

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: Enderby Road Infant School, Brumby Junior School, Holme Valley Primary School, The Darley Centre, Althorpe and Keadby Primary School, Saint Augustine Webster Catholic Primary School and Frodingham Infant 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.

2. BACKGROUND INFORMATION

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

3. OPTIONS FOR CONSIDERATION

- 3.1 **Enderby Road Infant School** was inspected September 2008.

Strengths and Weaknesses identified

- Standards are average and achievement is good.
- Provisional results in 2008 show an improvement in the number of pupils reaching the expected level in writing and mathematics.
- Pupils' personal development is good.
- Pupils enjoy coming to school because lessons are fun, staff are friendly and helpful, and they like taking part in the many activities on offer.
- Pupils say they feel safe in school and are confident that their concerns will be listened to.
- Attendance is average and improving.
- Pupils' awareness of the importance of exercise and nutrition is shown in the way they use the good facilities the school provides for physical activity and healthy eating.
- Good and sometimes outstanding teaching enables most pupils to make good progress.

- Clear explanations, effective questioning and good relationships are strong features of most lessons.
- Teachers have good subject knowledge which is constantly updated.
- Interactive whiteboards are used well to arouse interest and extend learning.
- The curriculum is well designed to give all pupils similar experiences, and to meet their needs.
- The curriculum is now much more effective in promoting cultural development.
- Outstanding pastoral care and support ensure pupils are happy, safe and secure.
- Those who require additional help with learning received support carefully tailored to their needs.
- Support for the most able pupils is not as effective.
- Procedures for child protection and health and safety are constantly reviewed and updated.
- Systems for tracking pupils' progress have improved since the previous inspection and are now good.
- The strong leadership of the Headteacher and a settled management structure have brought a clear sense of purpose and direction to the school.
- Rigorous monitoring of the school's performance by senior and middle managers gives a clear picture of where improvement is needed.
- Sound financial management ensures the school provides good value for money.
- An expanded and increasingly well-trained governing body is becoming more involved in monitoring the school's progress.
- The school has good capacity to improve.

Overall, this is a good school that provides outstanding level of pastoral care and support. Under the very able leadership of the Headteacher and with a stable management structure, it is well set to build on its strengths.

The progress of some pupils is hindered by poor literacy, so the school has made tremendous efforts to improve speaking, reading and writing skills in both year groups. Improved Year 2 test results in 2008 indicate this action is effective.

Throughout the school, pupils' personal development is good. Most pupils acquire the self-confidence and social skills to prepare them well for the next stage of their education. The pupils' welfare needs are often supported by the school's effective links with external agencies. Many pupils contribute generously to the school and wider community.

Good teaching ensure that pupils' learning is effective as well as enjoyable. Lessons are planned with a variety of interesting activities including plenty of opportunities for investigation and research.

Effectiveness of the Early Years Foundation Stage

Provision is good. Children enjoy school, because learning through play is fun and because high quality support ensures they are extremely well cared for. Good induction helps them settle quickly into routines so that they soon learn to co-operate with adults and each other.

Staff have a good understanding of how young children learn. Planning is focused on meeting individual needs and interest, and ensures that all areas of learning are covered on a regular basis. Activities are well balanced between those directed by adults and those selected by children.

When children enter the school, their levels of knowledge and skills vary considerably but overall are below those typical for their age. This is particularly so in personal development and a significant number also experience speech and language difficulties. The majority reach the levels expected of five year olds in all areas of learning but not in communication, language and literacy. However, extensive use of speech therapy and a programme to develop children's understanding of sounds and letters is increasing the number reaching expectations in this area.

