

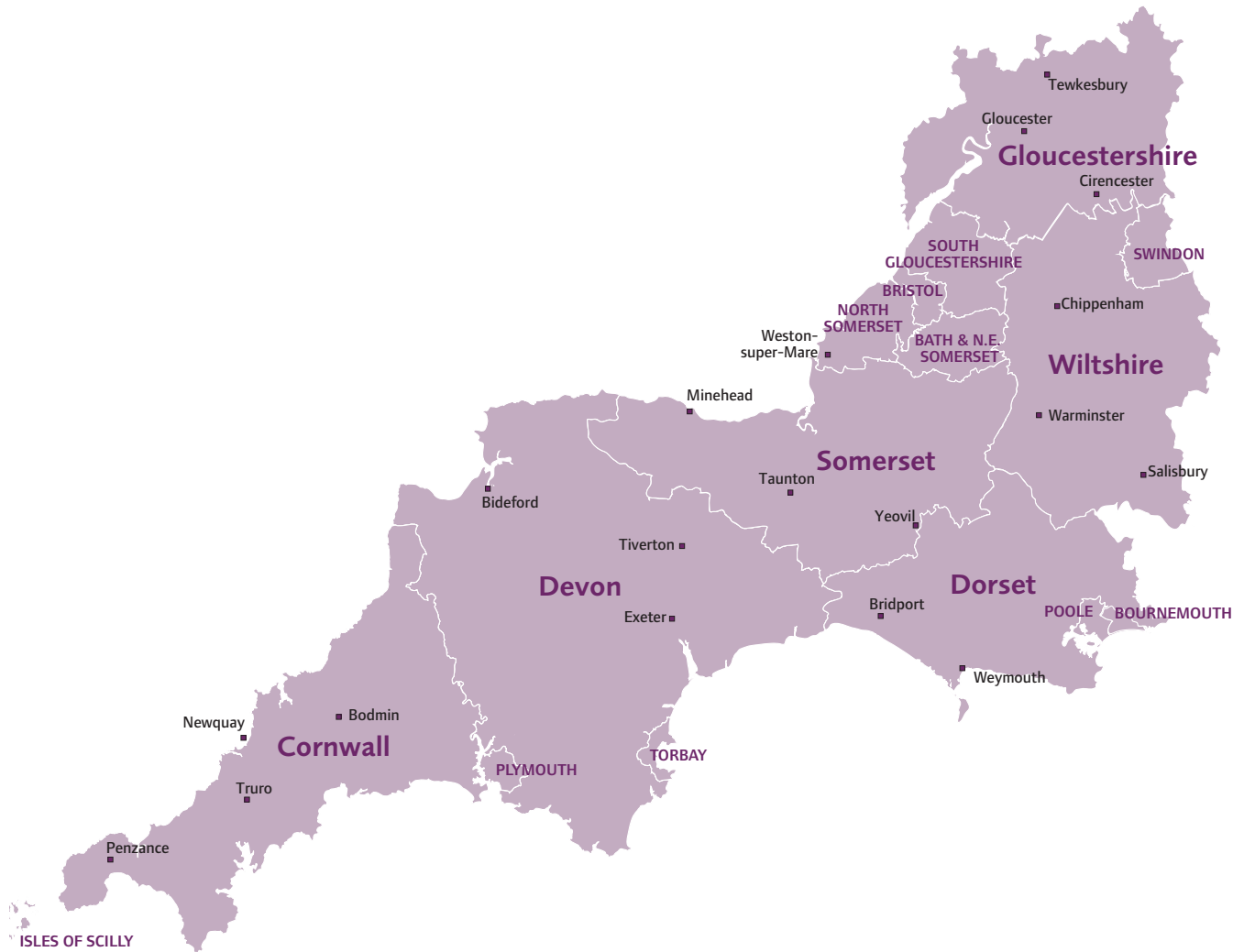


Annual Report 2012/13

South West regional report



Compared with some regions, the South West has low levels of deprivation.¹ In 2012/13, there were 152,870 pupils eligible for the pupil premium.² Higher levels of deprivation are found in urban areas, in communities along the coast and on the peninsula. It has the highest proportion of people of state pension age and above. It is also the least ethnically diverse region.



