

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: St Peter and St Paul CE Primary School, Wootton St Andrew's CE Primary School, Sir John Nelthorpe 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 **St Peter and St Paul CE Primary School** was inspected by Ofsted on 8th and 9th 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 not previously been inspected.

Key issues for improvement from the latest inspection

- Improve the overall quality of teaching to outstanding by:
 - Leaders sharpening their feedback on lesson observations by giving more emphasis and detail about how teaching impact on learning for pupils
 - Teachers ensuring pupils have quality time to reflect and act upon feedback from marking.
- Coach, monitor and support the middle leaders so they can carry out their roles consistently well in relation to driving improvements in the provision for which they are responsible.

Quality of Local Authority support for the school:

Ofsted commented that, 'The local authority provides good support in helping leaders and teachers to analyse data about pupils' performance'.

- 3.2 **Wootton St Andrew's CE Primary School** was inspected by Ofsted on 8th and 9th 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 18th and 19th November 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 good in order to assure consistently good progress over time for all pupils by:
 - Ensuring that pupils in Key Stages 1 and 2 develop a clear understanding of their targets and how to improve their work
 - Deploying teaching assistants effectively in Key Stage 1 and the Early Years Foundation Stage to ensure that teaching best meets the learning needs of all pupils, especially at the start of lessons and in the teaching of letters and sounds in Key Stage 1
 - Ensuring marking comments are fully followed up until the necessary improvement is secure
 - Providing more opportunities for pupils to develop, use and apply mathematical skills in subjects other than mathematics.

Quality of Local Authority support for the school:

Ofsted commented that, 'The local authority has provided good support, for example on how to track pupils' progress, and the regular termly meetings that are now held with each teacher to discuss the progress of each pupil and agree how best their needs can be met are helping improve pupils achievement'.

- 3.3 **Sir John Nelthorpe School** was inspected by Ofsted on 2nd and 3rd 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 12th and 13th September 2011 under a former evaluation schedule when it was judged to be Satisfactory.

Key issues for improvement from the latest inspection

- Increase the proportion of good and better teaching especially in Key Stage 3 and the sixth form by:
 - Making sure that group work is a regular feature of lessons so that students can discuss and discover things for themselves
 - Consistently providing stimulating tasks that inspire students and accurately meet their needs
 - Ensuring that the best practice used when teachers mark students' books is a common feature in all lessons.
- Improve leadership and management by:
 - Equipping leaders at all levels with the skills needed in order to undertake monitoring and evaluation work effectively
 - Creating a development plan that provides clear targets for success and regular milestones so that progress can be checked
 - Ensuring that there is always an explicit link between the progress made by students and the performance management of staff.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved and so that governors fulfil their statutory duties fully and develop a mechanism so that they can gain a realistic and accurate understanding of the performance by all students.

- 3.4 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	30 October 2013	In-year variance	Proportion of NL children in methodology
Primary age	75%	75%	Oppt – no change	94%
Secondary age	85%	85%	Oppt – no change	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 - There are no financial implications.

5.2 Staffing - There are no staffing implications.

5.3 Statutory - There are no statutory implications.

5.4 IT - 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 - 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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Date: 30 October 2013

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.