3.2 Brumby Junior School was inspected in September 2008.

Strengths and Weaknesses identified

- Pupils achieve well and standards are average.
- Since the last inspection standards have shown a year-on-year improvement in mathematics and science.
- Pupils in the current Year 6 have made good progress in their learning and almost 70% are close to reaching the expected levels in reading, mathematics and science.
- Pupils who are learning English as an additional language make very good progress and after only a short time in school often achieve the expected level for their ages in mathematics and science.
- Personal development, including spiritual, moral, social and cultural development is good.
- Pupils obviously enjoy school and this is evident by the good attendance and the excellent behaviour and attitudes in lessons.
- Pupils relish the very strong links with China.
- Teaching and learning are good.
- Those pupils who have learning difficulties and/or disabilities or who are learning English as an additional language are very well supported.
- Marking is usually helpful in telling pupils how well they have done in lessons and providing advice for further improvement.
- The curriculum is good and prepares pupils well for the next stage of their education.
- The school has a range of special programmes to help pupils who are not meeting the expected targets and this is an important factor in maintaining good progress.
- After-school clubs, such as those for games or computer work, are well attended and pupils enjoy competitive sport.

- Care, guidance and support for pupils are good.
- The learning mentor is instrumental in providing good pastoral support and guidance for pupils, especially those who are most vulnerable.
- Good links with the infants school ensure that pupils settle quickly.
- A close partnership with the adjacent secondary school prepares pupils very well for their future education.
- Standards have improved and in reading, mathematics and science are now average.
- The school's efforts to improve standards in writing have not been as successful.
- The school's systems to track pupils' progress, put in place since the last inspection, are very effective in spotting underachievement.
- The governors are effective and have a clear understanding of strengths and weaknesses of the school.

Overall, this is a good school. The Headteacher manages the school well and has provided a clear direction leading to good improvement since the last inspection. Supported by a highly skilled and professional Deputy Headteacher, strong senior management team and a well informed governing body the Headteacher has successfully ensured that pupils received consistently good teaching, a stimulating and responsive curriculum and high levels of care and support.

By the time pupils reach Year 6 the majority of pupils are close to reaching the expected standards in reading, mathematics and science. However, the number of pupils reaching the higher levels is below average. The school does not identify higher attaining pupils early enough and does not provide enough opportunities for them to work independently. Despite a range of strategies to improve standards in writing they remain below average and too few pupils reach the expected levels. The school does not use the very good assessment systems effectively to provide pupils with clear guidance on how they can improve their writing, move onto the next steps in their learning and reach the targets their teachers have set for them.

A good balance between physical, creative, personal development and academic work ensures pupils have a rounded education and are well equipped with the necessary skills to be successful adults.

Excellent behaviour is the norm in this well ordered friendly school community. This was evident in the way they conduct themselves in class, their politeness to visitors and the exemplary way they conducted themselves during a fire drill.

The school has good potential to make further improvements. It offers very good value for money.

3.3 **Holme Valley Primary School** was inspected in September 2008.

Strengths and Weaknesses identified

- Pupils' achievement is good.
- The 2008 Key Stage 2 unvalidated test results, pupils' work and teachers' assessment indicate that standards are continuing to improve, with good progress evident.
- The school is particularly effective in securing good progress for pupils who join the school other than at the usual times and for the small number who have English as an additional language.
- Pupils relish the many different sporting opportunities and extra-curricular clubs such as first aid, athletics and recorders.
- Lunchtimes are especially pleasant occasions where pupils enjoy a range of healthy eating options.
- Pupils say that they enjoy school and everything that it has to offer and this is reflected in the well above average attendance rates.
- The quality of teaching and learning is good overall.
- Pupils are given opportunities for collaboration, co-operation and independent work.
- Skilful work by teaching assistants often supports the learning well.
- Homework is used effectively to promote good achievement.
- The curriculum is broad and balanced and enables pupils to study a good range of subjects and themes.
- The provision for ICT has continued to improve since the previous inspection and remains a significant strength of the school.
- There is also an exceptional range of educational outings and extra-curricular activities, which the pupils support with enthusiasm.
- Procedures to safeguard pupils and to ensure their safety are in place.
- Good support is provided for vulnerable pupils.
- Academic guidance is good overall.
- The quality and detail of marking is inconsistent across the school.
- Leadership and management of the school at all levels are good.
- The Headteacher's leadership has been particularly successful in creating a shared vision where every child matters and staff work hard to do their best for the pupils.
- The school's contribution to creating a cohesive community is good.
- Pupils make good progress in their learning and excellent progress in their personal development.
- Governors and senior leaders have an accurate knowledge of the school's strengths and areas for improvement.
- The commitment of all staff and the impact of recent improvements, such as improvements in attendance and mathematics in Key Stage 2 demonstrate that the school has good capacity to improve further.

