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# Education and Skills Annual Report regional information pack: South West

Ofsted today launches its Annual Report for 2015/16, which gives a state of the nation picture of the performance of early years, schools, colleges and further education and skills providers in England.

This year’s Annual Report has found that:

* England’s education system is not yet world class but there have been significant improvements.
* For the sixth year in a row, the proportion of good and outstanding nurseries, pre-schools and childminders has risen and is now at 91%. The proportion of good and outstanding nurseries is now almost the same in the most deprived areas of the country as in the least deprived.
* The proportion of good and outstanding primary schools has risen from 69% to 90% in five years. The reading ability of pupils eligible for free school meals at age seven in 2015 was six percentage points closer to the level of their peers than five years ago.
* Secondary schools have improved and 78% are now good or outstanding. However, secondary schools in the North and Midlands are still behind the rest of the country. The proportion of pupils who achieved highly by the end of primary school who then went on to achieve A/A\* in their GCSEs in the North and Midlands was six percentage points lower than in the rest of the country.
* The proportion of good or outstanding general further education colleges has declined from 77% in 2015 to 71% this year.
* There are some signs of improvement in the quality of apprenticeships. However, the supply of high-quality apprenticeships at level 3 is not yet meeting demand.

Ofsted’s Regional Director, South West, is available for interview to talk about the education performance in the region from 10 am. Please contact the press office on 03000 130415 or 03000 131134 to arrange an interview.

The key findings and headline facts for education performance in the region are below, along with:

1. a quote from Bradley Simmons, Regional Director, South West
2. a breakdown of primary and secondary school performance for the region
3. case studies of providers in the region that can be contacted
4. a list of outstanding providers in the region.

The Education and Skills Annual Report 2015/16 and press notice and a link to a video where Bradley Simmons talks about the key issues for the region can be found [here](https://www.gov.uk/government/collections/ofsted-annual-report-201516).

## Key findings and headline facts for the South West

**Early years**

1. **At 94%, the region has the highest proportion of good or outstanding early years registered providers (the national figure is 91%).** **Swindon** (91%) has the lowest proportion in the region, while in **Isles of Scilly** and **Torbay,** all providers are good or outstanding.
2. A greater proportion of two-year-olds benefit from funded early education in good or outstanding providers than do nationally: 86% compared with 84%.
3. Some children achieve well, with 69.5% reaching a ‘good level of development’, which is broadly in line with 69.3% nationally in 2016. Pupils eligible for free school meals do not achieve as well, with 49% achieving a ‘good level of development’ in 2015 compared with 51% nationally. Achievement was very low in **Wiltshire**, where only 41% met this benchmark.

**Primary**

1. **The proportion of pupils who attend a good or outstanding primary school increased by five percentage points over the year, to 92%. This remains above the national level of 90%.**
2. The proportion of pupils achieving the expected standard in phonics at the end of Year 1 in 2016 was 80%, which is one percentage point below the national level. In **Swindon**, only 76% met the expected standard in phonics, placing it in the bottom 10 local authorities nationally. Pupils eligible for free school meals attained less well than their peers nationally. **Wiltshire** saw the lowest proportion of pupils eligible for free school meals achieving the expected standard, at 53%.
3. At key stage 1, the proportion of children achieving the new expected standard was one percentage point below the national level in reading (73%) and writing (64%) and two percentage points in mathematics (71%) in 2016. Both **Poole** and **North** **Somerset** performed above the expected standards in both phonics and key stage 1 subjects. **Plymouth**, **Bristol** and **Swindon** had the lowest achievement in reading in the region, at 71%. In the region, **Dorset** has the lowest proportion of pupils meeting the expected standards in mathematics (68%) and joint lowest in writing (61%) along with **Gloucestershire**.
4. Provisional results in 2016 show that 51% of pupils in the South West reached the new expected standard in key stage 2 reading, writing and mathematics, which is one percentage point below the national level. Eleven of 15 local authorities in the region performed in line or above the national level of 52%.[[1]](#footnote-2) **North** **Somerset** (56%) and **Bath and** **North East Somerset** (54%) were the strongest attaining authorities in the region. **Poole** was in line with the regional performance, considerably improving its regional and national ranking on the previous year. In two local authorities, **Dorset** (43%) and **Swindon** (44%), less than half of pupils attained the expected standard. In 2015, pupils eligible for free school meals attained 62% for level 4 or above in reading, writing and mathematics, still below England’s 66%.

