

**NORTH LINCOLNSHIRE COUNCIL**

**PEOPLE CABINET MEMBER**

**OFSTED INSPECTIONS FOR LOCAL AUTHORITY SCHOOLS**

**1. OBJECT AND KEY POINTS IN THIS REPORT**

- 1.1 To inform the Cabinet Member of the outcomes of the Ofsted inspection of the following schools: Epworth Primary Academy, Ulceby St Nicholas C of E Primary School.
- 1.2 The schools were inspected under the Section 5 Ofsted inspection schedule for schools.
- 1.3 A full copy of the reports are available in Group offices.

**2. BACKGROUND INFORMATION**

- 2.1 The current Ofsted schedule for inspecting schools was introduced in September 2012.

**3. OPTIONS FOR CONSIDERATION**

- 3.1 **Epworth Primary Academy** was inspected by Ofsted on 27 and 28 of February 2013.

The overall effectiveness of the school was judged to be Inadequate – Special Measures against the evaluation schedule introduced on 1 September 2012.

The school had previously been inspected on 6 and 7 July 2010 under a former evaluation schedule when it was judged to be satisfactory.

Key issues for improvement from the latest inspection

- Improve teaching so all is at least good so that all pupils, including lower-attaining pupils, pupils with special educational needs and those supported through the pupil premium, make at least good progress, by:
  - making sure teachers have high expectations of what pupils can achieve

- making sure that teachers' provide practical and interesting activities that appeal to all pupils, but especially the lower-attaining boys in order that they remain interested and involved
  - provide pupils who need additional help with their learning with the right and timely support they need to make good progress in every class
  - supporting teachers to assess pupils' achievements accurately and use information about what pupils know already to plan work for them that is at the right level
  - making sure that teachers' marking identifies clearly what pupils have done well and what they need to do to improve their work, and that pupils are given the time to respond to this marking so that improvements can be made.
- Raise the attainment of all pupils in reading so that a greater proportion reach and exceed the nationally expected levels by:
    - ensuring that pupils who have weak basic skills have the support they need to catch up quickly
    - making sure that pupils improve their spelling, particularly in Key Stage 2
    - ensuring that all pupils, but particularly the lower-attaining read more regularly.
  - Ensure that senior leaders and governors make urgent and rapid improvements by:
    - Improving the provision which the school makes for pupils with special educational needs and those supported through the pupil premium by making sure their needs are identified quickly and their progress is checked regularly so that they do not fall behind
    - Taking swift action to deal with inadequate teaching
    - Making rigorous checks on teachers' planning and the progress being made by pupils in every class
    - Involving subject leaders regularly in checking that actions are leading consistently good teaching
    - Ensuring that assessment information is accurate
    - Ensuring that all staff with leadership responsibilities have the skills they need to accurately check the impact of the actions being taken
    - Making sure that the governing body has a full picture and a clear understanding of the school's performance and that they use this to hold senior leaders fully to account for their work.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Quality of Local Authority support for the school:

Ofsted commented that, 'Although the school is an academy, the local authority continues to support the school in reviewing data and teachers' performance, and by providing training for staff.'

Post inspection, officers are supporting the governors at Epworth Academy by; identifying options for interim leadership, brokering additional governors, reviewing improvement plans and exploring options for strengthening governance into the long term.

**3.2 Ulceby St Nicholas Church of England Primary School** was inspected by Ofsted on 6 and 7 March 2013.

The overall effectiveness of the school was judged to be Inadequate – Special Measures against the evaluation schedule introduced on 1 September 2012.

The school had previously been inspected on 18 and 19 May 2010 under a former evaluation schedule when it was judged to be satisfactory.

Key issues for improvement from the latest inspection

- Improving teaching so that all pupils make at least good progress in English and mathematics by ensuring that:
  - teachers use the information they collect about what pupils know already to plan challenging work for them that is at the right level
  - all teachers demonstrate they have high expectations of what pupils can achieve by providing challenging and interesting activities so that all pupils remain interested and engaged
  - pupils produce much more work when they work by themselves
  - teachers ensure the pace of lesson is brisk
  - pupils who need help with their learning to catch up quickly have the right and timely support they need to make good progress in every class
  - teaching assistants are fully deployed and effective in supporting pupils during the start of lessons
  - teachers make sure that pupils have the time to respond to their marking in order to improve the quality of their work.
  