Overall, the school is a good school where pupils make outstanding progress in their personal development and well-being. This has helped to make this a very cohesive and inclusive school community. The school provides a good quality of education and a good value for money.

Teachers' assessments for Year 6 pupils in 2008 and provisional test results indicate a marked improvement, particularly in mathematics, where an impressive number reached the higher level 5.

The quality of teaching and learning is good overall but it ranges from satisfactory to outstanding. In some lessons tasks do not always match closely enough to the needs of all learners with the result that on occasions some pupils are not challenged enough.

Effectiveness of the Early Years Foundation Stage

The quality of provision in the Early Years Foundation Stage is satisfactory. Pupils make satisfactory progress and most are working at the expected level by the time they are ready to join Year 1. A strength of the teaching can be seen in the good progress which children make in their personal, social and emotional development, where their behaviour and attitudes to learning are good.

There are insufficient opportunities to allow children to develop their independence, curiosity and imagination because many activities and discussions are adult led, and children sometimes sit for too long.

The Early Years Foundation Stage is led and managed satisfactorily by a team of teachers and teaching assistants who work closely together.

3.4 **The Darley Centre** was inspected in September 2008.

Strengths and Weaknesses identified

- Good teaching and high expectations, students make good progress towards their personal and academic targets and achieve well.
- When students move on from the Centre standards are well below those expected for their age.
- Students quickly sign up to working towards ambitious individual targets for English, mathematics and science and respond well to the high expectations evident in lessons.
- Most students began to meet their Year 9 English targets in 2008.
- Due to the quality of individual support provided there are no significant differences in the rates of progress made by students of differing abilities.
- Students' spiritual, moral, social and cultural development is good.
- Students eat healthily during the day and clearly understand the importance of exercise and a healthy lifestyle, despite many admitting to being regular smokers.
- Attendance is good because students learn to enjoy coming to the centre regularly.
- Good relationships are evident throughout the centre and are generally characterised by mutual courtesy and respect.
- Regular ongoing assessment is used well to ensure the students are working at the right level and they are fully involved in monitoring their own progress through half termly reviews.

- Lessons are well planned and effectively resourced.
- In partnership with the local authority the centre has worked hard to develop a flexible and exciting curriculum.
- ICT is used successfully to enhance students' learning opportunities across the curriculum and they make good progress in gaining basic skills in its use.
- The range of extra curricular activities on offer is limited but students say they enjoy meeting up with staff at weekends to participate in a fishing club.
- Academic guidance is good and is used to help encourage students to enjoy and take risks with their learning.
- Good links exist between the Centre and mainstream schools and the other alternative education providers to which students will transfer.
- Links with other agencies such as Connexions and the Youth Service are also effective in supporting students.
- The Headteacher monitors the quality of teaching and learning regularly and has an accurate view of teachers' relative strengths and any areas for development.
- The management committee brings a wide range of relevant expertise to the Centre and fulfils its statutory duties conscientiously.

Overall, the Centre is a good pupil referral unit that is successfully re-engaging students who have been disaffected with education. The Centre has a good track record preparing students for a successful return to mainstream school, or alternative full-time educational provision. Students' attainment on entry is typically exceptionally low, often as a consequence of their challenging behaviour and entrenched patterns of poor attendance. Because the quality of provision made by the Centre is good, students make good progress and meet, and often exceed, their challenging individual targets set in mathematics and science.

Pupils' needs are assessed thoroughly before and on entry to the Centre, in conjunction with their mainstream school. The students are then effectively involved in setting and reviewing their own learning and behaviour targets. Students soon feel confident enough to re-engage with learning, and they improve their attitudes to their work.

The Centre works hard to promote students' understanding of the importance of healthy lifestyle, and has recently gained the Healthy Schools Award.

