

**NORTH LINCOLNSHIRE COUNCIL**

**CHILDREN'S SERVICES CABINET MEMBER**

**OFSTED INSPECTIONS**

**OBJECT AND KEY POINTS IN THIS REPORT**

- 1.1 To inform the Cabinet Member of the outcomes of the Ofsted inspections of the following schools: Brumby Engineering College, Crosby Primary School, Scawby Primary School and St Martin's C of E Primary School.
- 1.2 The schools were inspected as part of the routine Ofsted inspection cycle for schools.
- 1.3 This is now a three-year cycle.
- 1.4 Full copies 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 **Brumby Engineering College** was inspected November 2008.

**One Day Inspection**

Strengths and weaknesses identified

- The students are proud of their college and appreciate their good working relationships with the staff, both in lessons and around the college.
- Students enter the college with standards which are broadly in line with the national average, although the literacy levels are below those expected for their age. Effective strategies to tackle these low levels of literacy have been put in place but the strategies are not embedded into every lesson.
- Key Stage 3 students make satisfactory progress and the students' progress increases considerably at Key Stage 4. By the time the students leave the college they have made good progress overall and reach above average standards.

- In 2007 the standards reached at the end of Key Stage 4 improved with a higher percentage of students achieving five or more A\* to C grades at GCSE than nationally and the unvalidated results for 2008 show that this improvement was sustained.
- The percentage of students who achieve five or more A\* to C GCSE grades, including mathematics and English, has also improved, it is lower than the national average.
- Standards in science are average and the college acknowledges that these could be improved.
- Students with learning difficulties and/or disabilities make good progress, because of the individual and caring approach to their education and are well provided for with appropriate courses both in the college and off site.
- The personal development and well-being of the students are good.
- The students are well behaved in lessons and around the college.
- The college has good links with the local church and the spiritual, moral and social development of the students is good.
- The college's good cultural development is enhanced by a number of links not only with schools in mainland Europe but also in Japan and China.
- Some bullying does happen but when it does, it is dealt with efficiently and effectively.
- The college council is active in the college and is involved with the design of the new college and participates often in governing body meetings.
- Robust safeguarding procedures are in place.
- The proactive and rigorous monitoring of teaching and learning by leaders and managers has increased the proportion of good or better lessons since the last inspection.
- In most lessons, assessment data is used well to ensure that students make good progress. However, assessment is not used consistently well in all lessons which means that in some lessons students only make satisfactory progress.
- Information and communication technology (ICT) is used to good effect in most lessons to develop the knowledge and understanding of the students.
- Staff and students are enthusiastic about using ICT and the extra resources purchased through the specialist college status are having a positive impact on teaching and the progress made by students at Key Stage 4.
- Good links with other specialist colleges and the sixth form providers mean the curriculum is flexible and meets the needs and interests of the students particularly at Key Stage 4.
- Effective links with local businesses and industry enhance the curriculum.
- The college provides students with opportunities to take GCSEs in Year 9 and Advanced Supplementary levels in Year 11 with good results.
- The care, guidance and support for the students are good.
- Parents/carers are regularly informed about their child's progress through easy to understand and informative interim reports and parental consultation evenings.

Brumby Engineering College is a good college. Teaching and learning are good. The curriculum provided for the students is good.

Leadership and management are outstanding. The exemplary leadership of the head teacher and the senior leadership team has led to extensive and sustained improvement since the last inspection.

Standards have risen, progress has improved and attendance is higher. Communication in the college is excellent. Self-evaluation is excellent. Governance is good and governors are both challenging and supportive.

Brumby Engineering College offers good value for money.

#### What the school should do to improve further

- Increase the percentage of students who achieve the threshold of five or more A\* to C GCSEs including English and mathematics.
- Ensure the consistent use of literacy strategies across the college.
- Raise the standards reached by students in science.

3.2 **Crosby Primary School** was inspected in November 2008.

#### Strengths and weaknesses identified

- Pupils enter Year 1 with standards that are well below expected levels. They make satisfactory progress though Key Stage 1 but standards remain well below average by the end of Year 2.
- Progress in Key Stage 2 is satisfactory and standards are well below average.
- Pupils have a strong appreciation of the need to lead healthy and safe lifestyles, so they get involved in sporting activities and play safely and sensibly in the playground.
- Attendance is satisfactory.
- The school works hard to improve pupils' basic skills and these give them a satisfactory basis for their future learning and life outside school.
- Teaching and learning are satisfactory and pupils make satisfactory progress as they move through the school.
- Information and communication technology (ICT) lessons engage pupils' interests, have good pace and provide pupils with challenging activities. As a result, pupils make good progress, enjoy the activities and use their skills across other subjects.
- Behaviour is managed well.
- There are inconsistencies in the quality of teaching across the school.
- The satisfactory curriculum promotes personal development and well-being strongly. Of particular note are the well planned personal, health, social and citizenship education programme and the good range of activities that enrich the curriculum.
- Provision for academic development is satisfactory and promotes sound progress.
- Gifted and talented pupils benefit from the planned modifications to their curriculum, especially through joint work with other local schools.
- The support for pupils with English as an additional language is effective and helps them to make at least satisfactory progress and often good gains in their learning.