1 Social & Welfare, South West Observatory; www.swo.org.uk/sotsw2012/social-welfare/.

2 Pupils eligible for pupil premium funding are those eligible for free school meals, children in public care and children from Armed Services families. Source: Local Area Interactive Tool, Department for Education; www.education.gov.uk.

Director's summary

Bradley Simmons,
Acting Regional Director,
South West

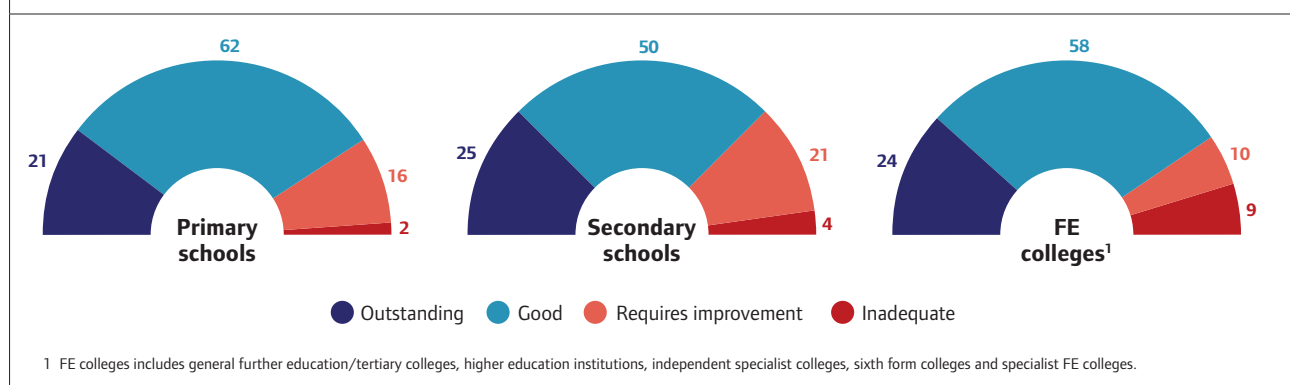
The proportion of good or outstanding primary and secondary schools in the South West increased during 2012/13. As a result, over 48,000 more pupils now benefit from a good or outstanding education than was the case 12 months ago.³ Two-thirds of further education (FE) and skills providers inspected in 2012/13 either improved to, or remained, good or outstanding.

Despite the improving picture, too many children and young people from poorer backgrounds do not do well enough. In more affluent areas, as well as in more economically deprived communities, pupils eligible for free school meals do not achieve as well as their peers. A key priority for the region is to tackle complacency about the quality of education when so many of our children and young people from poorer families are underachieving.

Primary and secondary schools, despite improvements, do not serve pupils eligible for free school meals well enough. The proportion of good or outstanding primary schools has improved at a greater rate than nationally. Consequently, over 47,000 more primary pupils are now taught in good or outstanding schools than a year ago. In contrast, only 1,100 more secondary pupils are now taught in good or outstanding schools than a year ago. The proportion of pupils attending a good or outstanding school is just above the national level. Pass rates for pupils eligible for free school meals at Key Stage 2 and at GCSE were well adrift of the national pass rates for similar pupils in almost every local authority across the South West.⁴ In some cases, the pupils eligible for free school meals in otherwise high performing schools, often serving more advantaged areas, did far worse than similar pupils in schools with a high proportion of pupils eligible for free school meals.

The large majority of FE and skills providers are good or outstanding. All sixth form colleges, two of the three specialist agricultural colleges, 10 of the 12 independent specialist colleges and 17 of the 21 general further education (GFE) colleges are good or outstanding. However, City of Bristol College, one of the largest GFE colleges, is inadequate. Of the 21 providers in community learning and skills,⁵ 11 were judged as requires improvement and, of the 36 independent learning providers, only five are less than good. Apprenticeship success rates continue to be almost three percentage points above the England level.⁶

Figure 1: Overall inspection judgements by proportion of pupils for the South West, as at 31 August 2013



³ This includes nursery, primary, secondary and special schools, and pupil referral units.

⁴ *Local Area Interactive Tool*, Department for Education; www.education.gov.uk. All attainment data in this chapter is for 2012.

⁵ Some of these providers have closed or merged during the 2012-13 academic year.

