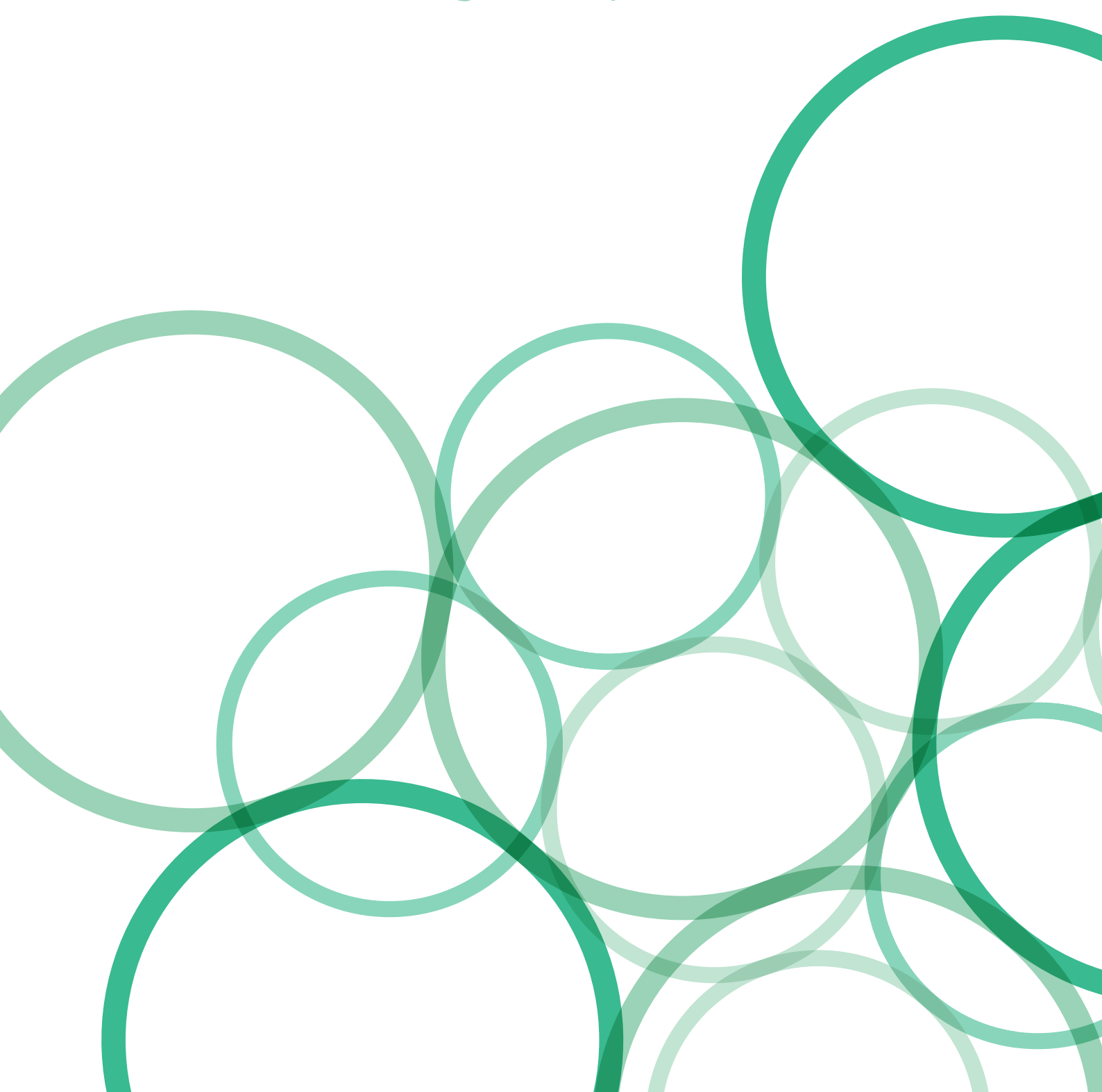
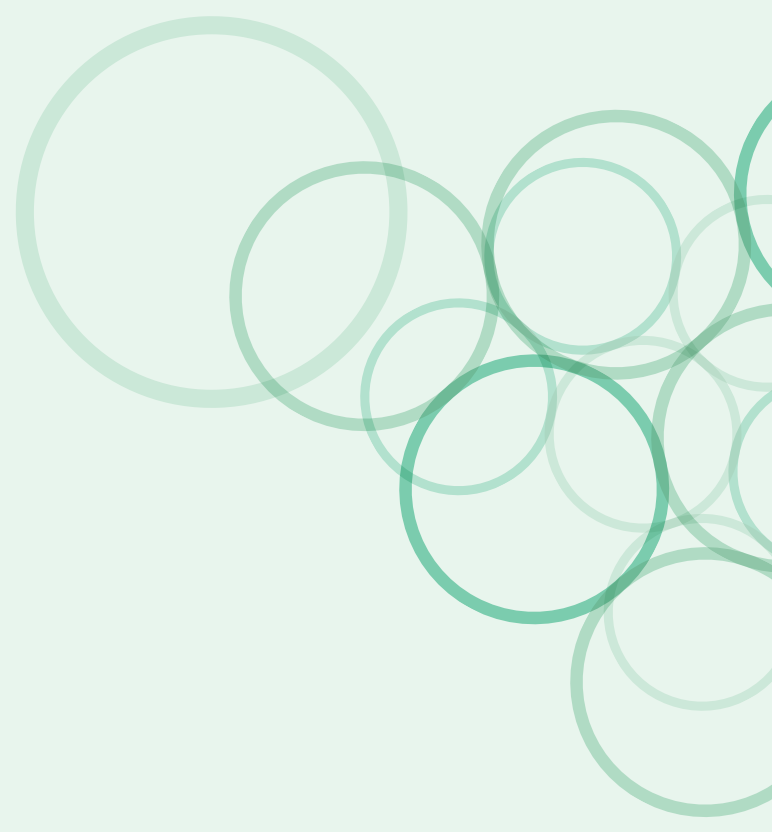


