

**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: Bowmandale Primary School, Messingham Primary School and John Harrison CE 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 **Bowmandale Primary School** was inspected by Ofsted on 18<sup>th</sup> and 19<sup>th</sup> of December 2012.

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 12<sup>th</sup> and 13<sup>th</sup> October 2010 under a former evaluation schedule when it was judged to be satisfactory.

Key issues for improvement from the latest inspection

- Improve the quality of the provision in the Early Years Foundation Stage by:
  - ensuring that the outdoor area promotes good progress in all areas of learning
  - providing well-structured tasks and activities which encourage children to become independent learners.

- Improve the teaching of writing by sharing the excellent practice in the school with all staff to drive up standards.
- Improve the quality of teaching so that a greater proportion becomes outstanding by ensuring that:
  - the most-able learners are consistently challenged to achieve their best through matching work exactly to their needs
  - pupils' independence is fostered and they are encouraged to take more responsibility for their own learning.

Quality of Local Authority support for the school:

Ofsted commented that, 'The school is working well with the local authority and regular support and advice are assisting in promoting improvements in attainment and rates of progress, particularly in writing'.

3.2 **Messingham Primary School** was inspected by Ofsted on 18<sup>th</sup> and 19<sup>th</sup> of December 2012.

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 20<sup>th</sup> and 21<sup>st</sup> January 2010 under a former evaluation schedule when it was judged to be satisfactory.

Key issues for improvement from the latest inspection

- Tackle the teaching that requires improvement and increase the amount of outstanding teaching so that the rate of pupils' progress speeds up and achievement rises by:
  - sharing the best practice that exists in the school to influence high quality teaching throughout
  - ensuring that the classes for younger pupils teachers have higher expectations of all pupils, particularly in their writing
  - making sure that all pupils throughout the school are challenged fully in every lesson
  - improving marking so that all pupils are clear about what they have to do to improve their work
  - ensuring that teaching assistants are used effectively to support learning in all lessons.
- Improve communication between home and school so that parents can support their children's education more effectively by providing parents with:
  - more information about their child's progress
  - adequate and timely information about the decisions leaders take that affect their children.

Quality of Local Authority support for the school:

Ofsted commented that, 'The local authority provides effective support, for example, for staff training and reviewing the school's performance.

3.3 **John Harrison CE Primary School** was inspected by Ofsted on 11<sup>th</sup> and 12<sup>th</sup> of December 2012.

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 5<sup>th</sup> and 6<sup>th</sup> October 2010 under a former evaluation schedule when it was judged to be satisfactory.

Key issues for improvement from the latest inspection

- Increase the amount of good and outstanding teaching by ensuring that:
  - work is always hard enough for the different groups of pupils in the class
  - more activities are exciting and encourage pupils to try their best
  - marking lets pupils know exactly how to improve their work and teachers expect pupils to follow the advice they have been given
  - children in the Reception class are able to use their outdoor area as often as possible.
  
- Improve leadership and management and accelerate the pace of school improvement by:
  - ensuring that all leaders understand that they bear a responsibility for improving the school
  - involving more leaders in checking on the quality of teaching and helping to improve it.
  
- Improve achievement in writing by:
  - making sure pupils learn to spell and punctuate correctly
  - ensuring pupils are given enough time to complete their writing tasks
  - allowing more time for pupils to talk about their ideas before they write them down.

Quality of Local Authority support for the school:

Ofsted commented that, 'The school helps to decide how the local authority supports it. A range of activities are planned for this year, including lesson observations to be carried out jointly with senior leaders. The school currently feels well supported'.

3.3 The school inspection judgements as of 31 December 2012 were:

	Outstanding	Good	Satisfactory	Inadequate	Number of schools inspected	Good or better
Primary	(5) 8%	(43) 67%	(16) 25%	(0) 0%	64	75%
Secondary	(0) 0%	(7) 54%	(4) 31%	(2) 15%	13	54%
Special schools	(1) 50%	(0) 0%	(1) 50%	(0) 0%	2	50%
PRUs	(1) 50%	(1) 50%	(0) 0%	(0) 0%	2	100%

#### 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"> <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.