- Good judgement includes significant strengths in the exemplary pastoral care provided and the satisfactory academic guidance that pupils receive.
- The school works hard to lower barriers to learning, particularly for the most vulnerable children.
- Good links with outside agencies mean that pupils with extra learning needs receive the level of personal support they need.
- The monitoring of pupils' behaviour, attendance and health and safety is robust and promotes good personal development and well-being.
- Safeguarding and child protection procedures meet statutory requirements.
- Academic guidance is satisfactory.
- The new system for tracking pupils' achievements is detailed and up-to-date but it is too soon to judge its impact on raising pupils' achievement.
- Pupils are provided with learning targets and these are displayed on their desks. However, there are no indications about when the targets have been met and what the next one is. Equally, marking is regular but it does not provide a clear picture of how well pupils are doing or what they need to do next.
- Leaders and managers have worked tirelessly and effectively to develop pupils' personal skills and abilities and in developing the excellent pastoral care.
- New procedures have been introduced to improve academic assessment.
- The clear focus on lowering the many barriers to learning that pupils have is promoting equal opportunities for pupils. A key factor in this is the very effective partnerships that have grown with a range of outside agencies. Through these links and an extremely wide range of extended services that effectively meet community needs, the school is showing a clear and positive commitment to promoting community cohesion. Given this evidence of a steadily improving picture, the capacity for further improvement is satisfactory.
- Priorities in the school improvement plan are accurately identified and the measures of academic success are increasingly focused on the challenging targets for all year groups.
- Financial management is prudent and effective.

This is a satisfactory school with good features that provides sound value for money. The school is well thought of by pupils and their parents. Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good.

Pupils enjoy school and their attitudes are good. Behaviour is good around the school and pupils have a good awareness of their responsibilities to the whole school community, such as playing safely and looking after one another. Pupils have a good and growing knowledge and understanding of the importance of leading healthy lifestyles.

Pupils' academic achievement is satisfactory. Standards at the end of Years 2 and 6 are well below average, but there is evidence that results in national tests are adversely affected by the high levels of movement in and out of the school during term times. Pupils with learning difficulties and/or disabilities and those from minority ethnic backgrounds make satisfactory progress in

their learning. Pupils learning English as an additional language and those new to English benefit from the good partnerships with outside agencies and often make good progress. Pupils do better in reading than they do in writing and mathematics.

Leadership and management are satisfactory. The new head teacher is leading well by providing the whole school community with a vision for the future. School improvement planning identifies the right priorities and the measures of success are clear and challenging. The senior management team is soundly focused on improving the satisfactory education provided for pupils. Governance is satisfactory. Statutory responsibilities are met and the governors provide a lot of support in the community and on matters such as the buildings and health and safety.

### Effectiveness of the Early Years Foundation Stage

Provision and children's progress in the Early Years Foundation Stage (EYFS) are satisfactory with some good features. When children enter the nursery, most have skills and abilities that are well below those considered typical for their age. By the time they leave the reception class, skills and abilities remain well below expected levels. Nevertheless, children make good progress in personal, social and emotional development. Behaviour is very good. Children at an early stage of learning English as an additional language progress well because of the high priority given by staff and outside agencies to lowering the barriers to learning. Progress is satisfactory in communication, language and literacy, in mathematical development, in knowledge and understanding of the world and in creative and physical development.

Satisfactory management ensures adults plan a good range of learning activities. Assessment of children's progress is not yet effectively linked to identifying the next steps of learning. Outdoor provision is better in the nursery where children have lots of opportunities to explore and develop physically. Children's welfare is promoted effectively.

### What the school should do to improve further

- Raise standards in writing and mathematics.
- Improve the use of assessment information and the quality of marking so that pupils have a clear idea of their achievements and what they need to do to improve further.
- Introduce a more rigorous method of monitoring and evaluating teaching that focuses more on pupils' learning.

3.3 **Scawby Primary School** was inspected in December 2008.

