

Innovations being made since 2010:

Greater autonomy for schools accompanied by reduced central and local government controls.

- ⇒ All schools that are good or better can become free-standing academies, independent of local authority control
 - ⇒ Less successful schools can be made to leave local authority control and join with academies
 - ⇒ New schools can be set up called 'free schools' - the assumption being that demand for places will not be met directly by the local authority
 - ⇒ Funding is increasingly direct to schools including the PUPIL PREMIUM for disadvantaged pupils
 - ⇒ Schools can work together in FEDERATIONS
 - ⇒ School to school support is replacing the improvement role of the local authorities; schools work in 'clusters'
 - ⇒ Successful schools are encouraged to take control of teacher training
 - ⇒ 'Freeing-up' the curriculum has become a debate—because freedom might not result in what is wanted.....
 - ⇒ Schemes such as National Leaders, Local Leaders, Specialist Leaders and Leading Governors are intended to foster school to school support
 - ⇒ Further Education Colleges can now take pupils of school age (14-16)
- ◇ Local authorities have faced very sharp funding reductions so they have fewer staff
 - ◇ Central government will also be reduced by 30%
 - ◇ The centrally-provided School Evaluation Form was seen as prescriptive and bureaucratic, so was abolished
 - ◇ A number of 'arms length bodies' have been axed or merged to create economies; some have been abolished such as the Specialist Schools & Academies Trust
 - ◇ The number of different exam options is to be reduced and the retaking of exams phased out
 - ◇ End to automatic inspection of all schools
 - ◇ Hugely reduced number of judgements that Ofsted can make
 - ◇ 'Structuralist' solutions like National Strategies abolished

Inspection:

- New government 2010
- New Chief Inspector Jan 2012

What part does inspection play?

- ◆ If schools have greater freedom, they must still be **held to account**
- ◆ Inspection can encourage school to school support by identifying best practice
- ◆ Inspection based on risk assessment rather than routine
- ◆ Resource saved from not automatically inspecting better schools transferred to support others
- ◆ Greater focus on progress for disadvantaged groups—should this always colour the overall judgement?
- ◆ Should a school have to be helping others effectively in order to be judged 'outstanding' itself?
- ◆ Greater focus on the 'mediocre' - grade of 'satisfactory' changed to 'requires improvement' with 'headlines' about WHY
- ◆ Inspections now only make four judgements—focusing on the most important areas
- ◆ View that Ofsted should be contributing more to actual improvement, not just inspecting
- ◆ Inspect local authorities as well as schools
- ◆ But also—increased INTERVENTION powers for the Minister

How are we changing inspection?

- ◇ Only four main judgements
- ◇ We visit better schools rarely, weaker schools far more often
- ◇ 'Satisfactory' changed to 'Requires Improvement'; schools judged 'RI' twice will be considered to have ineffective leadership
- ◇ New design of report template
- ◇ Greater focus on school leadership and governance
- ◇ Extensive programme of seminars and school visits to support 'Requires Improvement' schools, including inspectors leading training
- ◇ New regional structure so that Ofsted knows schools well and can link those that would benefit
- ◇ Inspecting several schools in an area at once
- ◇ Exploring new ways of inspecting 'chains' of schools and local authorities
- ◇ New approaches to inspecting teacher training
- ◇ Providing better access to understandable data for governors and parents

School report



Magnus CofE School

Earp Avenue, Newark, NG24 4AB

Inspection dates 31 October - 1 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching, although improving rapidly, is not yet good enough to enable all students to make good progress.
- In some lessons and tutor times teachers talk too much and the pace is slow so that students do not get enough chances to work things out for themselves.
- Marking and feedback to students are not always regular and helpful enough. Some opportunities are missed to use homework as a method of speeding up progress.
- The sixth form requires improvement because the range of courses on offer is too narrow for all students to achieve well.
- Teachers, students and the very great majority of parents all agree that behaviour has improved well over time. However, there remains a small minority of students still causing disruption to their own learning and that of others.

What does the school need to do to improve further?

- Further increase the proportion of good and better teaching and achievement by:
 - making sure teachers consistently provide lessons with a good pace and variety of activities to engage students of all abilities
 - improving the quality of marking and feedback so that students learn from their mistakes and know what to do to improve their work
 - using homework more effectively to re-visit topics and improve students' skills
 - consistently applying the school's agreed behaviour management policy so that no student is able to disrupt the work of others
 - ensuring that tutor times devoted to the promotion of reading and writing are all equally effective.
- Complete the review of what is offered in the sixth form to ensure that all students are provided with courses that allow them to be successful and achieve well.