

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 Riddings Junior School.
- 1.2 The school was inspected as part of the routine Ofsted inspection cycle for schools.
- 1.3 This is now a three-year cycle.
- 1.4 A copy of the report is available in Group offices.

2. BACKGROUND INFORMATION

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

3. OPTIONS FOR CONSIDERATION

- 3.1 **Riddings Junior School** was inspected January 2009.

Strengths and weaknesses identified

Achievement and standards

- Standards are broadly average and achievement is satisfactory.
- The school's comprehensive assessment, backed up by the local authority and inspection evidence, shows standards on entry to Year 3 to be below average, especially in language.
- In the past, results of national tests in Year 6 have been well below average in all areas of learning but are rising.

Personal development and well-being

- Pupils' attendance at school has improved significantly and is now good.
- Pupils' moral and social development is good.
- Spiritual and cultural development are satisfactory.
- Important basic skills in language are underdeveloped but, overall, pupils are prepared satisfactory for their future lives.

Teaching and learning

- Teaching and learning across the school are satisfactory but variable, being generally better in the older year groups.
- Across the school, those with learning difficulties and/or disabilities make good progress because of the support and guidance they receive.
- Marking is variable, with some good practice in the older classes.

Curriculum and other activities

- The curriculum is satisfactory. It is broad, balanced and meets satisfactory requirements.
- Work on linking subjects together and making the curriculum more relevant and understandable to pupils is underdeveloped.
- There is a satisfactory range of visits and visitors to enrich the curriculum.
- The range of sports clubs on offer strengthens the school's promotion of healthy lifestyles.

Care, guidance and support

- Pastoral care is good.
- The school has robust procedures for protecting and safeguarding children.
- There are appropriate risk assessments for health and safety and for using the Internet.
- Regular assessments are used effectively to track how quickly pupils make progress.

Leadership and management

- The head teacher has a clear vision for the future of the school and has put in place an extensive programme of improvement over the last two years, supported by the local authority.
- Behaviour has improved significantly, as has the quality of teaching, although this is still variable.
- The head teacher is supported by a hardworking staff who have created a warm, welcoming and supportive learning environment for pupils.
- Subject leaders are developing in their roles to support the leadership and management of the school.
- Governors know the strengths and areas for development of the school and carry out their support and challenge functions effectively.

This is a satisfactory school that has improved significantly in recent years. It provides good levels of pastoral care and support for its pupils. Progress in English is improving but is slower than in other subjects. Speaking and writing remain underdeveloped.

In some lessons pace, challenge and interesting activities, well matched to pupils' needs, ensure that suitable learning takes place. Other teaching is less challenging and more limited activities do not engage the pupils enough in their learning.

The school has good assessment and tracking systems that show where there is underachievement, and intervention strategies are put in place to support pupils' learning. Target setting is more effective in the older years as better guidance is given to pupils on how to achieve them. The school provides good levels of care for its pupils, using support agencies and links with other schools well.

Leadership and management of the school are satisfactory. The school's self-evaluation is satisfactory and underpinned by good data analysis. The school knows what it has to do to improve further and has a suitable development plan in place to realise this. Capacity to improve is satisfactory.

What the school should do to improve further

- Improve standards in English, especially in the areas of speaking, listening and writing.
- Raise the quality of teaching across the school, to that of the best, especially the pace and challenge in lessons so that progress can be improved in all areas.
- Develop closer links between subjects so that the curriculum is made more understandable and relevant to pupils.

4. ANALYSIS OF OPTIONS

4.1 The Cabinet Member may wish to write to the 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 school 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 or other implications.

7. OUTCOMES OF CONSULTATION

Consultation has taken place with the school concerned and the School's Development Plan 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 school on the report.

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Background Papers used in the preparation of this report

Ofsted published report