⁶ *Apprenticeship success rates*, The Data Service; www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships/

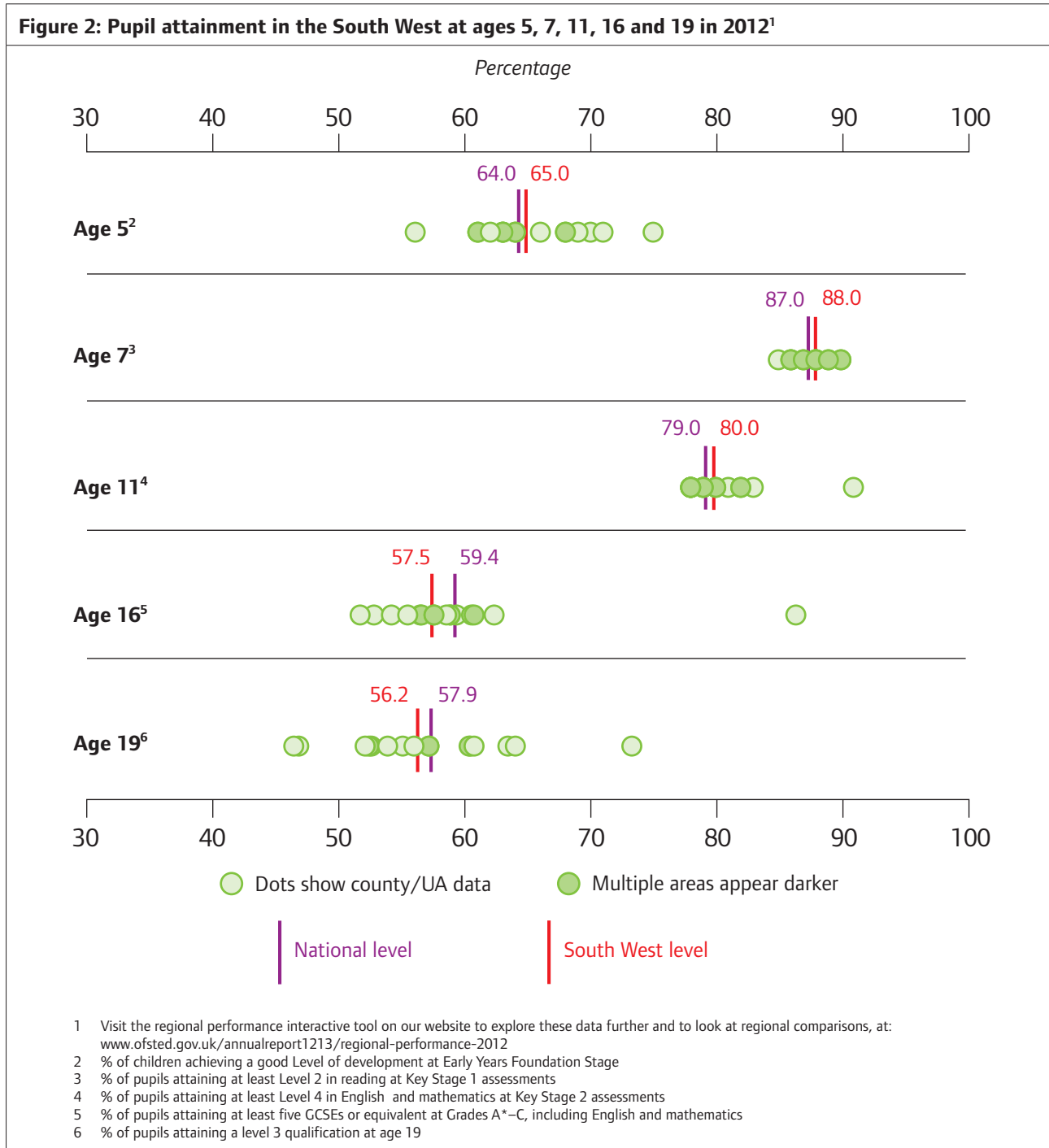
Pupil attainment in the South West

Attainment in the Early Years Foundation Stage and at the end of both Key Stage 1 and 2 was above the national level. However, the percentage of pupils gaining five A* to C grades at GCSE, including English and mathematics, was

below the national level. The proportion of learners gaining level 3 by age 19 was also below that nationally.⁷

National test results in 2012 for all pupils were similar to those nationally, but mask the fact that at Key Stage 2, attainment for pupils eligible for free school meals was simply not good enough. In **every single local authority**,⁸ the proportion of pupils eligible for free

Figure 2: Pupil attainment in the South West at ages 5, 7, 11, 16 and 19 in 2012¹



⁷ Local Area Interactive Tool, Department for Education; www.education.gov.uk. All attainment data in this chapter is for 2012.