The report of Her Majesty's Chief Inspector of
Education, Children's Services and Skills 2013/14

South West regional report





Summary

The South West is a region of inconsistencies. A family with children aged three, seven, 11 and 16 would not be able to find a high-performing local authority where children of all those age groups do well.¹ Progress between ages seven and 16 in both English and mathematics is not good in any local authority.² In 2012/13, attainment of pupils eligible for free school meals was weak between ages seven and 19.³

Inspection outcomes are stronger in the early years and primary phases than in secondary schools. Eighty-five per cent of further education and skills providers were judged good or outstanding at their latest inspection. However, too many children live in areas where the arrangements for child protection are not yet good.

Despite good and improving leadership in some areas, too many weaknesses remain in students' achievement and in responses to the increasingly diverse needs of all children and young people, especially those who are looked after by the local authority.

Leaders must improve the quality of teaching to drive up achievement. In children's social care services, there needs to be a stronger focus on the quality of provision for children and young people.⁴

-
1. No South West local authority is in the top 25% in England for attainment at each of Early Years Foundation Stage and Key Stages 1, 2 and 4. Source: *Local authority interactive tool*, Department for Education; www.gov.uk/government/publications/local-authority-interactive-tool-lait. All attainment and progress data is provisional data for 2013/14 unless otherwise specified. Analysis of local authorities does not include Isles of Scilly.
 2. No South West local authority is the top 25% in England for the proportion of pupils making expected progress between Key Stages 1 and 2 in reading, writing or mathematics or Key Stages 2 to 4 in mathematics.
 3. Data for free school meals pupils relates to 2012/13 final data, the latest data available at time of writing.
 4. Children's social care services include local authorities, independent providers or regulated children's services, children's homes, fostering and adoption agencies and residential accommodation in schools.

State of the region⁵

1. In the South West, 16% of primary-age pupils (over 61,000) do not attend a good or outstanding school. The picture for secondary pupils is worse: almost one in four pupils (over 68,000) attend schools that are not yet good (see Table 1 and Figure 1).
2. Overall, the South West is in the top three regions for the proportion of young children achieving a good level of development by the end of the Early Years Foundation Stage (EYFS). South Gloucestershire is at least 10 percentage points above the national level both for all children and for those from families on low incomes.⁶ However, fewer children from low-income families do well in Bath and North East Somerset and Wiltshire: both are in the bottom 25% of English local authorities.
3. The good start that children make in the EYFS continues in Key Stage 1. Reading results at the end of Key Stage 1 are in line with national levels both for all pupils and those from low-income families (see Figure 2).

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

Primary schools				Secondary schools			
Rank*	Local authority (education)	2014 %	Change from 2013 (%points)	Rank*	Local authority (education)	2014 %	Change from 2013 (%points)
12=	Gloucestershire	92	▲ 6	9=	Bath and North East Somerset	96	▼ -4
35=	Somerset	87	▲ 7	14=	North Somerset	93	▲ 5
35=	Poole	87	▼ -1	28=	Wiltshire	88	▲ 7
45=	Devon	86	▲ 1	32=	Poole	87	▬ 0
45=	Cornwall	86	▲ 6	41=	Cornwall	84	▲ 2
74=	Wiltshire	82	▼ -1	41=	Dorset	84	▼ -2
74=	South Gloucestershire	82	▼ -1	46=	Bournemouth	83	▲ 30
79=	Bath and North East Somerset	81	▲ 6	55=	Plymouth	81	▲ 9
79=	Swindon	81	▬ 0	62=	Devon	79	▲ 3
79=	Dorset	81	▼ -9	74=	Somerset	76	▲ 9
79=	City of Bristol	81	▼ -2	98=	City of Bristol	71	▼ -1
91=	Torbay	80	▼ -5	98=	Gloucestershire	71	▲ 6
99=	North Somerset	79	▲ 5	121=	Torbay	59	▼ -20
107=	Plymouth	77	▼ -8	136	South Gloucestershire	51	▼ -13
110=	Bournemouth	76	▲ 4	137	Swindon	50	▬ 0

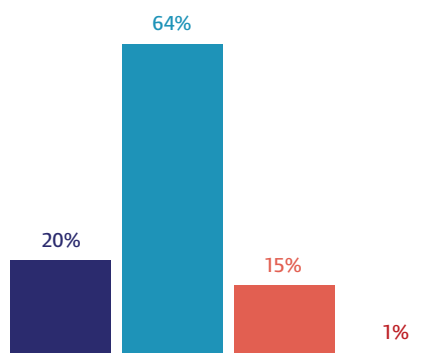
* Rank refers to the 2014 placing in relation to all 150 local authorities in England (excluding Isles of Scilly and City of London, which each contain only one school).

