

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: Althorpe and Keadby Primary School, Castledyke Primary School, New Holland CE and Methodist Primary School, Frederick Gough School, The Axholme Academy, Bottesford Junior School, Berkeley Junior School, Holme Valley Primary School, and Crosby 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 **Althorpe and Keadby Primary School** was inspected by Ofsted on 29th and 30th of October 2013.

The overall effectiveness of the school was judged to be Requires Improvement against the evaluation schedule introduced on 1 September 2012.

The school had previously been inspected on 14th and 15th October 2008 under a former evaluation schedule when it was judged to be good.

Key issues for improvement from the latest inspection

- Improve the quality of teaching in Years 1 to 4 so that it is consistently good or better in order to boost pupils' achievement by raising teachers' expectations through:
 - Quickening the pace of learning by setting pupils time limits for completing tasks

- Ensuring work is challenging, especially for the most able, and that it builds systematically on pupils' previous work and what they already know and can do
 - Giving pupils the opportunities for taking charge of their own learning, using their initiative, working more independently and having time to assess at the end of lessons what they have learnt
 - Sharing the good and outstanding practice that exists in the school.
- Raise standards in writing by:
 - Planning frequent opportunities for pupils to write by taking notes, making lists and writing at length in as many subjects as possible
 - Ensuring every teacher's expectations are clear and consistently high regarding pupils' accuracy and presentation of their writing
 - Planning writing tasks that engage boys' interests and enthuse them to write.
 - Increase the effectiveness of leadership and management and governance by:
 - Increasing the rigour with which the work of the school is examined for strengths and weaknesses, particularly those accounting for standards and progress in writing
 - Using an in-depth understanding of strengths and weaknesses in teaching and pupils' achievement to set out clear. Sharply focused objectives to improve the quality of teaching in Years 1 to 4 and in writing throughout the school.
 - 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, 'The local authority's support for leaders has started to take shape this year. Its contribution to school improvement is at an early stage.'

3.2 **Castledyke Primary School** was inspected by Ofsted on 29th and 30th of October 2013.

The overall effectiveness of the school was judged to be Good against the evaluation schedule introduced on 1 September 2012.

The school had previously been inspected on 4th and 5th May 2011 under a former evaluation schedule when it was judged to be good.

Key issues for improvement from the latest inspection

- Continue to raise standards in English, particularly in writing, and in mathematics by:
 - Using data gained from the assessment of pupils' progress in English and mathematics to identify those pupils who are not making enough progress
 - Ensuring that work planned for these pupils matches their individual learning needs
 - Carefully checking that work set is successful in bringing about improvements needed
 - Giving all pupils the opportunities to develop their writing skills across a range of subjects
- Ensure that the quality of teaching and learning is good or better in every lesson by:
 - Monitoring teaching closely and giving specific support to teachers so that any identified weaknesses in their practice is quickly overcome
 - Ensuring that all teachers' planning focuses on all pupils needs and inspires them to learn
 - Maintaining a suitable pace to all lessons so that pupils of all abilities, and particularly the most able, are fully challenged.

3.3 **New Holland CE and Methodist Primary School** was inspected by Ofsted on 29th and 30th of October 2013.

The overall effectiveness of the school was judged to be Requires Improvement against the evaluation schedule introduced on 1 September 2012.

The school had previously been inspected on 22nd and 23rd November 2011 under a former evaluation schedule when it was judged to be good.

Key issues for improvement from the latest inspection

- Tackle the teaching that requires improvement so that all teaching is consistently good or better so that the rate of pupils' progress and achievement increases, by ensuring that:
 - Teachers plan work that accurately matches the needs of each pupil and challenges all pupils sufficiently, particularly the more able
 - Teachers have higher expectations of all pupils
 - Marking provides pupils with guidance they need to improve their work in all subjects
- Improve the teaching of writing so that pupils' achievement increases by ensuring that:
 - Pupils are taught the skills they need to develop and extend their writing in literacy lessons
 - Pupils have sufficient opportunities to apply their writing skills independently and at length across other subjects
 - Teachers adopt consistent approach to developing pupils' handwriting and presentation skills.

- Improve the effectiveness of leadership and management by ensuring that:
 - The monitoring of learning is rigorous and that the work pupils produce in their books is always of high quality and accurately reflects teachers' assessments of pupils' progress
 - That all teachers adopt consistent approaches particularly in their planning and marking
 - Subject leaders are more involved in monitoring teaching and learning in their subjects.