Teaching and learning are good. Teachers and teaching assistants show great enthusiasm and a common sense of purpose when working with students to encourage them to strive to achieve their individual targets and enjoy their time in the Centre. The quality of teaching has improved significantly since the last inspection with the help of some focused support from the local authority, and a relentless whole school determination to improve students' learning, behaviour management and the curriculum.

The Headteacher provides good leadership and is ably supported by his deputy and staff, together establishing a clear and shared vision for the Centre's continued development. The Centre has good capacity to improve further.

3.5 **Althorpe and Keadby Primary School** was inspected in October 2008.

Strengths and Weaknesses identified

- Standards are average and achievement is good.
- Progress accelerates in Key Stage 1 because teaching is challenging and consistently good.
- Standards in writing have improved significantly and are better than those seen nationally.
- Current standards across the school show that pupils are making good progress in all subjects, including writing.
- Pupils with learning disabilities and/or difficulties achieve well and often reach the expected levels for their ages.
- Personal development, including spiritual, moral, social and cultural development is good.
- Pupils' outstanding enjoyment of school is reflected in the above average attendance rates and is also echoed by their parents.
- Behaviour is good.
- Pupils are learning about the culture and traditions of other countries such as China.
- Teaching is good.
- ICT is used well by both teachers and pupils to add interest and pace to lessons.
- Teaching assistants are skilled and work very effectively to ensure that pupils with learning difficulties and/or disabilities achieve as well as they can and take full part in the lessons.
- In most lessons, higher attaining pupils are challenged through well matched work which extends their thinking and helps them reach the higher levels they are capable of.
- The curriculum is good and prepares pupils well for the next stage of their education. It is relevant and varied and promotes good levels of personal development.
- There is a very good range of out-of-school activities which promote self-confidence and pride.
- The school provides high levels of care for its pupils.
- The school's newly opened child care provision is making a positive contribution to children's welfare for before and after-school and meets all requirements.
- Leadership and management are good.
- The Headteacher is well supported by a challenging governing body and a highly skilled senior management team.

This is a good school. The Headteacher manages the school with great enthusiasm and drive and has provided clear direction leading to good improvement since the last inspection.

Teachers have high expectations of pupils' behaviour and attitudes and this results in good behaviour. Assessment systems to track pupils' progress are very effective in spotting when pupils need extra support or challenge.

The well planned curriculum, along with the emphasis on the basic skills of literacy, numeracy and information and communication technology (ICT), ensures pupils are well equipped to be successful adults. The care of pupils is very good. The school has good potential to make further improvements and it offers good value for money.

Effectiveness of the Early Years Foundation Stage

Teaching is satisfactory. Staff interact well with the children and show good levels of care. The basic skills of literacy and numeracy are appropriately provided for. Children between the ages of three and five who attend the breakfast club and after-school club are safe and well cared for. They enjoy a wide variety of activities both indoors and outside which promote their learning and personal skills.

3.6 **Saint Augustine Webster Catholic Primary School** was inspected in October 2008.

Strengths and Weaknesses identified

- It provides a safe and very welcoming environment.
- Parents overwhelmingly praise the school for its outstanding care and educational support for their children.
- Pupils identified with learning difficulties and/or disabilities thrive with support from dedicated support staff.
- Both boys and girls achieve much higher results than others locally and nationally and these high standards reflect outstanding achievement from entry.
- The multi-ethnic nature of the school's population is celebrated.
- The curriculum is enriched well by a wide range of out-of-school activities.
- The school's provision for information and communication technology (ICT) is not as strong as other aspects in both resources and their use across the curriculum.
- Pupils respond to the good and sometimes excellent teaching with commitment and excellent behaviour.
- The school promotes a rich understanding by the pupils of their role in their school and wider communities.

This is a good Catholic school with some outstanding features. Pupils reach high standards by the end of Year 2 and Year 6, well above the national average in English, mathematics and science. Pupils also develop outstanding spiritual awareness, many valuing the opportunity to sit and reflect quietly in the recently built internal chapel. The curriculum is good and pupils produce high quality work in art and design, design and technology and wider aspects of their spiritual, moral, social and cultural development. Progress in pupils' personal development and well-being matches their academic progress, and is excellent. Governors are keenly interested in the school and the pupils' welfare and progress. The school's resources are deployed extremely well to achieve excellent value for money.