5. The Isles of Scilly are not included in local authority analyses but are included in regional figures. The single school on the Isles of Scilly was judged as requires improvement at its last inspection.

6. Early Years Foundation Stage attainment data is for 2013/14 for all pupils and 2012/13 for pupils eligible for free school meals.

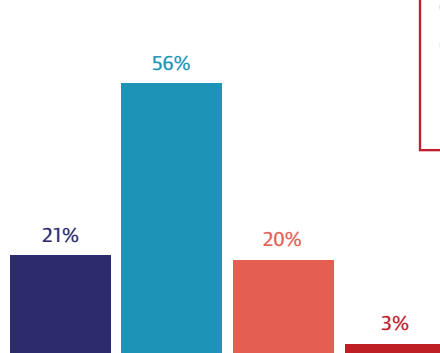
Figure 1: Inspection outcomes by proportion of pupils, children or learners at 31 August 2014

Primary schools



Overall effectiveness of primary schools in the South West, latest inspection outcome at 31 August 2014 (% of pupils).

Secondary schools



Overall effectiveness of secondary schools in the South West, latest inspection outcome at 31 August 2014 (% of pupils).

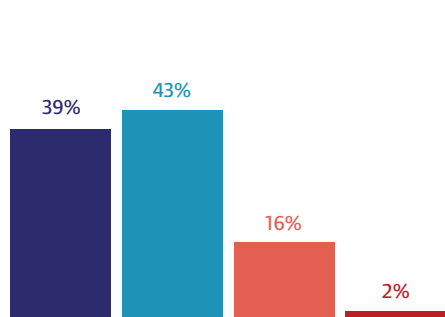
Outstanding

Good

Requires improvement

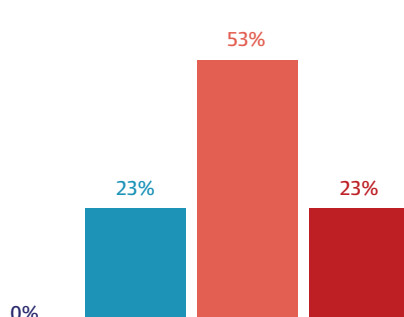
Inadequate

Colleges



Overall effectiveness of colleges in the South West, latest inspection outcome at 31 August 2014 (% of learners).

Safeguarding



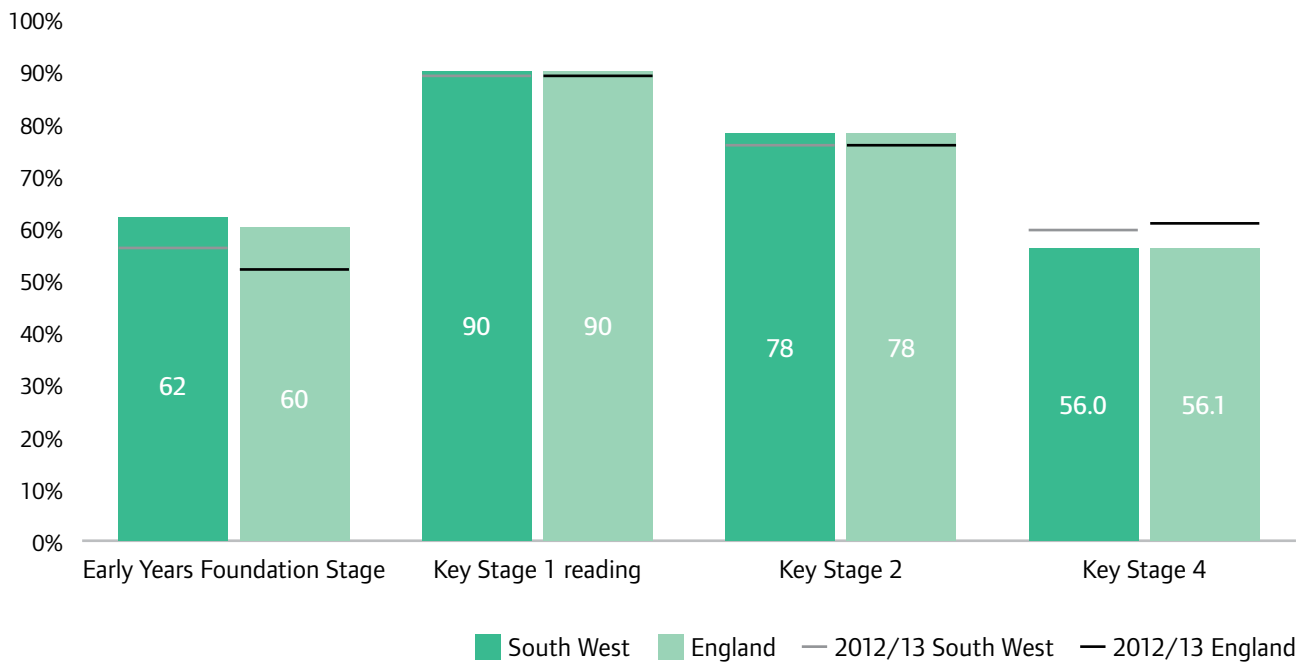
Effectiveness of local authority safeguarding arrangements, latest inspection outcome at 31 August 2014 (% of children).