Quality of Local Authority support for the school:

Ofsted commented that, 'The local authority provides the school with valuable staff training and effective support in evaluating the school's performance and identifying areas for development.'

3.4 **Frederick Gough School** was inspected by Ofsted on 29th and 30th of October 2013.

The overall effectiveness of the school was judged to be Requires Improvement against the evaluation schedule introduced on 1 September 2012.

The school had previously been inspected on 20th and 21st October 2010 under a former evaluation schedule when it was judged to be good.

Key issues for improvement from the latest inspection

- Improve the quality of teaching so that it is at least consistently good in all subjects and accelerates the rate of students' progress, through making sure that:
 - Activities in lessons are based very closely on assessment information about the levels at which students of all abilities work so that their learning needs are met and they are accurately challenged
 - Regular marking tells students what they have achieved, the next steps they need to take, and teachers check that their advice is being taken in future work.
- Ensure that all groups of students achieve well by making sure that:
 - Effective strategies to raise boys' achievement are used in all lesson and that the impact of these is checked very regularly by subject leaders
 - An audit of students English skills is carried out, leading to departmental action plans in all subjects, to ensure a focus on promoting literacy consistency in subjects throughout the school
 - Pupil premium money is used exclusively to address gaps in the learning of eligible students and senior leaders check and adapt support given, based on findings about the way it is spent

- Standards are raised in some subjects to iron out the variability in standards across subjects.
- Raise attendance rates to at least 95% by ensuring that:
 - The attendance of all groups of students is known and checked and strategies are devised to support their improved attendance
 - Students have personal attendance targets to aim for.
- Increase the effectiveness of leadership and management in improving teaching and raising achievement by ensuring that:
 - Senior leaders collect data about the progress, standards and behavior of all groups of students, evaluate the findings and enable all groups to achieve well
 - Subject leaders and year heads are given specific responsibilities and are accountable for monitoring teaching and students' progress in their areas of responsibility
 - Performance management targets are measurable and challenging
 - Governors have the information they need about the achievement of all groups of students in order to hold the school fully to account.
- An external review of governance, to include a specific focus on the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Quality of Local Authority support for the school:

Ofsted commented that, 'The local authority provides four days support and advice each year to the school, including training in observing and judging lessons.'

3.5 **The Axholme Academy** was inspected by Ofsted on 29th and 30th of October 2013.

The overall effectiveness of the school was judged to be Good against the evaluation schedule introduced on 1 September 2012.

The school had previously been inspected on 10th and 11th November 2010 under a former evaluation schedule when it was judged to be good.

Key issues for improvement from the latest inspection

- Improve the progress made by students in English, especially boys and disadvantaged students, so that it is at least as good as the progress they make in mathematics.
- Continue to improve the quality and consistency of teaching so that more is outstanding by:

- Developing the consistency of marking and other feedback so they are more regular and clearly identify what students need to do to improve their work and make even better progress
- Providing students with more regular opportunities to respond to marking and feedback
- Improving the consistency of effective questioning by members of staff in lessons so students are encouraged to give more detailed answers
- Implementing the findings of the review of the role of the teaching assistants so all provide consistent, well-focussed and targeted support.

Quality of Local Authority support for the school:

Ofsted commented that, 'The academy works closely with a school improvement partner who knows the academy well and contributes effectively to its self-evaluation processes.'

3.6 **Bottesford Junior School** was inspected by Ofsted on 30th and 31st of October 2013.

The overall effectiveness of the school was judged to be Requires Improvement against the evaluation schedule introduced on 1 September 2012.

The school had previously been inspected on 29th and 30th September 2010 under a former evaluation schedule when it was judged to be good.

Key issues for improvement from the latest inspection

- Improve the quality of teaching so that it becomes consistently good with more that is outstanding by:
 - Ensuring that all teachers check pupils' progress during lessons, adjust their teaching as a result and provide advice which promotes rapid learning
 - Making sure teaching assistants are fully deployed and used well in classes
 - Refining approaches to marking pupils' work so that teachers' comments focus on improvement and pupils respond accordingly.
- Accelerate rates of progress across the school, especially in mathematics, by:
 - Ensuring that the most able are challenged effectively throughout lessons
 - Checking progress information, about girls in particular, more assiduously and following this up with clear actions and support
 - Providing regular opportunities for pupils to solve problems and develop their mathematical-thinking skills in lessons.

