

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 Bernadette's Catholic Primary Voluntary Academy, St Luke's Primary School, St Mary's Catholic Primary Voluntary Academy, East Halton Primary School, Worlaby Academy (Schools Partnership Trust) and Oakfield Primary School.
- 1.2 The schools were inspected under the Section 5 Ofsted inspection schedule for schools.
- 1.3 Full copies 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 Bernadette's Catholic Primary Voluntary Academy** was inspected by Ofsted on 5th and 6th of March 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 10th and 11th January 2008 under a former evaluation schedule when it was judged to be good.

Key issues for improvement from the latest inspection

- Maintain the continuing rise in pupils' attainment, especially in writing, by encouraging and expecting pupils to write at greater length across a range of subjects other than English.
- Make further improvements to the Early Years Foundation Stage by developing outdoor provision in line with the school's current plans.

Quality of Local Authority support for the school:

Ofsted commented that, 'The local authority is aware of this school's qualities. An external consultant, appointed by the school*, monitors the school's effectiveness. The school greatly appreciates this support and expertise.' [*and commissioned by the local authority]

3.2 **St Luke's Primary School** was inspected by Ofsted on 27th and 28th of February 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 6th and 7th October 2010 under a former evaluation schedule when it was judged to be satisfactory.

Key issues for improvement from the latest inspection

- Increase the proportion of teaching that is outstanding by:
 - maintaining a fast pace of learning throughout lessons
 - making sure that work is always hard enough for the more able pupils
 - developing ways of involving pupils in judging how well they have learned and what they need to learn next.
- Accelerate pupils' progress in writing and in using their mathematical skills by providing more opportunities for them to talk about their ideas for writing and for tackling mathematical problems.

Quality of Local Authority support for the school:

Ofsted commented that, 'The local authority has provided valued support since the previous inspection, focused particularly on developing the skills of governors and senior leaders. This involvement is set to continue in order to help ensure that the school keeps moving forward'.

3.3 **St Mary's Catholic Primary Voluntary Academy** was inspected by Ofsted on 6th and 7th of March 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 26th and 27th September 2007 under a former evaluation schedule when it was judged to be good.

Key issues for improvement from the latest inspection

- Move teaching from good to outstanding and thereby further improve pupils' achievement by:

- ensuring pupils of all ability are consistently well challenged in their learning, reshaping lessons as they move along, so as to better challenge individuals when necessary
 - giving pupils more opportunities for independent learning, while retaining teacher talk where necessary
 - providing written comments that precisely tell individual pupils exactly what to do next to improve their work, and ensuring pupils respond
 - ensuring children in the Early Years Foundation Stage do not acquire misconceptions when learning about letters and sounds to help them read unfamiliar words.
- Strengthen the good leadership and management by:
 - including in the school's development plan, the specific proportion of pupils required to make better than average progress, and diligently monitoring the impact of this expectation.
 - ensuring that the English and mathematics leaders are able to undertake a rigorous programme of monitoring teaching and learning through the school.

Quality of Local Authority support for the school:

Ofsted commented that, 'All staff and governors are passionate about wanting the school to be as good as it can be and continue to take full advantage of the support available through the local authority, including that for the professional development of senior leaders'.

3.4 **East Halton Primary School** was inspected by Ofsted on 28th of February and 1st of March 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 8th and 9th June 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 good or better by:
 - ensuring no learning time is wasted in lessons and between lessons
 - matching learning activities more precisely to the needs of all pupils
 - increasing how quickly pupils learn in all lessons
 - ensuring pupils consistently receive clear enough guidance on how to improve their work and that they are given time to act upon the feedback and marking provided.
- Improve achievement in every class by:

- ensuring pupils systematically improve and extend their skills as they move from one class to the next, particularly in mathematics
 - ensuring all pupils make or exceed expected progress in all year groups
 - increase the proportion of pupils reaching the higher levels.
- Strengthen how well leaders and managers improve the quality of teaching by:
 - increasing the rigor and regularity of the monitoring of teaching and ensuring it focuses more precisely on how well teaching is helping pupils learn
 - increasing opportunities to share the best teaching practice within East Halton school and with other schools.