### **One Day Inspection**

#### Strengths and weaknesses identified

- The school is effective in ensuring that all of its pupils not only succeed academically but also succeed exceptionally well in their personal development and well-being.
- The vast majority of parents speak very highly of the school.
- Procedures for safeguarding pupils' welfare, health and safety are in line with statutory requirements.
- Achievement is good and pupils reach above average standards.
- Children start school with skills and knowledge that are broadly typical for their age.
- The children make good progress in Reception and Key Stage 1, and by the end of Year 2 their standards are above average. The momentum is maintained in Key Stage 2.
- Pupils continue to work hard and achieve well especially in reading and science, where the majority of pupils reach the expected levels and around half reach the higher levels.
- Provisional results for 2008 indicate that recent developments to bring standards in mathematics closer to standards attained in reading are beginning to have some success and, across the school, more pupils are achieving at the higher levels.
- The pupils are well motivated and confident learners.
- The pupils fully understand how they can stay healthy, keep themselves and others safe and become responsible, caring members of their school and local community.
- The good progress they make in learning the basic skills of literacy, numeracy and information and communication technology (ICT) is providing them with secure skills to continue learning when they leave school.
- They have a good understanding about world religions and cultures, evident particularly through their assemblies and the strong musical provision but their understanding of the cultural diversity that exists in Britain today is less well developed.
- Academic support and guidance are good overall.
- Effective support is provided for those pupils who are identified as having learning difficulties and/or disabilities.
- Pupils are generally clear about their targets and how meeting them will help them to achieve higher standards.
- The good curriculum is effectively enriched by a range of interesting activities, both within the school and beyond and this adds significantly to pupils' levels of confidence, self-esteem and enjoyment.
- There are particular strengths in curriculum provision for physical education, music, links with industry and ICT.

This is a good school that lives up to its widely displayed mission statement: 'our school is about success'. The head teacher's good leadership and management have ensured that the school has made good improvement since the previous inspection. As a result, some aspects of the school's work are now outstanding, including pupils' personal development and well-being and the care provided for pupils.

Strong teamwork and a shared commitment among staff and governors to do their best for the pupils in their care have helped to create a caring and happy school. Senior leaders work well with governors, who regularly visit the school and together they accurately judge the school's strengths and relative weaknesses and they know what needs to be done to ensure continued improvement.

The leadership carefully monitors the quality of the different aspects of the school's work. This ensures that teaching is consistently good and sometimes outstanding.

Pupils do well because the school places great importance on providing a caring, happy and supportive family atmosphere in which to develop their personal skills. As a result, their attendance is above average, their behaviour is excellent and they have an infectious enthusiasm for all that the school has to offer.

The head teacher, staff and governors are determined to continue to ensure that the school equips all pupils well for the challenges of the future. It offers good value for money.

#### Effectiveness of the Early Years Foundation Stage

Children in the Early Years Foundation Stage (EYFS) make good progress. Provision enables staff to meet the individual needs of most children, however the more able are not always sufficiently challenged, and when this happens, their progress slows. Most children exceed the expectations for five year olds, having achieved well from their individual starting points. Frequent opportunities to talk and listen, in a patient, caring atmosphere, help them make good progress. Provision is exciting yet nurturing, with an emphasis on building their confidence and developing their personal and social skills in preparation for future learning. Behaviour is managed well and relationships are calm and warm. Staff are enthusiastic and enable all children to participate fully in the exciting range of activities planned for them, inside and out. Though teaching is good overall, insufficient attention is paid to ensuring that learning meets the requirements of the new national guidance on teaching sounds and letters. The 'key person' role is at an early stage of development. The leadership has made a good start in ensuring that the new statutory requirements are met so that children's welfare is promoted.

#### What the school should do to improve further

- Improve children's learning and development in the Early Years Foundation Stage by ensuring that teaching fully embraces the new

requirements and assessment leads to the immediate next steps for each individual.

- Improve standards and achievement in writing across the school.
- Refine the recording of pupils' progress so that it can more easily be used to inform the school's self-evaluation.