Explore inspection data directly at dataview.ofsted.gov.uk. Data View is a digital tool that allows Ofsted inspection data to be viewed in a simple and visual way. You can compare and contrast performance in inspections between regions, local authorities and parliamentary constituencies across all remits that Ofsted inspects.



Figure 2: Pupil attainment at ages five, seven, 11 and 16



Data for 2014 is provisional

Benchmark levels: Early Years Foundation Stage – achieving a good level of development (%)

Key Stage 1 – achieving at least Level 2 in reading (%)

Key Stage 2 – achieving at least Level 4 in reading, writing and mathematics (%)

Key Stage 4 – achieving at least five GCSEs at grades A* to C or equivalent, including English and mathematics (%)

All attainment and progress data is provisional data for 2013/14 unless otherwise specified.

Source: Local authority interactive tool, Department for Education; www.gov.uk/government/publications/local-authority-interactive-tool-lait.

Explore how children and young people performed in assessments and tests at different ages and in different regions through our online regional performance tool; <http://dataview.ofsted.gov.uk/regional-performance>

4. At Key Stage 2, no local authority in the South West is among the best in England for both progress and attainment. Of the almost 7,000 pupils eligible for free school meals in 2012/13, nearly 3,000 did not gain Level 4 or above in reading, writing and mathematics. No local authority was in the top 25% nationally for the proportion of free school meal pupils achieving at least Level 4 in reading, writing and mathematics. Although attainment was in line with national levels for all pupils, all local authorities were below the national level for the attainment of pupils from low-income families. Dorset's and Poole's rankings are particularly low for performance at Key Stage 2 (see Table 2).
5. Attainment at the end of Key Stage 4 is in line with the national level. The South West ranks fourth of the eight regions for the percentage of pupils

achieving five or more good GCSEs including English and mathematics. In 2012/13, of the 6,000 pupils eligible for free school meals, almost 4,000 did not gain five or more good GCSEs including English and mathematics. The attainment of pupils eligible for free school meals at the end of Key Stage 4 was similar to 2011/12, with the South West being one of the two worst-performing regions. Moreover, only 12.4% of looked after children gained five GCSE passes at C or above including English and mathematics – the second-worst performance of all the regions. The proportion of pupils making expected progress from Key Stage 2 to 4 in English and mathematics in the South West is broadly in line with the national rate. Table 3 shows the top and bottom performing local authorities in the South West at Key Stage 4.

Table 2: South West local authorities in the bottom 25% nationally for academic performance at Key Stage 2 in 2013/14

	Pupils making expected progress between Key Stage 1 and Key Stage 2 (%)			Pupils gaining Level 4+ in reading, writing and mathematics (%)	
	Reading	Writing	Mathematics	All pupils	From low-income families (2012/13)*
South West local authorities in bottom 25% nationally	Bournemouth City of Bristol Dorset Poole	Dorset Plymouth Poole Swindon	Bournemouth Dorset Poole	Plymouth Poole Torbay	Bath and North East Somerset Dorset Poole Swindon

* Data for 2013/14 for low-income families was not available at the time of publication.

6. The proportions of post-16 students achieving a full level 2 qualification with English and mathematics or a full level 3 qualification by the age of 19 are in line with the national rates.⁷ Only the City of Bristol is in the bottom 25% of all local authorities in England for the proportion achieving a full qualification at level 2. Bath and North East Somerset is in the top 25% for both levels 2 and 3.
7. The South West is below the national rate for the proportions of students from low-income families who achieve a level 2 qualification including English and mathematics or a level 3 qualification by age 19. The City of Bristol and Somerset are in the bottom 25% for level 2. Gloucestershire is in the bottom 25% nationally for level 3 and Swindon is in the bottom 25% for both levels. The percentage of young people from the South West progressing to higher education is the lowest of any region and is particularly low for care leavers.^{8,9} The proportion of young people aged 19 who were looked after at 16 years old and were not in employment, education or training in 2013 was 41% in the South West.

Table 3: South West local authorities in the top and bottom 25% nationally for academic performance at Key Stage 4 in 2013/14

	Percentage achieving at least five GCSEs at grades A* to C or equivalent including English and mathematics		Pupils making expected progress between Key Stages 2 and 4	
	All pupils	Pupils from low-income families (2012/13)*	English	Mathematics
Local authorities in top 25% nationally	Bath and North East Somerset Bournemouth Gloucestershire	None	Bournemouth Torbay	None
Local authorities in bottom 25% nationally	Plymouth	Bath and North East Somerset Bournemouth City of Bristol Somerset South Gloucestershire Wiltshire	Plymouth South Gloucestershire	Swindon Torbay

* Data for 2013/14 for low-income families was not available at the time of publication.

7. A full level 2 qualification is the equivalent of five GCSEs at grade C or above. A full level 3 qualification is equivalent to two or more A levels. Data relating to qualifications at age 19 is for 2013: *Local authority interactive tool*, Department for Education; www.gov.uk/government/publications/local-authority-interactive-tool-lait.

8. Destination entered in 2011/12 of pupils who completed a level 3 qualification in 2010/11: *Destinations of key stage 4 and key stage 5 pupils: 2011 to 2012*, Department for Education; www.gov.uk/government/statistics/destinations-of-key-stage-4-and-key-stage-5-pupils-2011-to-2012.

