

## Schools Causing Concern: EAG October 2006

### 1) Schools identified by Ofsted

Since the last report to the Education Advisory Group a large number of Ofsted inspections have taken place and a number of schools have been placed into Ofsted categories of concern.

Schools in special measures and key areas for improvement
<p><b>Bushfield</b></p> <ul style="list-style-type: none"><li>• Raise standards in English, mathematics and science, and ensure that pupils reach their potential</li><li>• Make significant improvements to the quality of teaching and learning. Ensure that teachers have higher expectations of their pupils and provide achievable challenges to pupils of all levels of ability</li><li>• Improve the quality of leadership all levels. Ensure that information from data and monitoring is used rigorously to bring about demonstrable improvements. Ensure that self-evaluation focuses sharply on the impact of initiatives on achievement and standards</li><li>• Make rigorous use of the new systems for checking pupils' progress to set and constantly review challenging targets for pupils to meet.</li></ul>
<p><b>Orchard</b></p> <ul style="list-style-type: none"><li>• Improve the effectiveness of leadership and management so as to increase the rate of progress made by pupils in English and mathematics</li><li>• Make better use of performance data to monitor pupils' progress, set challenging targets for them and decide when to intervene to support learning</li><li>• Ensure that teaching is more closely focussed on extending the literacy and numeracy skills of all pupils.</li><li>• Devise a curriculum that meets the needs of all pupils.</li></ul>
<p><b>YPOS @ Fenny</b></p> <ul style="list-style-type: none"><li>• Clarify roles and responsibilities of leaders and managers so that staff are fully supported and developments are underpinned by a clear structure.</li><li>• Develop systems of self-evaluation and monitoring within the unit and strengthen improvement planning.</li><li>• Improve the assessment of pupils' academic progress, the system for collecting information about pupils' prior attainment from mainstream schools, the diagnosis of individual learning needs, academic target setting in individual education plans and the analysis of data.</li><li>• Clarify the role and purpose of the unit, including the placement of pupils</li></ul>

### **Schools requiring significant improvement and key areas for improvement**

#### **Base PRU**

- Clarify roles and responsibilities of leaders and managers so that staff are fully supported and developments are underpinned by a clear structure.
- Develop systems of self-evaluation and monitoring within the unit and strengthen improvement planning.
- Improve the assessment of pupils' academic progress, the system for collecting information about pupils' prior attainment from mainstream schools, the diagnosis of individual learning needs, academic target setting in individual education plans and the analysis of data.
- Clarify the role and purpose of the unit, including the placement of pupils

#### **Langland**

- Raise standards in English, mathematics and science at Year 6 by accelerating the progress that pupils make from Year 2 to Year 6.
- Check the quality of teaching more rigorously so as to raise the quality of all teaching to that of the best.

#### **Meadfurlong**

- Raise standards in English, mathematics and science so that pupils' achievements are significantly improved.
- Improve the quality of teaching so that all lessons set challenging targets for pupils' learning.
- Ensure that assessment identifies the individual learning needs of all pupils and is used to accelerate their progress.

### **Schools with serious weaknesses and key areas for improvement**

#### **St Andrew's**

- As a matter of urgency ensure that staff are trained in the issues of child protection.
- Ensure that the governing body is proactive in leading the direction of the school and in evaluating what it provides.
- Establish more rigorous systems for monitoring and evaluating provision to establish clear priorities for development.
- Implement the new assessment procedures consistently so that teachers' marking is relevant and pupils are set individual targets to help them improve.
- Seek the support of parents and carers to improve the children's attendance.

In addition, Queen Eleanor technically remains categorised as having serious weaknesses, despite having been re-inspected by HMI and found to be satisfactory.

## 2) Schools receiving intensive or additional support as a result of identified weaknesses

The schools in the table receive targeted support in different subjects or aspects, according to need. Schools classified as 'red' broadly (although not exactly) receive more support than 'blue' schools, which receive more than those classified as 'green'.

Red	Blue	Green
Bushfield Chestnuts Drayton Park Falconhurst Germander Park Knowles J Langland Meadfurlong Merebrook Middleton New Chapter Orchard Water Hall  Leon Radcliffe Sir Frank Markham	Bradwell Village Downs Barn Greenleys F Hanslope Heelands Heronsgate Lavendon Lovat/Riverside Moorland F New Bradwell Penwith Pepper Hill Queen Eleanor Simpson Southwood St Andrew's CE St Monica's RC Stanton Wellsmead J  Denbigh Lord Grey Stantonbury	Bishop Parker Brooksward Coldharbour Eaton Mill Emerson Valley Giffard Park Great Linford Greenleys J Holne Chase Long Meadow Rickley Summerfield Willen Willows  Hazeley Oakgrove Ousedale St Paul's Shenley Walton

**Greg Morris, Assistant Director (School Improvement)**  
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