### 3.3 **St Martin's C of E Primary School** was inspected in December 2008.

#### Strengths and weaknesses identified

- Achievement is good.
- The majority of pupils with learning difficulties and/or disabilities also make good progress and a few make exceptional progress in most areas. The pupils are included fully in all the school has to offer. However, a small proportion of these pupils have not made the progress that might be expected in areas such as reading.
- The school does not fully evaluate the effectiveness of support or identify where these pupils need further help.
- The low proportion of pupils with English as an additional language make good progress.
- There is a calm atmosphere around the school and pupils are polite, friendly and welcoming.
- Pupils' spiritual, moral and social development is very good and their cultural development is satisfactory.
- Pupils are encouraged to reflect on their attitudes to work, behaviour and their relationships with others and most take responsibility for their actions.
- Attendance is good overall and the school is doing everything it can to improve the attendance of the few pupils for who this is an issue.
- Pupils have an excellent understanding of how to stay healthy and many take part in sports and other clubs.
- Pupils make an excellent contribution to the community and take their many responsibilities very seriously.
- They are making good progress in developing basic skills of literacy and numeracy, although their ICT skills are not as strong.
- Good teaching and well-planned lessons mean that pupils are helped to be well organised, confident and able to contribute to lessons.
- Links to literacy and numeracy are helping to raise standards and extend pupils' skills.
- Systems for assessment and setting targets for pupils have been refined and as a result, pupils are now clear about what is expected of them.
- Teachers use questioning skilfully to check understanding and to encourage greater depth of thinking.
- The curriculum is good and statutory requirements are met and it provides good opportunities for pupils to learn.
- While provision for literacy and numeracy skills is good, opportunities to develop more advanced ICT skills are not yet well developed and there are plans to address this.
- Reading is given a high profile and is particularly strong.
- Enrichment, such as the use of French and interesting school visits and visitors, helps to make lessons more interesting.

- There is good provision for physical education.
- The school works hard to provide a good range of clubs after school which encourage the pupils to participate and to have an extremely positive attitude to staying healthy.
- The pastoral care, guidance and support of pupils are very strong; academic guidance is good and improving.
- Arrangements for ensuring the safeguarding of pupils and overseeing their health and safety meet national requirements.
- The school undertakes appropriate risk assessments.
- Child protection training is up to date and first aid arrangements are good.
- The school works closely with parents and other agencies in overseeing the needs of pupils who find learning difficult.
- The school has worked hard to ensure that the progress pupils make is assessed accurately, although the progress of those with learning difficulties and/or disabilities is not always as carefully tracked.
- The strong vision of the head teacher, along with her senior leadership team, means that they have been effective in identifying and tackling the key areas for improvement.
- Through careful analysis of available data, the school have a clear picture of its strengths and areas for development.
- Subject leaders are well informed and effective in leading improvements in their areas of responsibility.
- Identified shortfalls in pupils' progress are addressed effectively.
- Current data show a positive response to improvements and a return to previously high standards.
- Information is shared with governors, through visits to lessons and discussion with staff which helps the governing body to have a clear idea of how the school is doing and it provides good challenge and support.
- The school provides good value for money.

This is a good school, where pupils develop the personal attributes to become effective learners because of the good care, guidance and support they receive from dedicated staff. Pupils achieve well because teaching is good and the curriculum gives them the opportunities they need to extend their knowledge and skills. The strong leadership of the head teacher and good team work among the staff mean that the school has a good understanding of what needs attention.

Pupils join the school with similar abilities to other pupils of their age, and make good progress through the school, to reach standards which are above average. Pupils with learning difficulties and/or disabilities are supported by appropriate strategies. Although the majority of these pupils achieve well, their progress is not always tracked closely enough to ensure that the support provided is enabling them to progress as well as possible in all aspects.

The pupils know their targets and are helped to work towards achieving these. However, opportunities to develop further skills in information and communication technology (ICT) need to be improved.

Community cohesion is good and the school is an important part of the local community and contributes a great deal to the life of the village and local church. Overall, the parents feel that their children are well cared for by staff, and appreciate what the school does for them.

### Effectiveness of the Early Years Foundation Stage

Overall, the effectiveness of the Early Years Foundation Stage (EYFS) is good. Children enjoy working and playing in the Nursery and the Reception class and thrive within the well-planned routines. Children's personal and social development, their listening skills and their knowledge and understanding of the world are seen as priorities. Across the curriculum, children achieve well and practical assessment, supported by detailed records, shows that they make good progress, especially in improving their weaker communication, language and literacy skills. Leadership and management of the EYFS are good. Strong teaching matched to individual needs enables children to attain the average standards expected with an increasing number exceeding this level in all that they do by the end of the Reception class.

### What the school should do to improve further

- Improve the use of the outdoors in the EYFS so that it matches the high quality of learning indoors.
- Sharpen up the tracking of pupils with learning difficulties and/or disabilities to evaluate the impact of the support provided and check all are making enough progress.
- Develop the use of ICT, particularly across the curriculum, so that it becomes an effective tool in supporting learning.

## **4. ANALYSIS OF OPTIONS**

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

## **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 Any schools requiring LA intervention will be notified and supported according to the Schools Causing Concern Policy.

6.2 Environmental and Other  
There are no environmental or other 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.

SERVICE DIRECTOR LEARNING, SCHOOLS AND COMMUNITIES

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**Background Papers used in the preparation of this report:**

Ofsted published report