Quality of Local Authority support for the school:

Ofsted commented that, 'The local authority has provided good support to the school. The headteacher has welcomed regular visits which have contributed to improvements. The local authority has offered advice and guidance about improving the use of assessment information and has ensured that judgements of the quality of teaching have become more accurate.'

3.7 **Berkeley Junior School** was inspected by Ofsted on 30th and 31st of October 2013.

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

The school had previously been inspected on 2nd and 3rd November 2011 under a former evaluation schedule when it was judged to be satisfactory.

Key issues for improvement from the latest inspection

- Improve the quality of teaching to be consistently good or better in order to raise standards and improve achievement in mathematics, especially for pupils with special educational needs and the most-able pupils by:
 - Eliminating all inadequate teaching
 - Ensuring that the tasks given to pupils match their ability
 - Ensuring all pupils have appropriate levels of challenge, especially in mathematics and particularly the most able pupils
 - Ensuring all teaching assistants are used effectively throughout the lesson to support pupils' learning
 - Developing and improving pupils handwriting and presentation skills
 - Ensuring all teachers have a good subject knowledge in mathematics
 - Giving teachers more opportunities to observe good and outstanding practice within and beyond the school
 - Giving pupils more opportunities to use practical contexts in which to solve problems in mathematics
 - Allowing pupils to use the practical resources that are available to support their learning in mathematics as and when they need them.

- Improve behavior by:
 - Giving pupils greater opportunities to be more active and take the initiative in their learning
 - Providing more opportunities for pupils to learn independently and with others.

- Improve leadership and management to be good or better by ensuring:
 - Subject leaders have the skills needed to monitor teaching in their subjects and that they do so regularly and rigorously in order to improve its quality

- The school development plan shows how its focused activities are intended to impact on pupils' achievement and includes short-term targets to hold leaders to account for improving the school's performance
- Leaders regularly check how well pupils with special educational needs have progressed after taking part in a specific learning programme.

Quality of Local Authority support for the school:

Ofsted commented that, 'The local authority supports the school by helping school leaders to analyse performance data and by undertaking joint lesson observations with senior leaders but this has not had a significant impact on raising pupils' achievement.'

3.8 Holme Valley Primary School was inspected by Ofsted on 5th and 6th of November 2013.

The overall effectiveness of the school was judged to be Outstanding against the evaluation schedule introduced on 1 September 2012.

The school had previously been inspected on 23rd and 24th September 2008 under a former evaluation schedule when it was judged to be good.

Key issues for improvement from the latest inspection

- Ensure, in a few classes, that more able pupils are given even more opportunities to do their very best.

Quality of Local Authority support for the school:

Ofsted commented that, 'The local authority provides appropriately light-touch support while providing challenge to continue to improve.'

3.9 Crosby Primary School was inspected by Ofsted on 6th and 7th of November 2013.

The overall effectiveness of the school was judged to be Good against the evaluation schedule introduced on 1 September 2012.

The school had previously been inspected on 1st and 2nd May 2012 under a former evaluation schedule when it was judged to be satisfactory.

Key issues for improvement from the latest inspection

- Raise standards in reading, writing and particularly mathematics in Key Stage 1 and Key Stage 2 through increasing the proportion of good and outstanding teaching by:
 - Ensuring the work set for all ability groups of pupils is neither too easy nor too hard and gives appropriate challenge particularly for the most able

- Making sure pupils know how much they need to do in a set amount of time in order to learn at a fast pace
- Sharing good and outstanding practice already evident in school to improve teachers' skills.
- Improve attendance by:
 - Reinforcing the work of the family liaison worker and the attendance officer in working with parents and pupils.

Quality of Local Authority support for the school:

Ofsted commented that, 'The local authority has a good relationship with the school and provides support when required.'

3.10 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 2013 baseline	10 December 2013	In-year variance	Proportion of NL children in methodology
Primary age	75%	76%	+1 ppt – improvement	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

Where appropriate the report has been seen and commented on by (3 or n/a)

Cabinet Member	Human Resources	Legal & Democratic	Finance	Property	IT	EMT
Approved by Director						

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.