9. Proportion of young people age 19 who were looked after when 16 years old who were in higher education in 2013: *Local authority interactive tool*, Department for Education; www.gov.uk/government/publications/local-authority-interactive-tool-lait.

Table 4: Local authority case studies illustrating many of the issues facing the South West¹⁰

<p>Swindon Weaknesses in performance indicators across the board.</p>	<p>Bath and North East Somerset A contrasting picture within the local authority, with poor outcomes for low-income families.</p>
<p>Swindon is in the bottom 25% of local authorities nationally for the percentage of:</p> <ul style="list-style-type: none"> ● pupils making expected progress from Key Stages 1 to 2 in writing, 2013/14 ● pupils eligible for free school meals gaining Level 4 or above in reading, writing and mathematics at the end of Key Stage 2, 2012/13 ● pupils making expected progress from Key Stage 2 to 4 in mathematics, 2013/14 ● 19-year-olds with a level 3 qualification, 2012/13 ● students from low-income families gaining level 2 or level 3 qualifications by age 19, 2012/13 ● students progressing to higher education. <p>Swindon is in the bottom three local authorities in the region for the proportion of primary and secondary schools judged good or outstanding. All further education and skills providers are good or outstanding.</p> <p>It was judged as requires improvement against the single inspection framework for the quality of services for children in need of help and protection, children looked after and care leavers.</p>	<p>Bath and North East Somerset is in the top 25% of local authorities nationally for the percentage of:</p> <ul style="list-style-type: none"> ● pupils gaining Level 2 at Key Stage 2 or above in reading, 2013/14 ● young people gaining level 2 (with English and mathematics) and level 3 qualifications by 19, 2012/13 ● secondary schools judged good or outstanding. ● pupils gaining five A* to C passes at GCSE including English and mathematics, 2013/14. <p>However, it is in the bottom 25% nationally for the percentage of children and young people from low-income families who:</p> <ul style="list-style-type: none"> ● achieve a good level of development in the EYFS, 2012/13 ● gain Level 4 or above in reading, writing and mathematics at the end of Key Stage 2, 2012/13 ● gain five A* to C passes at GCSE including English and mathematics, 2012/13. <p>The gap between the attainment of pupils eligible for free school meals and that of their peers is one of the widest in the country in the early years and at the end of Key Stages 2 and 4.</p>

What might all of this mean for a low-income family?

8. In a low-income family, a three-year-old is probably being well served in good early years provision. A seven-year-old may have done quite well in Key Stage 1. There is almost a one in two chance that an 11-year-old did not gain the expected level in

reading, writing and mathematics at the end of Key Stage 2. A 16-year-old is more likely to attain GCSE grades below C than above, limiting access to a level 3 qualification and therefore higher education. They are more likely to attend a further education college or an independent learning provider offering a study programme in employability training.

10. *Local authority interactive tool*, Department for Education; www.gov.uk/government/publications/local-authority-interactive-tool-lait.

Table 5: Number of primary and secondary schools that are academies in the South West

Year	2009/10	2010/11	2011/12	2012/13	2013/14
Number of primary academies	0	65	145	231	360
Number of secondary academies	13	140	192	216	235

Academies

- The number of secondary academies has grown rapidly in recent years. The number of primary academies is also increasing rapidly, although it is still a small proportion of primary schools overall.
- The proportion of schools that are academies in different local authorities ranges from 54% in Bournemouth and 58% in Torbay to only 15% in Dorset and 13% in South Gloucestershire.¹¹ All Bournemouth secondary schools are academies but only just over a third of Dorset secondary schools are academies. There are 18 academy trusts or 'chains' with five or more schools in the region. Only three of these have 10 or more schools: Plymouth CAST with 35, Cabot Learning Federation with 12 and Academies Enterprise Trust with 10.

Initial teacher education

- All initial teacher education (ITE) providers in the South West are good or outstanding across all phases of education. Almost all trainee teachers gain qualified teacher status, with most gaining a teaching post after qualifying.¹² The South West has one of the lowest vacancy rates for teaching posts.¹³

Safeguarding

- Over half the children and young people in the South West live in local authorities that have been judged adequate overall for safeguarding. Just under a quarter live in a local authority judged to be good. No local authorities have been judged outstanding for safeguarding. Somerset and Devon were judged inadequate for safeguarding children and young people at their most recent inspections. Just under a quarter of all children and young people in the region live in these two local authorities. There are no local authorities that have been judged inadequate for their looked after children services but none has been judged outstanding either.
- Ofsted will publish its Social Care Annual Report in spring 2015. This will set out the challenges for the sector and the priorities for improvement. For this reason, we have not looked at the social care issues for the region in any detail in this report.

11. Data on number and types of schools is from an Edubase extract on 3 September 2014.

12. Ofsted analysis of *ITT performance profiles management information: 2011 to 2012*; www.gov.uk/government/statistics/initial-teacher-training-performance-profiles-2013-management-data.

13. *School workforce in England: November 2013*, Department for Education; www.gov.uk/government/statistics/school-workforce-in-england-november-2013.



Regional priorities

14. In the 2012/13 South West annual report, Ofsted's Regional Director, Bradley Simmons, highlighted the need to tackle complacency about the quality of education when so many children and young people from low-income families were underachieving. As a result, we are promoting improvement in services for children and young people, particularly the most vulnerable and the more able. In this way, we can promote improvement in the services required by the family with children aged three, seven, 11 and 16.

