



21st June 2023

CHILDREN, YOUNG PEOPLE AND EDUCATION COMMITTEE

Report Title:	SUMMARY OF OFSTED INSPECTIONS ACADEMIC YEAR 2022-2023
Report of:	DIRECTOR FOR CHILDREN, FAMILIES AND EDUCATION

REPORT SUMMARY

The Office for Standards in Education, Children Services and Skills (OFSTED) summary report 2023 gives an outline of all inspections that have taken place across for the academic year 2022-2023 and that have been published at the point of report writing. The attached summary document (appendix 1) gives a summary of the school inspected, the date, overall outcome and areas for development.

OFSTED is the regulatory body that oversees the standards across all maintained schools and academies. The remit for inspection falls under the Education 2005; The Education and inspection 2006; the Education and Skills Act 2008 and the childcare act 2006.

The OFSTED inspection is intended to provide relevant information to parents, to promote school improvement and hold schools accountable for their activity. The inspection will also consider whether the schools is meeting its statutory responsibility in relation to safeguarding - Keeping Children Safe in Education KCSIE 2022.

Schools on Wirral are supported by the local authority in preparation for inspection by the school's effectiveness team and the annual training offer linked to the Wirral School Improvement strategy 2021-2024.

This matter affects all Wards within the Borough and the actions taken link to the Wirral plan 2021-2026 – Brighter Futures

This is not a key decision.

RECOMMENDATION/S

The Children, Young People and Education Committee is recommended to:

- 1) Note the report; and
- 2) Support the Services' approach to supporting schools in readiness for inspection through the School Improvement Strategy 2021-2024.

SUPPORTING INFORMATION

1.0 REASON/S FOR RECOMMENDATION/S

- 1.1 The OFSTED summary report 2023 has been produced to summarise the inspections that have taken place on Wirral since the beginning of the academic year. To outline the areas for development Wirral schools are focused on following the inspection taking place and understand the support in place to support schools in readiness for inspection. The report will be shared annually to allow oversight of school inspections by the council committee for Children's, Education and Families

2.0 OTHER OPTIONS CONSIDERED

- 2.1 We could do nothing, but this would not allow members and Wirral residents to have the oversight of inspection outcomes in Wirral schools during the current academic year.

3.0 BACKGROUND INFORMATION

- 3.1 Wirral Local Authority has 125 state funded schools (maintained schools and academies) that are subject to inspection by OFSTED under sections 5 and 8 of the Education Act 1999. A section 5 inspection is known as a graded inspection, and this will lead to a judgement of the overall effectiveness of the school at the conclusion of the inspection. Whereas a section 8 inspection is ungraded and will only take place at a school that has been grade good or outstanding previously. The outcome of a section 8 inspection is to confirm if the school continues to be good or outstanding.
- 3.2 Of the 125 schools on Wirral, currently 107 schools - 86% are rated good or better. Wirral has no schools that have an overall effectiveness of inadequate. When compared with national figures, across England, 88.2% of schools are good or better and across the North West, 88.6% are good or better.
- 3.3 An OFSTED within a state funded school will normally last for two days for both graded and ungraded inspections, the exception being ungraded inspections of good or outstanding primary or maintained nursery schools with fewer than 150 pupils, this will normally last one day.
- 3.4 During a graded inspection, schools will be graded in 4 areas;
- The Quality of Education
 - Behaviour and Attitudes
 - Personal Development
 - Leadership and Management

Where applicable, inspectors will also make a judgement on the effectiveness of early years or sixth-form provision within a school.

Inspectors will then make a judgement on the overall effectiveness of the schools based on the outcomes of these areas.

- 3.5 The Quality of Education outcome will focus on the construction, delivery, and impact of the curriculum on pupils. Inspectors will look at how the curriculum has been planned and sequenced, with the opportunity for pupils to access the full breadth of

the national curriculum. They will consider the teachers' knowledge of a subject area and the support they receive from leaders within the school. They will look at how assessment is used to sequence and check pupils understanding. The expectation of the good curriculum offer is that all pupils achieve well and are ready for their next stage of education, employment, or training.

