

NORTH LINCOLNSHIRE COUNCIL

PEOPLE CABINET MEMBER

OFSTED INSPECTIONS FOR SCHOOLS IN THE LOCAL AUTHORITY AREA

1. OBJECT AND KEY POINTS IN THIS REPORT

- 1.1 To inform the Cabinet Member of the outcomes of the Section 5 Ofsted inspections of the following academy: Oasis Academy Parkwood (Primary).
- 1.2 This academy was inspected under the Section 5 Ofsted inspection schedule for schools and academies.
- 1.3 A full copy of the report is available in Group offices.

2. BACKGROUND INFORMATION

- 2.1 The current Ofsted framework for inspecting schools and academies was introduced in September 2012.

3. OPTIONS FOR CONSIDERATION

- 3.1 **Oasis Academy Parkwood** (Primary) was inspected by Ofsted on 7th and 8th of May 2014.

The overall effectiveness of the academy was judged as Requires Improvement against the evaluation schedule introduced on 1 September 2012.

The academy had not previously been inspected since converting to academy.

Key issues for improvement from the latest inspection:

- Improve standards and pupils' progress through increasing the amount of good or better teaching.
- Strengthen the impact that leaders have on improving the academy.

Quality of Local Authority support for the school:

The academy benefits from support from both the trust of which it is a member and from the local authority.

- 3.2 Her Majesty's Chief Inspector for Schools introduced a new performance measure for local authority areas in November 2012. This calculates the proportion of pupils in the local authority attending schools and academies judged to be good or outstanding. The reporting cycle for this performance measure is the academic year.

Following the inspection(s) noted in this report, the in-year figures for the proportions of North Lincolnshire pupils attending schools and academies judged to be good or outstanding are as follows:

	31 August 2013 baseline	24 June 2014	In-year variance	Proportion of NL children in methodology
Primary age	75%	71%	-4 ppt – decline	98%
Secondary age	85%	71%	-14 ppt – decline	84%

4. ANALYSIS OF OPTIONS

- 4.1 This report is for information only and there are no options for consideration.

5. RESOURCE IMPLICATIONS (FINANCIAL, STAFFING, PROPERTY, IT)

- 5.1 Financial
5.1.1 There are no financial implications.

- 5.2 Staffing
5.2.1 There are no staffing implications.

- 5.3 Statutory
5.3.1 There are no statutory implications.

- 5.4 IT
5.4.1 There are no statutory implications.

6. OTHER IMPLICATIONS (STATUTORY, ENVIRONMENTAL, DIVERSITY, SECTION 17 - CRIME AND DISORDER, RISK AND OTHER)

- 6.1 In light of this inspection outcome; levels of support, challenge and intervention by the Local Authority will be re-evaluated for each maintained school and academy in line with the agreed Graduated Approach to School Improvement (Summer 2012 consultation).

- 6.2 Environmental and Other
6.2.1 There are no environmental implications.

7. OUTCOMES OF CONSULTATION

- 7.1 N/A

8. RECOMMENDATIONS

- 8.1 The Cabinet Member may wish to write to the Headteacher or Chair of Governors/Interim Executive Board of each school regarding the outcome of their inspection.

DIRECTOR OF PEOPLE

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Background Papers used in the preparation of this report

Ofsted published report

Appendix

What inspection judgements mean: Overall Effectiveness criteria from 1 September 2012.

Grade	Judgement	Description
Grade 1	Outstanding	<ul style="list-style-type: none"> ■ Teaching is outstanding and, together with a rich and relevant curriculum, contributes to outstanding learning and achievement. Exceptionally, achievement may be good and rapidly improving. ■ Pupils, and particular groups of pupils, have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment. ■ There is excellent practice which ensures that all pupils have high levels of literacy appropriate to their age.¹ ■ The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs. ■ Best practice is spread effectively in a drive for continuous improvement. ■ Other principal aspects of the school's work are good or outstanding. ■ The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community.
Grade 2	Good	<ul style="list-style-type: none"> ■ Pupils benefit from teaching that is at least good and some that is outstanding. This promotes very positive attitudes to learning and ensures that pupils' achievement is at least good. ■ Pupils and particular groups of pupils have highly positive educational experiences at school that ensure that they are well prepared for the next stage in their education, training or employment. ■ Pupils' progress is not held back by an inability to read accurately and fluently. Those pupils who have fallen behind are being helped to make rapid progress in their reading. ■ The school takes effective action to enable most pupils, including disabled pupils and those with special educational needs, to reach their potential. ■ Other principal aspects of the school's work are likely to be at least good. ■ Deliberate and effective action is taken to create a cohesive learning community through the promotion of pupils' spiritual, moral, social and cultural development. There is a positive climate for learning.
Grade 3	Requires Improvement	<ul style="list-style-type: none"> ■ The school requires improvement because one or more of the four key judgements requires improvement (grade 3) and/or there are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development.
Grade 4	Inadequate	<p>The school is likely to be inadequate if inspectors judge any of the following to be inadequate:</p> <ul style="list-style-type: none"> ■ the achievement of pupils ■ pupils' progress in literacy ■ the quality of teaching ■ the behaviour and safety of pupils ■ the quality of the leadership in, and management of, the school <p>and/or</p> <ul style="list-style-type: none"> ■ there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.

¹ Pupils whose cognitive ability is such that their literacy skills are likely to be limited make excellent progress appropriate to their age and capabilities.