How well are South West schools tackling complacency?

Positive steps

15. It is encouraging that some schools have been able to improve quickly from requires improvement to good. In 2013/14, 24 schools were judged good that had been judged as requires improvement at their previous inspection. For example, two secondary schools made the grade in just under a year. In addition to strong professional leadership, in many of these schools governors applied local authority training well. They asked more challenging questions of school leaders, sharply improved their scrutiny of performance data and school information and became actively involved in the life of the school.
16. In some schools previously judged satisfactory or requires improvement, leaders are clearly speeding up the rate of improvement. In 17 schools judged as requires improvement overall, leadership and management were judged to be good. Leaders were improving teaching by raising teachers' expectations of what pupils could achieve, carrying out more accurate and regular monitoring of teaching and improving middle leadership.

17. HMI forensically examined the findings of 16 of these reports to identify common themes. In six of the 16 schools, the adage that ‘a new broom sweeps clean’ rings true, as new headteachers brought about substantial and effective changes, such as in the following case study.

Stanchester Academy

At Stanchester Academy (Somerset), the new principal has already brought about substantial and effective changes. He has the full and effective support of senior teachers and the governing body. Teaching has improved rapidly with systematic monitoring and support for staff.

18. Encouragingly, in 10 of the 16 schools, improvement is due to renewed efforts by existing leaders who are beginning to tackle complacency as illustrated below.

Covingham Park Primary School

At Covingham Park Primary School (Swindon), the headteacher and deputy headteacher are a strong team. They have made a concerted effort to build and develop a cohesive school community since the last inspection. The success of this is shown in the improvements in a range of areas, for example in the increasing number of pupils who make expected or better progress and in the positive impact that training and coaching are having on the quality of teaching. Overall, the quality of teaching is improving strongly.

Still much to do

19. Weak middle leadership and governance hindered improvement in 14 of the schools previously judged as satisfactory or requires improvement that did not improve their inspection grade on re-inspection in 2013/14.¹⁴ In nine of these schools, weaknesses in middle leadership relating directly to the quality of teaching included:

- insufficient responsibility for subject leaders to improve teaching
- subject leaders not having an accurate view of teaching or achievement
- insufficient checking of learning in lessons
- not holding teachers to account
- failing to share good practice.

In six schools, weaknesses in governance remained or were only just recently being tackled, as exemplified by the report extract below:

‘In the past, governors were not aware of the extent of the problems besetting the academy. There were insufficient checks on the quality of the teaching, learning and results. Governors were too reliant on the school for this information. They had not taken action to tackle the issues about governance reported at the last inspection. This is beginning to change, but the change is too slow.’

14. Analysis of a sample of inspection reports.



20. Eight of the 14 schools have been in categories of concern, most within the last five years.¹⁵ None of the eight has been judged better than requires improvement in subsequent inspections. Consequently, whole cohorts of pupils have spent one or more key stages of their education in schools that have not provided a good education.
21. In a small number of schools judged as requires improvement, HMI found that leaders and governors were not taking effective action to tackle the schools' weaknesses. Weaknesses still to be tackled typically centred on improving the quality of teaching and the role of governors in school improvement.

The challenge for schools judged good

22. If standards achieved by pupils eligible for free school meals – and indeed for all pupils – are to rise, we must look increasingly to good schools to play their part. Once judged good, schools need to avoid complacency. Relatively few good schools go on to become outstanding. In 2013/14, of the 297 schools inspected whose overall effectiveness was judged good at their last inspection, almost two thirds (190) remained good. Of the remainder, only 31 improved to outstanding, while 68 declined to requires improvement and eight declined to inadequate.
23. The main reasons that good schools do not become outstanding are weaknesses in the quality of teaching and the lack of capacity of leaders to drive sustained improvement. School leaders and governors were not always able to 'keep all the plates spinning' with regard to their leadership of teaching, whereas outstanding leaders were not deflected from this purpose. In a sample of 15 schools judged to be good at their last three inspections, 12 had areas for improvement that were different at each inspection. This is not unexpected, as schools with good capacity for improvement would be expected to have dealt with previous areas for development. However, in doing so, they may not have anticipated or focused on other emerging issues. Some of the areas for improvement – for example, those relating to a lack of challenge, not setting demanding targets and insufficient promotion of outstanding teaching – were linked to leaders and teachers not having the highest expectations for all pupils. The best leaders are consistent and relentless in ensuring that teaching is outstanding.

¹⁵. A school in a category of concern is one that has serious weaknesses, is in special measures or has a notice to improve (issued until September 2012).

24. In over a third of the declining good schools, a particular challenge was trying to provide high quality leadership and teaching through periods of staff change, often at senior level, as the inspection report extract below illustrates:

‘This school has suffered from very little consistency in leadership and a lack of clear focus for school improvement, having had three executive headteachers appointed to lead the federation in the last two years. Consequently, senior leaders have not worked quickly enough to improve the quality of teaching. Since the last inspection, nearly half of the governing body are newly appointed.’

25. Ten schools previously judged outstanding had declined to requires improvement this year. Weaknesses that contributed to schools’ decline from good or outstanding to requires improvement included:

- teachers’ indifferent use of questioning and marking
- weak self-evaluation, lack of comparison with national benchmarks and ineffective tracking of pupils’ progress
- governors’ lack of understanding of performance data that resulted in a lack of challenge to school leaders
- middle leaders not contributing to school improvement.

