

NORTH LINCOLNSHIRE COUNCIL

**ADULT AND CHILDREN'S SERVICES
CABINET MEMBER**

OFSTED INSPECTION OF LOCAL AUTHORITY SCHOOL

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: Sir John Nelthorpe School – A Specialist Technology College for Science, Mathematics and Computing.
- 1.2 The school was 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 There is no background information attached to this report.

3. OPTIONS FOR CONSIDERATION

- 3.1 **Sir John Nelthorpe School** was inspected 12 and 13 September 2011.

This is a satisfactory school (previously satisfactory).

- The school is improving steadily and there are good aspects of its work, notably care, guidance and support.
- Students are well motivated as demonstrated by their high attendance,
- Progress is accelerating more consistently for higher and middle ability students than for lower ability students.
- The quality of teaching varies across the school and lacks the consistency needed to give an overall judgement of good. Too much teaching falls short of the essential qualities which fully engage, motivate and challenge all abilities.
- Sixth form provision is good.
- The school has concentrated on improving the role of middle leaders and as a result leaders at all levels exhibit an improved use of data.
- Leaders and managers have been less successful in improving the quality of teaching and learning across the school.

Key issues for improvement

Improve the consistency and quality of teaching so it becomes at least good by:

- using data more effectively in the classroom so that work that is planned matches the range of students' abilities increasing the challenge for students through more effective questioning
- giving students increased opportunities to work in groups, solving problems and being actively involved in their own learning
- ensuring students are fully involved in assessing their own and each other's work so they know what they should do to improve.
- Raise the achievement of lower-ability students by:
 - ensuring no opportunities are missed to develop their literacy skills across the curriculum
 - increasing the rigour with which the progress of lower-ability students is tracked and monitored by school leaders and classroom teachers to ensure that additional support is targeted effectively.
- Improve the leadership and management of teaching and learning by:
 - increasing the opportunities for staff to share the good practice that currently exists in the school
 - ensuring that the results from classroom monitoring of teaching are used to systematically improve the quality of teaching across the school.

Outcomes for individuals and groups of pupils

- The quality of learning is satisfactory overall but inconsistent across the school.
- In the best lessons activities require the students to work closely in groups and learn independently, which results in rapid rates of progress.
- In other lessons students are not well challenged with insufficient opportunities for group work, problem solving and active involvement in their own learning.
- Missed opportunities for students to develop their literacy skills across all areas of the curriculum particularly slows the progress made by lower ability students.
- Many students grasp the plentiful opportunities to make valuable contributions to the school and community and careers guidance is of a high quality.

How effective is the provision?

- The quality of teaching ranges from good to inadequate although the school is working hard to eradicate the rare instances of inadequate teaching.
- Where teaching is most successful, planning takes account of the full range of abilities and teachers use a variety of techniques to challenge students fully.
- Too often planning does not take into account the data on student abilities to ensure high quality learning takes place.
- In some lessons students were unsure of what they needed to do to improve their work.
- The satisfactory curriculum is broad and balanced but the limited development of literacy is a relative weakness in the curriculum.

- Pastoral support is first class and students whose circumstances make them vulnerable receive good support for their needs.

How effective are leadership and management?

- Leaders and managers embed ambition and drive improvement to a satisfactory level.
- The progress of lower ability students has not been tracked with as much rigour as the higher ability groups, resulting in lower rates of progress.
- There are currently too few opportunities for good practice to be shared.
- Although the quality of teaching and learning is monitored, the results of this monitoring exercise are not always systematically used to improve the quality of teaching and learning.
- The Governing Body provides adequate challenge.
- The school meets statutory requirements for safeguarding and is promoting community cohesion.

Sixth Form

- Students in the 6th form are ambassadors in the community and good role models for younger members of the school.
- The quality of teaching in the 6th form is good, ensuring academic outcomes for students are good.
- Small group sizes may inhibit collaboration and discussion.
- Care guidance and support are strong with relationships between students and tutors being good.

Views of parents and carers

- Positive comments from parents and carers were in support of the school's pastoral system.
- A minority of parents expressed concerns about how school informs them of their children's progress and how school takes account of parents' and carers' concerns.
- School's engagement with parents and carers is deemed satisfactory.

Overall effectiveness

3

Capacity for sustained improvement

3

Outcomes for individuals and groups of pupils

3

Taking into account:	
Pupils' attainment	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2
The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account:	
The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3

The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3

Overall effectiveness of the sixth Form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

4. **ANALYSIS OF OPTIONS**

4.1 The Cabinet Member may wish to write to Head teacher regarding the outcomes of their inspection.

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**

Consultation has taken place with the schools concerned and School Development Plans will address the issues for action.

8. **RECOMMENDATIONS**

- 8.1 Continue to support improvements in the schools inspected above.
- 8.2 The Cabinet Member will write and make suitable comments to the schools on reports.

DIRECTOR OF CHILDREN AND YOUNG PEOPLE'S SERVICE

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Date: October 2011

Background Papers used in the preparation of this report:
Ofsted published report

Appendix

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

Common terminology used by inspectors

Attainment: the standard of the pupils' work shown by test and examination results and in lessons.

Progress: the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

Achievement: the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.

Capacity to improve: the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.

Leadership and management: the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.