Effectiveness of the Early Years Foundation Stage

Provision for the Early Years Foundation Stage (EYFS) is good with some outstanding features in provision for children in the Nursery. The whole EYFS setting is well led and managed and children are safe in a secure environment. The addition of well equipped and partially covered outdoor learning areas has improved the setting well and these areas are used effectively to promote learning outdoors across the required areas of experience. Children achieve well from broadly typical levels at entry at three and four years of age. They join Year 1 at above expected levels. The two reception classes offer good provision that helps children make good progress.

3.7 Frodingham Infant School was inspected in November 2008.

Strengths and Weaknesses identified

- Achievement is outstanding.
- Pupils reach standards which are above average at the end of Year 2.
- The school continues to give priority to the improvement of reading and writing skills.
- In mathematics they reach particularly high standards.
- Pupils who struggle to learn easily, including those with learning difficulties and/or disabilities, also reach exceptionally high standards compared to similar pupils nationally.
- The effective integrated use of ICT means pupils make exceptional progress in this subject.
- Celebration of strengths and circle time are used very effectively to promote pupils' care and understanding of others.
- Pupils' behaviour is exemplary.
- Spiritual development is outstanding.
- Moral and social development are also exceptionally well developed.
- Pupils show great understanding of the cultures of others and understand why people follow different traditions.
- Pupils trust and respect their teachers and feel very safe in school.
- Pupils are very enthusiastic about the after-school clubs and trips out of school.
- Pupils have highly positive attitudes to work and readily identify how their strengths can help them learn further.
- Targets and successes are shared with parents regularly and the school works hard to encourage parents and carers to be part of the learning journey.
- The school works tirelessly to develop an outstanding curriculum that provides interesting, enjoyable learning opportunities.
- The curriculum is further enriched by a good range of visits and visitors, and activities after school.
- Staff know the pupils extremely well and have established very positive relationships with them and their parents.
- The school works vigorously to meet the needs of all pupils.
- The health and safety of all children are paramount.

- Close links with the local junior schools ensure pupils are ready for their new school.
- The strong vision and focused determination of the Headteacher, shared by the senior leadership team, have enabled the school to develop extremely well.
- Subject leaders are well informed and effective in leading improvements in their areas of responsibility.

This is an outstanding school where pupils flourish both socially and in their learning. The school has an enthusiastic staff team whose morale is high. There is a strong focus on raising standards. Pupils achieve very well and standards are above average by the end of Key Stage 1. Teachers are enthusiastic and make lessons stimulating by providing practical tasks. This is a happy school because the personal development and well-being of pupils are excellent, they feel safe and well looked after in school. The school promotes pupils' confidence and self-esteem. Leadership and management are very strong. Knowledge and skills of staff have been rigorously developed. The managers and governors work well together to raise standards and promote enjoyment.

Effectiveness of the Early Years Foundation Stage

Provision in the Early Years Foundation Stage (EYFS) is good. It is well managed and there is a strong focus on achievement, personal development and well-being.

Children's behaviour is good. They are very well cared for and policies and procedures are followed consistently. Excellent links with parents.

Indoor areas provide a stimulating environment which promotes learning and personal development.

4. ANALYSIS OF OPTIONS

4.1 The Cabinet Member may wish to write to each Headteacher 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 Property
There are no property implications.

5.4 IT
There are no IT implications

6. OTHER IMPLICATIONS (STATUTORY, ENVIRONMENTAL, DIVERSITY, SECTION 17 - CRIME AND DISORDER, RISK AND OTHER)

6.1 Statutory

There are no statutory implications.

6.2 Environmental

There are no environmental implications.

6.3 Diversity

There are no diversity implications.

6.4 Crime and Disorder

There are no crime and disorder implications.

6.5 Risk

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

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 the reports.

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Background Papers used in the preparation of this report

Ofsted published report