**Secondary**

1. This year saw a four percentage point increase in the proportion of pupils in good or better secondary schools, in line with that nationally. **In the South West, 88% of pupils attend a good or outstanding school, above the national level of 81%.**
2. Provisional results show that at -0.05, the region was slightly below the national average score of -0.03 for Progress 8 and ranked fifth overall in 2016. In the South West, 63.7% of pupils achieved A\* to C GCSEs in English and mathematics, above the national level and ranked third overall. At 57.7% the region was slightly higher than national for the proportion of pupils achieving five or more GCSEs at grades A\* to C, including English and mathematics.
3. Eight local authorities achieved a Progress 8 score that was higher than the national average score, with **Somerset**, **Poole** and **Wiltshire** all achieving a positive score. **South Gloucestershire**, **Bristol** and **Swindon** were the lowest achieving local authorities in the region, placing them in the bottom third of all local authorities. The same three local authorities achieved below national for all secondary accountability measures in 2016.
4. Two of the 10 local authority areas in England where less than 60% of pupils attend a secondary school that is good or outstanding and achieve below the state-funded national figure for each key stage 4 headline measure in 2016 are in the South West: **Swindon** and **South Gloucestershire**.
5. In 2015, pupils eligible for free school meals had attainment below the national level at every key stage in six local authorities: **Gloucestershire**, **Somerset**, **Dorset**, **Wiltshire**, **Bristol** and **Cornwall**.

**Further education and skills**

1. **The proportion of good or outstanding providers of post-16 education continues to rise**, with 96% of colleges good or outstanding, compared with 77% nationally. This is reflected in the performance of both sixth form colleges (100% good or outstanding compared to 89% nationally) and general FE colleges (95% good or outstanding compared to 71% nationally).
2. Students aged 16 previously identified as eligible for free school meals are less likely to get qualifications at level 2 (GCSE equivalent) or level 3 (A level equivalent) by age 19 than their peers in 2015.
3. Provisional results for 2016 show that the average point score per entry for A-level students is very similar to the England average.
4. The region continues to lag behind the rest of England in terms of progression to higher education in 2014/15, at 40%, down one percentage point from the previous year, compared with 48% nationally. **Bristol** and **Swindon** have the lowest proportion progressing to higher education, at 33%. **Bournemouth** has the highest,at one percentage point above the national level.

## Quote from Bradley Simmons, Regional Director, South West

Commenting on the South West’s education performance, Bradley Simmons, Regional Director, South West said:

‘Parents in the South West will be pleased to know that the proportion of good or better primary schools remains strong. Although secondary schools compare well with other parts of the country, there is too much variation within the region. There are some positives. Last year, I challenged Poole publicly to raise its game. All those involved in Poole’s schools are to be congratulated that there has been significant improvement. This is a good example of a real political will to improve across all stakeholders. Poole ranks above the national level for the key measures at key stages 1, 2 and 4. However, there remain local authorities in which standards are exceptionally poor. Swindon, for example, in 2016, failed its pupils at every stage of education. It can’t be right that pupils in Bournemouth are almost twice as likely to go to a good secondary school as pupils in Swindon and South Gloucestershire. Nor is it right that in both Dorset and Swindon, pupils lag up to nine percentage points behind the national level for the essentials of reading, writing and mathematics at age 11.

A persistent concern in the region is the underachievement of children from poor backgrounds and children looked after across all key stages. As regional director, I remain deeply concerned that the differences in achievement between these children and other children nationally are not diminishing fast enough. We are determined that the South West should deliver the best education to pupils and pupils at greatest risk of underachieving. It is not right that these children are not getting the education they deserve. Schools are given additional funding to help disadvantaged children, so there are no excuses.’

