

**NORTH LINCOLNSHIRE COUNCIL**

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

**OFSTED INSPECTIONS OF NORTH LINCOLNSHIRE SCHOOLS**

**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: Kirmington CofE Primary, Saint Augustine Webster Catholic Primary, Broughton Infant and Enderby Road Infant
- 1.2 The schools were inspected under the Section 5 Ofsted inspection schedule for schools.

**2. BACKGROUND INFORMATION**

- 2.1 There is no background information attached to this report.

**3. OPTIONS FOR CONSIDERATION**

- 3.1 **Kirmington CofE Primary** was inspected by Ofsted on 7 and 8 of February 2012.

The overall effectiveness of the school was judged to be **good** against the evaluation schedule introduced on 1 January 2012.

The school had previously been inspected on 2 July 2009 under a former evaluation schedule when it was judged to be satisfactory.

Key issues for improvement from the latest inspection

Raise achievement in mathematics by ensuring that:

- teachers have consistently high expectations for learning
- feedback in lessons and marking always shows pupils how to improve their work
- pupils have more opportunities to use and apply mathematics in other subjects.

Strengthen the role of middle leaders by ensuring that they:

- regularly check pupils' work within their subjects to determine if expectations are high enough and how consistently pupils are guided to improve their work
- analyse whole school data more rigorously to show the trends in progress over time in their subjects across the school
- use this information to agree further priorities for improvement.

3.2 **Saint Augustine Webster Catholic Primary** was inspected by Ofsted on 22 and 23 of February 2012.

The overall effectiveness of the school was judged to be **good** against the evaluation schedule introduced on 1 January 2012.

The school had previously been inspected on 23 October 2008 under a former evaluation schedule when it was judged to be good.

#### Key issues for improvement from the latest inspection

Raise achievement further by:

- ensuring that marking consistently shows pupils how to improve their learning
- providing more opportunities in lessons and in homework to extend learning
- always providing purposeful activities in the outdoor learning environment for children in the Early Years Foundation Stage.

Ensure subject leaders regularly and rigorously check pupils' work to ensure consistency in the quality of marking and in the setting of homework tasks which are matched to different abilities within their subjects.

3.3 **Broughton Infant** was inspected by Ofsted on 6 and 7 of March 2012.

The overall effectiveness of the school was judged to be **good** against the evaluation schedule introduced on 1 January 2012.

The school had previously been inspected on 7 May 2009 under a former evaluation schedule when it was judged to be good.

#### Key issues for improvement from the latest inspection

Raise attainment in mathematics, especially for the more-able pupils, by:

- giving pupils more challenging mental and oral work
- involving pupils in setting challenges
- providing more opportunities for pupils to use and apply their mathematical skills in a wide variety of contexts.

Give pupils more opportunities to learn independently by:

- keeping teaching sessions short so that pupils have maximum time to learn through finding out for themselves
- using questioning effectively to push their learning on
- increasing the opportunities for role-play.

3.4 **Enderby Road Infant** was inspected by Ofsted on 13 and 14 of March 2012.

The overall effectiveness of the school was judged to be **satisfactory** against the evaluation schedule introduced on 1 January 2012.

The school had previously been inspected on 16 September 2008 under a former evaluation schedule when it was judged to be good.

#### Key issues for improvement from the latest inspection

Make sure that, by July 2013, all teaching is at least good in order to raise attainment further in reading, mathematics and, especially, in writing by:

- Checking that activities are always at the right level of challenge, especially for the more able
- injecting a quicker pace into some lessons and reducing the amount of time teachers spend on explanations, so that pupils have enough time to work independently
- ensuring that pupils are clear about what they are learning and how well they are doing
- ensuring that pupils always have opportunities to share what they have learnt, including how challenging they found their work, to help inform teachers' planning for the next lesson.
- making sure that marking is consistent and clear in showing pupils what they need to do to improve
- providing more opportunities for pupils to develop their writing, problem-solving and investigative skills, especially linked to real-life situations to help inspire, enthuse and instil in pupils a sense of wonder
- improving the quality and range of resources for teaching in the Early Years Foundation Stage.

Strengthen the effectiveness of leadership and management by:

- targeting professional development and support to ensure that all senior and subject leaders are fully accountable for pupils' attainment and progress, so that they take a full part in driving further school improvement.
- ensuring that the monitoring of pupils' work and of teaching focuses sharply on pupils' learning.

- improving the quality of the curriculum by ensuring that subjects are linked together in meaningful ways to add excitement and interest to pupils' learning.

3.5 The school inspection judgements to date are

	Outstanding	Good	Satisfactory	Inadequate	Number of schools inspected	Good or better
Primary	(5) 8%	(39) 60%	(21) 32%	(0) 0%	65	68%
Secondary	(0) 0%	(3) 43%	(2) 29%	(2) 29%	7	43%
Academies	(0) 0%	(4) 67%	(2) 33%	(0) 0%	6	67%
Special schools	(1) 50%	(1) 0%	(0) 50%	(0) 0%	2	50%
PRUs	(1) 50%	(1) 50%	(0) 0%	(0) 0%	2	100%

#### 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

N/A

## 8. **RECOMMENDATIONS**

- 8.1 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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### **Background Papers used in the preparation of this report:**

Ofsted published report

## Appendix

### What inspection judgements mean: Overall Effectiveness criteria from 1 January 2012.

Grade	Judgement	Description
Grade 1	Outstanding	<p>The school's practice consistently reflects the highest aspirations for pupils and expectations of staff. It ensures that best practice is spread effectively in a drive for continuous improvement. Teaching is likely to be outstanding and together with a rich curriculum, which is highly relevant to pupils' needs, it contributes to outstanding learning and achievement or, in exceptional circumstances, achievement that is good and rapidly improving. Other principal aspects of the school's work are good or outstanding. The school's thoughtful and wide ranging promotion of the pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community. Consequently, pupils and groups of pupils have excellent experiences at school, ensuring that they are very well equipped for the next stage of their education, training or employment.</p>
Grade 2	Good	<p>The school takes effective action to enable most pupils to reach their potential. Pupils benefit from teaching that is at least good. This promotes very positive attitudes to learning and ensures that achievement is at least good. Leadership and management play a significant role in this and are good overall. Behaviour and safety are strong features. Deliberate and effective action is taken to create a cohesive learning community by promoting the pupils' spiritual, moral, social and cultural development. A positive climate for learning exists and pupils and groups of pupils have highly positive experiences at school so that they are well prepared for the next stage in their education, training or employment.</p>
Grade 3	Satisfactory	<p>Achievement, behaviour and safety, the quality of teaching and learning, and leadership and management are all likely to be at least satisfactory with some significant good practice. In addition, the school takes reasonable steps to promote pupils' spiritual, moral, social and cultural development, enabling them to develop the skills and personal qualities needed to work together in a generally cohesive learning community. As a result, pupils and groups of pupils have a generally positive experience at school and are not disadvantaged as they move to the next stage of their education, training or employment.</p>
Grade 4	Inadequate	<p>Overall effectiveness is likely to be inadequate<sup>1</sup> if any of the following apply.</p> <ul style="list-style-type: none"><li>■ Achievement is inadequate.</li><li>■ Quality of teaching is inadequate.</li><li>■ Behaviour and safety are inadequate.</li><li>■ Leadership and management are inadequate.</li></ul> <p>There are important weaknesses in the school's promotion of pupils' spiritual, moral, social and cultural development, resulting in a poor climate for learning and an incohesive school community where pupils or groups of pupils are unable to thrive.</p>