Quality of Local Authority support for the school:

- 3.5 Ofsted commented that, 'The local authority has provided appropriate support for the school during a period of significant changes in leadership. In particular the local authority has worked with the interim headteacher and governors and to ensure the school benefits from the developing collaboration with its partner school'
- 3.6 **Worlaby Academy – Schools Partnership Trust Academies (SPTA)** was inspected by Ofsted on 6th and 7th of March 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 24th and 25th February 2010 under a former evaluation schedule when it was judged to be satisfactory.

Key issues for improvement from the latest inspection

- By September 2014, eliminate teaching that requires improvement and ensure that some of the good teaching becomes outstanding in order to drive forward pupils' achievement, especially in mathematics and for more able pupils by:
 - seeking out and implementing outstanding practice
 - checking that activities, especially for more able pupils, are always challenging
 - injecting greater pace in some lessons and reducing the amount of 'teacher talk' so that pupils have as much time as possible to work independently
 - giving pupils clear steps to success and more opportunities to talk about their learning
 - checking that marking, especially in mathematics where it is weakest, always gives pupils clear guidance on how to improve and take the steps needed to reach their targets
 - ensuring that pupils always have opportunities to share what they have learnt, and how challenging they found the work

- checking that all lessons which help pupils link letters to the sounds they make are brisk and enable pupils to practice and repeat sounds often, building carefully on prior learning.
- Strengthen the effectiveness of leadership and management in order to increase the pace of school improvement by:
 - setting clear deadlines for a reduced number of priorities in planning for improvement and checking rigorously their impact on raising pupils' standards
 - focusing more clearly on how well teachers help pupils make good progress when checking on the quality of teaching and pupils' books
 - ensuring that the governing body focuses more sharply on pupils' performance to help it more effectively hold the school to account and lead its direction
 - making all subject leaders and teachers fully accountable for pupils' standards and progress.
- Build on work already started to improve the curriculum by:
 - increasing opportunities for pupils to solve problems, develop literacy and numeracy skills and undertake practical tasks ensure that pupils have more opportunities to use information technology and engage in sporting activities
 - making further links between subjects and with the outside world to help bring learning alive.

3.7 **Oakfield Primary School** was inspected by Ofsted on 5th and 6th of February 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 9th and 10th March 2010 under a former evaluation schedule when it was judged to be good.

Key issues for improvement from the latest inspection

- Ensure that the quality of teaching and learning is at least good by:
 - making certain that all teachers learn how to use information about pupils in their class consistently and precisely when planning lessons so that pupils are challenged appropriately
 - ensuring that the emphasis and impact of teaching on pupils' progress in writing and mathematics is consistently strong as they move through the school
 - ensuring that pupils' books are all marked thoroughly, and that marking provides clear feedback about how well pupils have done and how they can improve their work
 - insisting that all written work done by pupils is carefully presented in all subjects
 - ensuring that all teachers explain clearly to pupils what they are to learn in lessons and check that pupils have understood.

- Raise standards in mathematics and ensure that all pupils make progress which at least matches national expectations by the time they leave school in Year 6 by:
 - checking progress in mathematical skills as pupils move through the school
 - ensuring that additional help out of lessons contributes appropriately to pupils' needs.

- Improve the effectiveness of leaders and managers by:
 - equipping those in leadership roles with the skills and knowledge necessary to understand how to use results from monitoring activities appropriately, so that they have a good understanding of what works well and what does not.
 - ensuring that all leaders can measure and justify the impact of intervention work on pupils' progress.

- Make certain that all governors receive the training they need so that they can challenge leaders correctly and therefore fulfil their roles to ensure the school is as effective as possible.

Quality of Local Authority support for the school:

Ofsted commented that, 'Since the appointment of the headteacher and deputy headteacher, the local authority has provided support to help them develop into their new roles. The School Improvement Partner is giving clear guidance to senior leaders in using data analysis and self-evaluation to drive school improvement'.

3.8 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	Latest in-year	In year variance
Primary age	64%	76%	+12ppt - improving
Secondary age	44%	70%	+26ppt - improving

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 Head teacher 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.