## Case studies of providers in the region that can be contacted

**Truro and Penwith College, general further education and tertiary, Cornwall (**[**130629**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/130629)**)**Inspected February 2016: outstanding, not previously inspected since merger.

Truro and Penwith College is outstanding because leaders ensure that the curriculum is broad and accessible. The courses on offer meet local and regional needs well. Learners make exceptional progress, often well above their expectations and what their qualifications on entry would predict. Learners have high aspirations as a result of exceptionally effective careers advice and guidance. They develop a variety of skills that prepare them well for employment and further study. As such, a high proportion of learners go on to further or higher levels of study or into employment.

**Longspee School, special school, Poole (**[**140067**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/140067)**)**Inspected March 2016: outstanding.

Longspee School is outstanding because leaders’ uncompromising drive to provide the very best education for pupils has led to rapid and significant improvement. Strong support and challenge provided by the Ambitions Academy Trust are highly effective in the school’s continuous improvement. Governors challenge and support leaders to improve the school’s effectiveness and performance even further. High-quality training and coaching are key to the development of leaders’ skills and improving the effectiveness of the school. The trust is also highly effective in identifying future leaders.

Pupils in all groups make outstanding progress from their starting points in their academic studies, particularly in English and mathematics.

Pupils feel secure and develop outstanding attitudes to learning. They leave with greater independence and confidence and make rapid gains in their academic and personal development.

**Filton Avenue Nursery School, Bristol (**[**108894**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/108894)**)**Inspected January 2016: outstanding, previously good.

Leaders have the highest expectations of staff and children. They maximise opportunities for the children to develop and children make excellent progress because not a minute of learning time is wasted. By planning exceptionally rich and challenging experiences, staff encourage children to solve problems and find things out for themselves.

Those children who have special educational needs and/or disabilities or who are in the early stages of speaking English as an additional language make very good progress. This is because practitioners work extremely closely with parents and specialist agencies to plan individualised approaches. Children grow into extremely confident youngsters who work and play harmoniously together. Behaviour is exemplary. Children have an exceptionally clear understanding of what acceptable behaviour is. They are thoughtful and kind to each other.

Governors use their professional expertise well to support and challenge the senior leadership team. Relationships between all members of staff, the children and families who attend the school and the local community are exceptional. Fundamental British values are promoted in a seamless and age-appropriate way. Basic rules are taught extremely well and staff model respectfulness and sensitivity.

**Lady Seaward's Church of England Primary School, Devon (**[**137642**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137642)**)**Inspected January 2016: outstanding.

The academy is led by an exceptional executive headteacher. Governance is a strength. The First Federation makes a marked contribution to the work and vision of the academy. Improvements to pupils’ progress and the standards achieved are striking. A culture of trust, openness and transparency between staff, pupils and parents permeates all aspects of leaders’ work. Pupils’ behaviour in lessons and around the academy is exemplary. They are very proud of their academy. Attitudes to learning are extremely positive. Children in Reception get off to a flying start. Pupils make sustained and rapid progress in a wide range of subjects.

Disadvantaged pupils and those who have special educational needs and/or disabilities do as well as, and often better than, their peers. Pupils use their core skills of English and mathematics exceptionally well in other subjects. Organised clubs add notably to daily lessons. Other activities help pupils overcome emotional barriers to learning and gain in confidence.

**Manor Primary School, Devon (**[**113255**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/113255)**)**Inspected February 2016, outstanding, previously requires improvement.

The inspirational leadership of the headteacher has motivated and supported all staff and pupils to aim for excellence. This has enabled the school to improve rapidly since the last inspection to provide an outstanding quality of education for all pupils, including those who have special educational needs and/or disabilities. There is an expectation that all pupils can succeed and that ‘there is room at the top for everyone’. No ceiling is placed on pupils’ potential and any barriers to pupils’ learning are tackled extremely quickly and effectively.

Governors know the school well and have high aspirations for its continuing improvement. Very thorough procedures ensure that school leaders are held to account for the quality of teaching and pupils’ performance.

**Bristol Cathedral Choir School, Bristol (**[**135575**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135575)**)**Inspected January 2016: outstanding, previously good.