- Raise the attainment of all pupils in English and mathematics so that all pupils make at least expected progress by ensuring that:
  - pupils have regular opportunities to write at length and independently to extend their writing skills
  - pupils practice what they have already learned in mathematics and in different contexts, so that the speed and accuracy of their work increases, particularly in Key Stage 2
  - pupils with weak calculation and problem-solving skills are fully supported so they catch up quickly
  - all pupils, but particularly the lower- and higher-attaining pupils, are given the right level of challenge in their work so they can achieve much more highly
  - teachers make certain that pupils have regular opportunities to develop their literacy and numeracy skills in different subjects.

- Improve leadership, management and governance urgently so that school improvement is rapid and effective by ensuring that:
  - swift action is taken to eradicate any inadequate teaching
  - senior leaders implement rigorous systems to check that teachers' planning and their teaching result in all pupils making at least good progress in every class
  - pupils who are falling behind in their learning are identified quickly and given the support they need to catch up
  - subject leaders are fully involved in checking that teaching is consistently good and that all pupils make good progress in their learning.
  - all leaders and managers have the skills they need to accurately check on the school's performance and that actions to improve the school are sustained
  - the governing body has an accurate picture and clear understanding of the school's performance and that they use this to hold senior leaders fully to account any weaknesses identified.

Quality of Local Authority support for the school:

Ofsted commented that, 'The local authority supports the school to review data and teachers' performance and provides staff training. The local authority identified the school of requiring improvement but was not aware of the extent of the weaknesses in teaching and in leadership and management.'

Post inspection, the local authority has consulted about the implementation of an Interim Executive Board (IEB) and the dissolution of the governing body. Drawn from representatives nominated by the local authority and the Dioceses of Lincoln, and approved by the Secretary of State, the IEB was implemented on 1May and assumes all statutory duties for governance. An improvement plan has been agreed and submitted to Ofsted.

3.3 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 proportion of North Lincolnshire pupils attending schools and academies judged to be good or outstanding are as follows:

	31 August 2012 baseline	21 May 2013	In-year variance	Proportion of NL children in methodology
Primary age	64%	78%	<b>+14ppt – improving</b>	93%
Secondary age	44%	85%	<b>+41ppt – improving</b>	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 Any schools requiring LA intervention will be notified and supported according to the Schools Causing Concern Policy.

##### 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

Civic Centre  
Ashby Road  
Scunthorpe  
North Lincolnshire  
DN16 1AB

Author: Tracey Borrill

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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"> <li>■ 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.</li> <li>■ 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.</li> <li>■ There is excellent practice which ensures that all pupils have high levels of literacy appropriate to their age.<sup>1</sup></li> <li>■ 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.</li> <li>■ Best practice is spread effectively in a drive for continuous improvement.</li> <li>■ Other principal aspects of the school's work are good or outstanding.</li> <li>■ 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.</li> </ul>
Grade 2	Good	<ul style="list-style-type: none"> <li>■ 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.</li> <li>■ 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.</li> <li>■ 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.</li> <li>■ The school takes effective action to enable most pupils, including disabled pupils and those with special educational needs, to reach their potential.</li> <li>■ Other principal aspects of the school's work are likely to be at least good.</li> <li>■ 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.</li> </ul>
Grade 3	Requires Improvement	<ul style="list-style-type: none"> <li>■ 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.</li> </ul>
Grade 4	Inadequate	<p>The school is likely to be inadequate if inspectors judge <b>any</b> of the following to be inadequate:</p> <ul style="list-style-type: none"> <li>■ the achievement of pupils</li> <li>■ pupils' progress in literacy</li> <li>■ the quality of teaching</li> <li>■ the behaviour and safety of pupils</li> <li>■ the quality of the leadership in, and management of, the school</li> </ul> <p>and/or</p> <ul style="list-style-type: none"> <li>■ there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.</li> </ul>

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