⁸ The Isles of Scilly are excluded from this analysis as they have only one school and no pupils eligible for free school meals reported in the 2012 test and examination results.

school meals who gained Level 4 or above in English and mathematics was below that for similar pupils nationally.

At Key Stage 4, the picture was equally poor. In all South West local authorities except **Poole**, the proportion of pupils eligible for free school meals gaining five good GCSE grades, including English and mathematics, was below the national level for similar pupils, especially so in **Swindon**, **Dorset** and **Bristol**.

The situation is little better at age 19. The proportion of learners previously eligible for free school meals gaining a level 3 qualification by age 19 was below the national level for similar learners in all South West local authorities, with the exception of **North Somerset**. In **Swindon**, less than a fifth of such learners gained a level 3 qualification.

The performance of schools varied greatly both between and within local authorities

In all but two South West local authorities, the proportion of pupils attending primary schools judged good or outstanding at their last inspection has increased. **Bristol** had the greatest increase in the proportion of good or outstanding primary schools in 2012/13. In six of the 16 local authorities, the proportion of pupils attending secondary schools judged good or outstanding at their last inspection has fallen.

Table 1: Percentage of primary and secondary pupils attending good or outstanding schools by local authority in the South West

Primary schools			Secondary schools		
2013 Rank	Local authority (education)	2013 %	2013 Rank	Local authority (education)	2013 %
14=	Dorset	89	1=	Bath and North East Somerset	100
21=	Poole	88	32=	North Somerset	88
28=	Devon	86	37=	Poole	86
28=	Gloucestershire	86	37=	Dorset	86
32=	Torbay	85	48=	Cornwall	82
32=	Plymouth	85	51=	Wiltshire	81
43=	Wiltshire	83	60=	Torbay	79
43=	City of Bristol	83	72=	Devon	76
43=	South Gloucestershire	83	84=	City of Bristol	73
60=	Swindon	81	91=	Plymouth	72
68=	Cornwall	80	108	Somerset	67
68=	Somerset	80	113	Gloucestershire	64
97=	Bath and North East Somerset	75	114=	South Gloucestershire	63
108=	North Somerset	73	134=	Bournemouth	53
114=	Bournemouth	72	136=	Swindon	50

Note:

i Isles of Scilly are not included in Table 1 due to the small number of schools in these local authorities.

There are marked variations in the quality of education provided in different local authority areas. For example:

- all secondary schools in **Bath and North East Somerset** were judged good or outstanding compared with just over a half in **Bournemouth**
- less than three quarters of primary pupils in **Bournemouth** and **North Somerset** attended a good or outstanding school
- nine out of 10 primary school pupils in **Dorset** attended a good or outstanding school.

Bournemouth is one of the lowest ranked local authorities nationally for the proportion of pupils attending schools that were not judged good or outstanding at their last inspection. Consequently, in this authority, too many pupils face the possibility of going through the whole of their primary and secondary school education in schools that are not providing at least a good education.

Schools previously judged good or even outstanding at their last inspection located in these or other highly ranked local authorities should not be complacent. Examination and test results for such schools suggest that not all are maintaining previously high standards and as such are being identified for re-inspection. For example, between 1 September 2012 and 31 August 2013, 16 previously outstanding schools in **Dorset** were re-inspected as a result of declining test and examination results. Of these, 12 were no longer judged to be outstanding, with only four maintaining their outstanding status. Of 17 previously

good schools inspected in the same local authority area in the same period, five had declined and only two had improved to become outstanding.