The principal provides outstanding leadership and a clear vision that gives everyone in the academy a strong sense of common purpose. He is supported well by other senior leaders and by the outstanding governing body. The ethos and culture of the academy are excellent. Pupils from a wide and diverse range of backgrounds, faiths, beliefs and values come together in an exceptionally harmonious environment where all are respected, valued and supported to do well. The collective sense of moral purpose is powerful.

Behaviour and attitudes to learning are exemplary. Pupils’ achievement by the end of Year 11 is exceptional. It is outstanding in all aspects and for all groups of pupils. Achievement is good for learners in the sixth form and improving rapidly.

The curriculum provides a very good breadth and balance of subjects and experiences. It prepares pupils and sixth-form learners well for their next steps. Pupils and sixth-form learners are provided with high-quality experiences to broaden their personal development. The range and quality of musical activities are exceptional features of the academy.

**Rowanfield Children Centre Nursery, Gloucestershire (**[**EY474927**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/CARE/EY474927)**)**Inspected July 2016: outstanding, not previously inspected.

Children make outstanding progress in their development from their starting points. Staff rapidly identify any gaps in learning and work in partnership with others to provide extra support to close these quickly. Staff help parents to support their children's learning at home very successfully. Children work together and respect each other. Their behaviour is extremely good.

Children form very secure attachments with their key person. They are eager to explore new experiences and quickly develop confidence in their own abilities. Staff communicate very effectively with children. All children are confident in their interactions with others.

## Breakdown of primary and secondary school performance for the region

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| **Primary schools1** |
| **Rank2** | **Local authority** | **% of pupils in good or outstanding schools 2016** | **Change from 2015 (%pts)** | **Change from 2012 (%pts)** | **% of pupils in academies 2016** |
| 16 | Poole | 97 | 10 | 27 | 60 |
| 23 | Gloucestershire | 96 | 3 | 23 | 20 |
| 34 | Swindon | 94 | 7 | 20 | 44 |
| 35 | South Gloucestershire | 94 | 6 | 16 | 9 |
| 38 | Torbay | 94 | 0 | 24 | 75 |
| 40 | Bournemouth | 94 | 1 | 33 | 84 |
| 43 | Bristol | 93 | 6 | 36 | 39 |
| 55 | Somerset | 93 | 5 | 27 | 26 |
| 59 | Devon | 92 | 6 | 20 | 24 |
| 63 | Cornwall | 92 | 3 | 19 | 57 |
| 65 | Wiltshire | 92 | 4 | 19 | 27 |
| 80 | Bath and North East Somerset | 91 | 1 | 15 | 25 |
| 95 | North Somerset | 89 | 3 | 27 | 14 |
| 112 | Dorset | 87 | 9 | 3 | 23 |
| 130 | Plymouth | 83 | 7 | 15 | 23 |

*Source: Ofsted and Department for Education*

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| 1. Inspections conducted by 31 August 2016 where the inspection report was published by 30 September 2016 |
| 2. Isles of Scilly and City of London excluded from analysis due to small numbers |  |

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| **Secondary schools1** |
| **Rank2** | **Local authority** | **% of pupils in good or outstanding schools 2016** | **Change from 2015 (%pts)** | **Change from 2012 (%pts)** | **% of pupils in academies 2016** |
| 15 | Wiltshire | 99 | 6 | 21 | 88 |
| 16 | Bath and North East Somerset | 98 | 3 | 9 | 82 |
| 17 | Dorset | 97 | 5 | 17 | 56 |
| 19 | Bristol | 96 | 4 | 35 | 82 |
| 25 | Devon | 95 | 10 | 22 | 64 |
| 26 | Somerset | 95 | 14 | 32 | 74 |
| 43 | Gloucestershire | 91 | 5 | 18 | 88 |
| 54 | North Somerset | 88 | -6 | 8 | 88 |
| 59 | Bournemouth | 87 | -13 | 15 | 100 |
| 64 | Plymouth | 86 | 4 | 7 | 91 |
| 75 | Cornwall | 83 | 2 | 0 | 62 |
| 108 | Torbay | 72 | 14 | -28 | 78 |
| 137 | Poole | 58 | -10 | -21 | 66 |
| 144 | South Gloucestershire | 51 | -3 | -2 | 89 |
| 146 | Swindon | 47 | -5 | -5 | 91 |