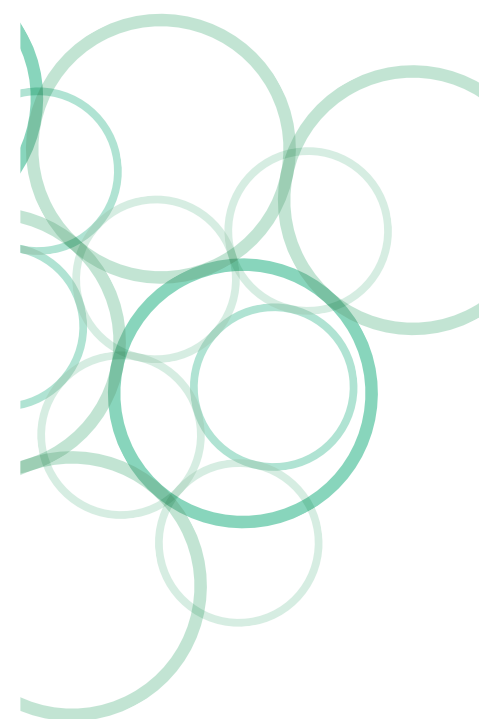
Supporting other schools: the challenge for schools judged outstanding

26. The region is not well served by the number and distribution of National and Local Leaders of Education (NLE/LLE).¹⁶ Four local authorities are in the bottom 25% nationally for the number of schools served by each NLE and LLE. Poole is the second lowest in the country, with a ratio of one NLE/LLE for every 42 schools. In addition, five local authorities are in the highest 25% for the number of schools per teaching school.¹⁷ There are only 91 NLEs and 171 LLEs in the South West, together with 60 teaching schools. There are over 400 schools that are currently judged outstanding.¹⁸ Of the 30 secondary NLEs in the region, only 22 are from academy converters, yet 43 of the 56 outstanding secondary schools are academy converters. The government expects that outstanding academies should take on responsibility for turning around less successful schools and become system leaders themselves. There are still too many outstanding schools, including academies, where expertise is not used sufficiently to contribute effectively to school-to-school improvement.

16. National Leaders of Education (NLEs) are outstanding headteachers who work with schools in challenging circumstances to support school improvement. Local Leaders of Education (LLEs) are experienced headteachers who coach or mentor new headteachers or headteachers whose schools are in challenging circumstances.

17. The role of teaching schools is to work with others to provide high quality training and development and support in their local area.

18. List published by the National College of Teaching and Leadership; http://apps.nationalcollege.org.uk/s2ssd_new.





How well are South West further education and skills providers tackling complacency?

27. Of the 25 further education and skills providers inspected in 2013/14, seven remained good and nine improved their previous inspection grade.¹⁹ These improving providers were characterised by strong leadership with high expectations, which led to better teaching, learning and assessment. They introduced comprehensive action plans for teachers following observations and combined these with very effective professional development and the use of teaching and learning coaches or mentors. This resulted in teaching that met the needs of individual learners more effectively. In almost all cases, this led to better outcomes for learners. These providers improved their responsiveness to local needs, often with an innovative curriculum, and implemented study programmes successfully, including relevant work experience.
28. Some providers restructured senior leadership arrangements, including the management of subcontracts. This contributed significantly to those providers that moved from requires improvement to good. In almost all of these providers, improving the quality of provision was key to improvement.

Weston College

Weston College is a large general further education and skills college. It offers a wide range of courses, has over 1,000 apprentices and provides work-related training for around 300 pupils aged 14 to 16. It provides education and training to prisons across the south of England and has significant higher education provision. The college was graded outstanding at its December 2013 inspection. Outstanding leadership and management have improved teaching, learning and assessment and raised standards very effectively across the college. As a result, the vast majority of learners successfully completed their courses, often achieving higher grades than they expected when they started. Learners are confident and articulate and receive exceptionally good support to help them to develop their skills in English and mathematics. Teaching, learning and assessment were outstanding and resulted in the vast majority of learners making excellent progress. Learners enjoy their time at college and almost all of them progress to employment or further study. Employers and community partners are closely involved in the development of the college's curriculum, which responds very well to the needs identified locally, regionally and nationally.

¹⁹. There was also an inspection of a National Careers Service provider that is not included in this data.

29. The five providers that declined to requires improvement or inadequate had weaknesses in leadership and management. In three of these providers, inaccurate self-assessment and failure by senior leaders and governors to improve the quality of provision were key weaknesses. None of these providers met the specific needs of students, especially at foundation level. Examples included ineffective action to improve learners' poor attendance and a lack of focus on relevant work experience in the study programme. The providers also failed to keep pace with the growing complexity of students' needs in specialist provision and progress was slow in tackling weak teaching.

Norton Radstock College

Norton Radstock College is a small general further education college in Bath and North East Somerset. In May 2014, the college was judged inadequate. In November 2012, it was judged as requires improvement. Since the previous inspection, the college had not improved sufficiently, despite support from HMI. The principal, senior leaders and managers had not carried out improvements and recommendations with sufficient urgency and effectiveness. They had been too slow to ensure that planned improvements had enough impact.