Ofsted has taken action with some local authorities, challenging and supporting them to improve the quality of education. Her Majesty's Inspectors (HMI) undertook a focused inspection in Bristol in June 2013. Fifteen schools were inspected in a two-week period with a similar number contacted by telephone. This revealed an improving picture in many **Bristol** schools. However, the local authority's impact in supporting and encouraging this improvement was inconsistent. The local authority has not had positive relationships with all its schools, nor has it made best use of the expertise that resides in the better performing maintained schools and academies in the city.

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Schools judged as requires improvement have responded positively to the additional support offered by Ofsted. Over 90% have attended improvement seminars run by HMI. In **Swindon**, HMI have carried out additional seminars and improvement work for schools identified by the local authority for extra support. In addition, HMI have carried out bespoke work for individual schools in other local authorities to improve leadership, including governance, and the quality of teaching. Activities have included improving governors' data interpretation skills and subject leaders' lesson observation skills. Some schools have also attended Ofsted's national conferences on improving English and mathematics.

Poor achievement for disadvantaged pupils

Although the attainment of all children in the South West needs to rise to ensure they have the best chance in life, the very low attainment of children eligible for free school meals is a real concern. In **Dorset** and **Swindon** local authorities, barely one quarter of pupils eligible for free school meals achieved five good GCSEs with English and mathematics, well below the England level of similar pupils. In the Parliamentary Constituencies of **Bristol East**, **North Swindon** and **South Dorset**, pupils eligible for free school meals performed less well than similar pupils nationally in all secondary schools. The situation was little better in other constituencies across the South West: free school meals pupils outperformed similar pupils nationally in only one secondary school in each of **Camborne** and **Redruth** in Cornwall, **Bournemouth West** and **Christchurch** on the South Coast, **Yeovil** and **Somerton and Frome** in Somerset, and **Bristol South**. Given that the proportion of pupils eligible for free school meals nationally gaining five good GCSEs with English and mathematics is well below that of other pupils, this presents a disturbing picture. There is only a handful of secondary schools in the South West where pupils eligible for free school meals do as well as or better than their peers.

The Regional Director has met with every Director of Children's Services (DCS) in the region to raise these issues and highlight Ofsted's concern. The message has been re-emphasised by sharing local authority data on the performance of pupils eligible for free school meals at a DCS regional meeting so that local authorities can be in no doubt where they stand in comparison to the national picture. A focus on the performance of pupils eligible for free school meals has been integrated into the 'Getting to good' improvement seminars run for schools judged as requires improvement. The following example illustrates how schools can improve the attainment of pupils eligible for free school meals.

Wynstream Primary School, Devon (where over 65% of the pupils are eligible for free school meals)

The school was judged outstanding in January 2013, having been judged satisfactory in July 2011. The inspection report explains how determined, resolute leadership over a sustained period led to pupils making excellent progress. As well as outstanding teaching, the report points to the dramatically accelerating pupil progress as a result of developing the standard of literacy throughout the school. The school tracks every pupil's progress in all subjects meticulously and ensures that any underachievement are addressed as quickly as possible.

Uneven quality of college provision

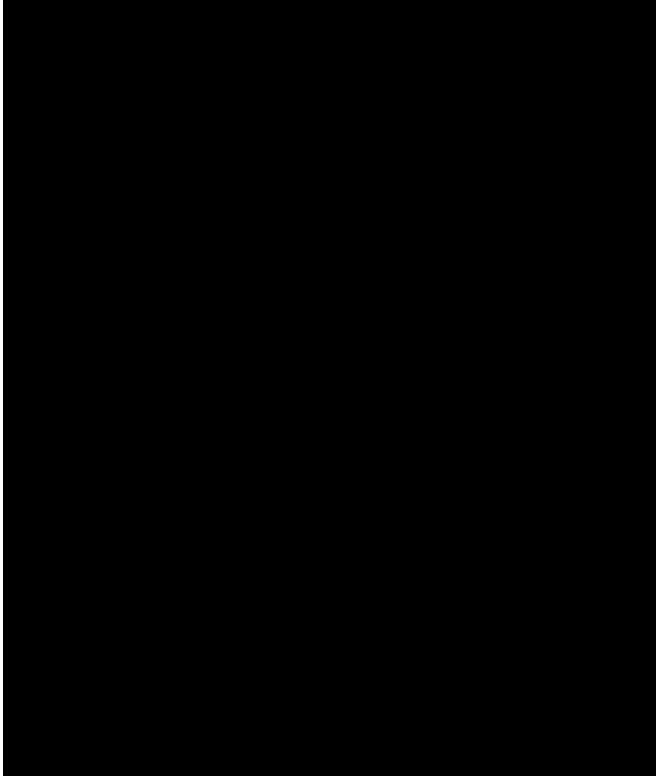
The proportion of good or outstanding FE and skills providers is higher than in England as a whole. However, 65,000 learners are still in provision that is less than good, mostly in large GFE colleges and community learning provision. Many of the providers that are not yet good are located in areas with the greatest concentration of population and industry, specifically in the northern 'industrial triangle' of the South West. This includes Bristol, North East Somerset and parts of Wiltshire and Dorset.