*Source: Ofsted and Department for Education*

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| 1. Inspections conducted by 31 August 2016 where the inspection report was published by 30 September 2016 |
| 2. Isles of Scilly and City of London excluded from analysis due to small numbers |  |

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## List of education and skills providers judged outstanding in 2015/16

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| **Report** | **URN** | **Name** | **Provider type** | **Provision type** | **Local authority** |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70002) | 70002 | Bath Spa University | Initial teacher education | Secondary QTS | Bath and North East Somerset |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70002) | 70002 | Bath Spa University | Initial teacher education | Primary QTS | Bath and North East Somerset |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70341) | 70341 | Teach First South Coast Local Area Office | Initial teacher education | Primary and Secondary QTS | Bournemouth |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70343) | 70343 | Teach First South West Local Area Office | Initial teacher education | Primary and Secondary QTS | Bristol |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/108894) | 108894 | Filton Avenue Nursery School | LA Nursery School | Nursery | Bristol |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135575) | 135575 | Bristol Cathedral Choir School | Academy Sponsor Led | Secondary | Bristol |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138900) | 138900 | Little Mead Primary Academy | Academy Converter | Primary | Bristol |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138855) | 138855 | Redland Green School | Academy Converter | Secondary | Bristol |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/139033) | 139033 | St Teresa's Catholic Primary School | Academy Converter | Primary | Bristol |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/130629) | 130629 | Truro and Penwith College | General further education college | Colleges | Cornwall |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70016) | 70016 | Cornwall SCITT | Initial teacher education | Secondary QTS | Cornwall |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/111789) | 111789 | Camborne Nursery School | LA Nursery School | Nursery | Cornwall |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/111824) | 111824 | Sithney Community Primary School | Foundation School | Primary | Cornwall |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70141) | 70141 | Devon Primary SCITT | Initial teacher education | Primary QTS | Devon |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137642) | 137642 | Lady Seaward's Church of England Primary School | Academy Converter | Primary | Devon |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/113633) | 113633 | Ellen Tinkham School | Foundation Special School | Special | Devon |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/113255) | 113255 | Manor Primary School, Ivybridge | Community School | Primary | Devon |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/133392) | 133392 | Blackford Education (Schools) Ltd T/A the Libra School | Independent special school | Schools | Devon |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/141138) | 141138 | Harrow House International College | Independent school | Schools | Dorset |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70045) | 70045 | University of Gloucestershire | Initial teacher education | Primary QTS | Gloucestershire |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70045) | 70045 | University of Gloucestershire | Initial teacher education | Secondary QTS | Gloucestershire |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70026) | 70026 | GITEP SCITT | Initial teacher education | Secondary QTS | Gloucestershire |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/140067) | 140067 | Longspee School | Academy Special Converter | Special | Poole |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109167) | 109167 | St Stephen's Church of England Junior School, Soundwell | Voluntary Controlled School | Primary | South Gloucestershire |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/126349) | 126349 | Preshute Church of England Primary School | Voluntary Controlled School | Primary | Wiltshire |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/126392) | 126392 | St Michael's CofE Aided Primary | Voluntary Aided School | Primary | Wiltshire |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/126542) | 126542 | Calder House School | Independent special school | Schools | Wiltshire |
| **Notes:** |   |  |
| Except where noted, inspections must have taken place between 1 September 2015 and 31 August 2016. |

### Explore Ofsted inspection outcomes with Data View

Data View gives users the ability to view inspection outcomes over time by remit, phase and provider type/group at regional, local authority and constituency level. Selected areas of the country can be viewed alongside the England level as well as in direct comparison with up to 10 statistical neighbours. Users are also able to identify individual providers by their overall effectiveness and to link directly to the provider page on the Ofsted reports website.

<https://public.tableau.com/views/Dataview/Viewregionalperformanceovertime>.

1. Excludes the Isles of Scilly. [↑](#footnote-ref-2)