- 3.6 Behaviour and attitudes will focus on the conduct and behaviour of pupils around the school environment and how these expectations are applied consistently and fairly. They inspection will look at how committed pupils are to learning, how they respond to setback and take pride in their achievements. Attendance and punctuality will be analysed to see the impact this has on pupils' progress.
- 3.7 Personal Development will focus on how the curriculum extends beyond the academic, allowing pupils to explore their interests and talents. Inspectors will look at how the schools supports pupils to be resilient, confident, and how to keep physically & mentally healthy.
- 3.8 Finally, Leadership & Management will look at the clear vision and ambition leaders at all levels have for the school. The inspection will identify how this approach supports an inclusive education and training for all, driven by shared values and. The inspection will look at how leaders oversee the programmes of study for all pupils and how staff training & development is supported. The inspectors will speak with the relevant bodies responsible for governance, to make sure the relevant oversight of the school is effective. The inspection will also confirm the school is complying with its statutory duties, for example, the Equality Act, Prevent strategy and safeguarding responsibilities as outlined in KCSIE 2022.
- 3.9 The Overall Effectiveness will then be determined based on the evidence found regarding what it is like to be a pupil at this school/college. They will consider standard of education, along with the training offered is good or better. If any areas are not at least good, they will then consider if the school is requiring improvement or inadequate.
- 3.10 If a school is judged to be inadequate, the school will be placed in the following 2 categories of concern.
 - Special measures – This means the school is failing to provide pupils an acceptable standard of education and is not showing the capacity to make the improvements needed.
 - Serious weaknesses – This means that the school's performance requires significant improvement but only meet one, or neither, of the conditions for special measures.
- 3.11 For maintained schools judged to be inadequate and placed in a category of concern, they will be issues with an academy order, requiring the school to become a new sponsored academy.
- 3.12 For schools that are judged to good or outstanding, they would expect the inspection to be in 4 years' time. Schools judged not be good or better will be re-inspected within 30 months.
- 3.13 The local authority will speak with the lead inspector as part of the inspection process. The oversight the local authority holds depends on whether the school is

maintained or an academy. In relation to academies, the local authority discussion will be focused on safeguarding or escalations to the local authority. For maintained schools, the discussion will be much more in depth, with the LA having responsibility for school improvement, health & safety, finance, and where applicable governance.

- 3.14 To support all schools on Wirral, the Head of School Effectiveness has a team of three senior schools' advisors. They oversee approximately 40 schools each, they are the contact for the lead inspector to discuss individual schools. In relation to maintained schools, they will offer support in relation to school improvement, strategic priorities. Where applicable, the lead inspector can escalate any concerns to the Assistant Director: Education.
- 3.15 Following inspection outcomes, the key areas for development are collated to develop key themes for improvement across Wirral, which is then incorporated into the annual Continuing Professional Development (CPD) offer for schools and the refinement of the school improvement strategy each year.

4.0 FINANCIAL IMPLICATIONS

- 4.1 There are no financial implications arising directly from this report.

5.0 LEGAL IMPLICATIONS

- 5.1 A school judged to be inadequate and requiring special measures will be issued with an academy order by the Secretary of State for Education. The academy order will have the requirement for the school to join a Multi Academy Trust and no longer be responsible to the local authority as a maintained school.

6.0 RESOURCE IMPLICATIONS: STAFFING, ICT AND ASSETS

- 6.1 The outcomes of OFSTED inspections support the Head of School Effectiveness in the deployment of resources where necessary, where areas for development are identified. The necessary challenge to underperforming schools is coordinated in partnership by the Head of School Effectiveness and three Senior School Advisors combined with support from external School Assurance Professionals.
- 6.2 Any specific concerns raised outside of school improvement, for example Health & Safety will be raised by the Assistant Director: Education will the relevant LA officer as appropriate.

7.0 RELEVANT RISKS

- 7.1 The Corporate Risk Register has been refreshed in line with the new Wirral Plan 2021-2026 to ensure that any risks to delivery are understood and mitigating actions are put in place as appropriate.
- 7.2 The OFSTED outcomes of Wirral's schools need to be aligned to the refreshed Wirral school improvement strategy. If Wirral schools are not deemed to be offering a satisfactory education provision, this could impact on young people and this could impact on progression into further employment and training.

8.0 ENGAGEMENT/CONSULTATION

8.1 In 2023, The Challenge Partnership Board will review any work commissioned to improve standards in schools identified as underperforming. Discussion in relation to the best mechanisms for support will be discussed with the Wirral Association of Secondary Headteachers.

9.0 EQUALITY IMPLICATIONS

9.1 Wirral Council has a legal requirement to make sure its policies, and the way it carries out its work, do not discriminate against anyone. An Equality Impact Assessment is a tool to help council services identify steps they can take to ensure equality for anyone who might be affected by a particular policy, decision, or activity. An EIA will be completed in line with the refresh of the school improvement strategy.

10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS

10.1 There are no environmental or climate implications from this report.

11.0 COMMUNITY WEALTH IMPLICATIONS

11.1 It is important the OFSTED outcomes of Wirral schools are analysed to support the local authority to prioritise its resources in the relevant areas. This will support improving outcomes for young people, allowing them to be more successful and links to the Wirral Plan 2021-2026 – Bright futures for all young people.

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APPENDICES

Year to date summary of Wirral schools OFSTED inspections with outcomes and areas for development – 2022/2023

BACKGROUND PAPERS

[OFSTED Education inspection framework](#)

[Keeping Children Safe in Education 2022](#)

TERMS OF REFERENCE

This report is being considered by the Children, Young People and Education Committee in accordance with section a of its Terms of Reference:

(a) exercising management, oversight and delivery of services to children and young people in relation to their care, wellbeing, education or health, with the exception of any powers reserved to full Council.

SUBJECT HISTORY (last 3 years)

Council Meeting	Date
Children's, Families and Education committee	13th September 2021
Children's, Families and Education committee	6th December 2022