Although slowly improving, the quality of teaching, learning and assessment was not good enough overall. Too few teachers had high expectations of students. They did not prepare all students well enough for their next steps. Teaching did not support students to develop a sufficiently high level of competence in English and mathematical skills. Students were not prepared adequately for further learning and work.

The principal's and senior leaders' actions to improve the quality of provision had not had enough impact. They had not acted with sufficient determination to ensure that targets, actions and sharing of good practice had secured consistent improvement across the college.





How is Ofsted challenging complacency?

30. Ofsted continues to focus relentlessly on early childhood, school, further education and skills and children's social care services through inspection and improvement activities across the region.
31. As a result of concerns about the quality of education and the progress pupils made across Key Stage 2, Ofsted conducted an inspection of Bournemouth local authority's arrangements for school improvement. These arrangements were found to be effective as a result of recent improvements. The local authority now makes good use of NLEs and LLEs from academies and maintained schools to provide effective support for leaders in other schools. However, key areas for improvement resonate strongly with the challenges facing the region overall. These include narrowing the gap between the attainment and progress of pupils supported by the pupil premium funding and those who are not, and taking urgent steps to promote the sharing of best practice in the teaching of mathematics.
32. Ofsted carried out a focused inspection of North Somerset, as it had relatively low numbers of good or outstanding primary schools.²⁰ The inspection revealed an improving picture in North Somerset primary schools, although areas for improvement included the performance of the more able and the quality of marking. North Somerset draws to some extent on the expertise of LLEs to support school improvement. However, a number of headteachers of good and outstanding schools considered that their own strengths were underused. This exemplifies a wider problem in the South West.
33. As proposed in last year's annual report, Ofsted completed a pilot review of 14 to 19 education and training in the City of Bristol. The local authority now has an action plan for improvement, which Ofsted is monitoring.
34. Bradley Simmons wrote to those secondary schools in the region with the largest gaps between the attainment of pupils eligible for free school meals and their peers. These schools have subsequently been invited to seminars across the region to discuss the steps needed to improve the attainment of these pupils. Senior HMI in the region met with local authority staff responsible for school improvement arrangements to discuss performance across the region.

20. A focused inspection is where several schools are inspected in a short period of time, with additional questions to schools inspected and others in the local authority about the level and quality of support provided for schools by the local authority.

35. Ofsted has continued to support and challenge schools where leadership and management were judged as requires improvement. HMI have carried out monitoring visits and seminars for school leaders and governors. Activities have been tailored to meet the particular needs of specific local authorities. For example, in October 2013, leaders from 13 Dorset schools that had a significant gap between the attainment of pupils eligible for free school meals and that of other pupils attended a seminar on the use of the pupil premium. When inspectors visited the schools seven months later, all had improved aspects of leadership and teaching and were improving achievement for all pupils, not just those eligible for the pupil premium.
36. Further education and skills HMI have provided a wide range of improvement activities and events across the South West. These include individual support to providers judged as requires improvement at their last inspection to help them get to good. HMI held a range of workshops focusing on common areas for improvement such as developing learners' English and mathematics skills, improving governance arrangements in colleges and observing teaching and learning. These events have been well received by the sector.
37. Ofsted works closely with six training provider networks in the South West. These have a broad membership from all further education and skills providers in the region. We set up a further education and skills reference group in 2012 to help the sector help itself by identifying opportunities for improvement across the region. Its membership is drawn from good or outstanding providers and meets termly. Each member organisation hosts the meeting and uses this as an opportunity to showcase a specific aspect of its work. This helps the good or outstanding providers to share good practice in learning technology, for example, or the use of specialist equipment.
38. This reference group also works with providers judged as less than good and pools its expertise in events such as the recent South West Symposium for Further Education and Skills. At this event, good or outstanding providers showcased what they do well in promoting teaching and learning. Each identified their best staff to deliver sessions at the symposium. Ofsted coordinated the event and introduced speakers, but essentially it was an event by the sector for the sector. Each provider designed and delivered the workshops, offering their insight, expertise and time for free.

What needs to change?

39. Improving the leadership of teaching is essential if young people in the South West are to reach their potential and become economically active, fulfilled adults. Ofsted recommends that in the South West:
- system leaders should have a clear, consistent focus on improving teaching and learning – these leaders include local authorities, teaching schools, multi-academy trusts, NLEs and LLEs, the National College for Teaching and Leadership, college principals, headteachers in outstanding maintained schools and academies, the regional schools and further education commissioners, local governors groups and local enterprise partnerships
 - local authorities, multi-academy trusts, headteachers, principals and governors, together with peer-to-peer support, should ensure that:
 - staffing problems that hinder improvement or hasten decline are tackled quickly
 - middle leaders play a full, active and accountable role in improving the quality of teaching and learning
 - teachers have sufficiently high expectations of what learners can achieve and insist that those expectations are met
 - schools and providers have a responsive curriculum that meets the needs of all learners and leads to their positive next steps
 - headteachers and principals of outstanding maintained schools and academies should seek to become NLEs and LLEs and/or develop their schools as teaching schools.
40. In children's social care services, decision-making, management oversight and planning about children at risk of harm needs to be more decisive and robust. More permanently employed social workers are needed to reduce the number of changes in social worker for children. Educational attainment of looked after young people remains a key challenge: the gap between looked after young people and their peers is too wide. Services for care leavers need to improve.

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