Half of these learners are in GFE colleges. In these providers, success rates on long courses are generally around the national rate, but for English and mathematics and most apprenticeships, they are mostly below the national rate. The progress of students on advanced level courses is mostly at or below the national level. The development of English and mathematics skills is an area of concern for almost all providers in the South West, regardless of inspection outcome. It is often the reason that good provision is not yet outstanding. **Swindon College**, exemplified below, is the exception to this pattern.

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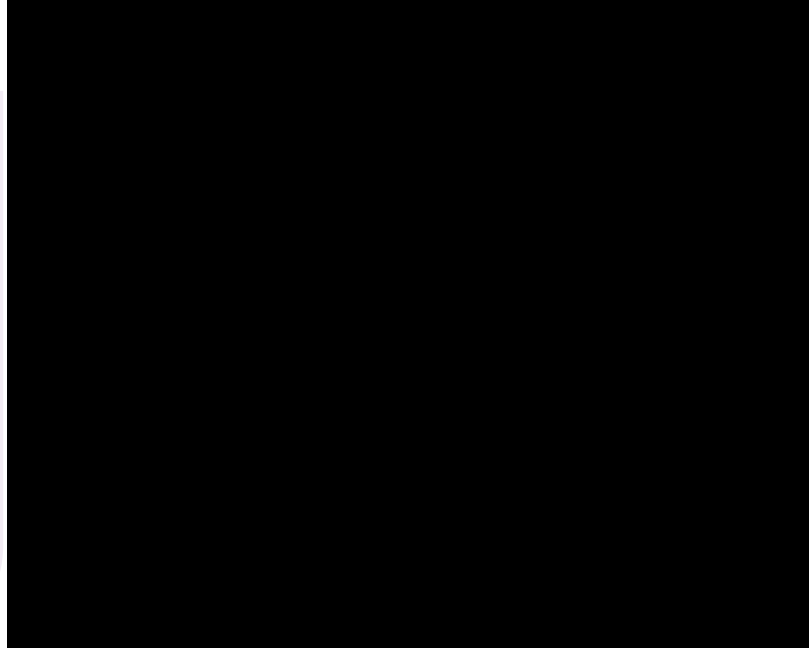
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In 2013, **City of Bristol College** declined from good to inadequate. Over 17,000 learners and many employers in and around the urban and industrial centres of Bristol rely on this GFE college for their studies and future training needs. Learners made inadequate progress, attendance was very low and the development of their English and mathematics skills was weak. The quality of teaching varied considerably within and between subject areas. Worryingly, the provision at the college is not well matched to the local skills needs. These weaknesses outweigh the college's strengths: very good outcomes for learners with learning difficulties and/or disabilities; good development of learners' practical, personal and social skills; and the wide range of key partnerships that engage learners who have not traditionally attended college.

Ofsted is supporting providers that are not yet good through a range of 'Getting to good' seminars and workshops, as well as visits to providers that concentrate on the impact of actions taken to improve the quality of teaching, learning and leadership.

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Swindon College – a successful GFE college

Swindon College improved from satisfactory in 2009 to outstanding in 2013 because leaders and managers created a successful culture of respect and ambition where learners take absolute priority and lessons are outstanding. As a result, learners are self-assured, courteous and have high aspirations and attainment. When they complete their courses, almost all learners progress to higher learning or employment. The college's inspection report notes that: 'there is an unrelenting focus on each learner achieving his or her best'.