors and sizes, some appearing to be layered behind the letters and others in the foreground. The overall composition is dynamic and visually busy, emphasizing the theme of inquiry.