

## 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: West Butterwick Primary School, Goxhill Primary School, Crowle Primary School and Parkwood Primary School.
- 1.2 The schools were inspected as part of the routine Ofsted inspection cycle for schools.
- 1.3 This is 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 **West Butterwick Primary School** was inspected in June 2008.

One -Day Inspection

### Strengths and Weaknesses identified

- Pupils' excellent attitudes and behaviour, and good attendance provide them with a very strong platform for learning.
- Pupils have a very good understanding of how to stay safe and an excellent appreciation of how to lead healthy lifestyles.
- Pupils participate fully in physical education and sporting activities both in lessons and as part of a wide range of extra-curricular activities.
- Pupils have an excellent understanding of their spiritual, moral, social and cultural development.
- The level of pastoral care and welfare is outstanding and pupils are confident to approach staff with any problems.
- Child protection procedures have recently been updated and meet the latest national guidelines.

- Progress is good in KS2 and, by the end of Year 6, standards are above the national average in English, mathematics and science, and are predicted to be even higher in 2008.
- The quality of teaching and learning is good.
- The more able in KS1 could be more challenged in writing and mathematics.
- Good use is made of learning objectives and teachers explain clearly how pupils can be successful.
- Good use is made of personal, social and health education to further support pupils' development.
- Leadership and management of the school are good.
- Governance is good and the governing body provides consistent and meaningful support to the Headteacher and the senior leadership team.
- The school provides good value for money and demonstrates a good capacity for further improvement.

Overall, the school provides a good quality of education for its pupils, and their personal development and well-being is outstanding. Its key strengths are the leadership of the Headteacher, the high and improving levels of progress made by most pupils, and the very high levels of pastoral care. The recently formed Confederation with another local school is beginning to have a positive impact on shared resources and strategic planning.

#### Effectiveness of the Foundation Stage

Children make good progress. There is a wide range of activities for them to choose and some which are planned and directed by adults to meet particular learning needs. The staff work hard to overcome the difficulties of children being on different sites and there is a very effective transition between the two learning environments. Occasionally the outdoor facilities are not used as well as they might be to promote and extend different aspects of children's learning. By the time children leave the Foundation Stage most have met or exceeded the expectations for their age.

**3.2 Goxhill Primary School** was inspected in July 2008.

#### Strengths and Weaknesses identified

- The pupils' personal development and well-being, and the quality of care, support and guidance provided for them are both outstanding.
- The extended provision is of high quality, and is valued and welcomed by both parents and pupils.
- Attendance has improved well to above average levels, and this also supports pupils' good progress.
- Standards and achievement have risen well year on year by the end of Year 6 in national tests in the core subjects of English, mathematics and science.
- A key feature of the improved progress is in the excellent guidance and support available.
- All pupils, including those from minority ethnic backgrounds, are very well prepared for the transition to high school, and for their future lives.

- Measures put in place immediately have ensured that progress in mathematics across the school now matches the good progress maintained in other core subjects this year.
- There is an effective concentration on information and communication technology (ICT), using good resources across the school.
- Staff ensure that pupils are safe and extremely well cared for.
- All required safeguarding and child protection measures are in place.
- Pupils' moral and social development is outstanding.
- Pupils understand and follow the school's excellent guidance on living healthy lifestyles, recognised in a Healthy School award.
- The curriculum is well enriched through extended opportunities for learning beyond the classroom.
- Leadership and management are good overall.
- The leadership team's purposeful ambition and the clarity of direction for improvement make leadership itself outstanding.
- The school's self-evaluation is accurate, founded in extensive and thoroughly assessed evidence.
- Excellent partnerships with parents, other local schools and the local community add value to the school's provision.

Overall, the school is good with some outstanding features. The school has improved strongly since its last inspection, including in the Foundation Stage, as a result of the Headteacher's excellent leadership, supported very well by other senior leaders. The school rightly judges pupils' personal development and well-being to be outstanding.

In the past three years, the sharp focus on improving pupils' achievement has been effective. The whole staff team have high expectations of themselves and the pupils. Senior leaders help other staff and pupils to meet these expectations by supporting and closely monitoring achievement and progress in all aspects of learning. Governors also support and challenge the school well, making careful appointments and, with the Headteacher, managing a tight budget skilfully.

#### Effectiveness of the Foundation Stage

Provision for children in the Nursery and Reception classes is good, representing good improvement. The setting is safe and secure so that children are well cared for. The learning environment has been skilfully adopted to support children across all the areas of learning both indoors and out. Leadership and management are good.

**3.3 Crowle Primary School** was inspected in July 2008.

#### Strengths and Weaknesses identified

- The school's meticulous data indicates that standards in English, mathematics and science have risen and achievement is now good.
- Recent initiatives to improve pupils' writing across the school have led to pupils making good progress but this has not yet had time to impact on overall standards.

- Pupils' personal development and well-being are good.
- Pupils' spiritual, moral, social and cultural development is good, including the appreciation of other cultures.
- Attendance is broadly average.
- Teaching and learning are good.
- Teachers clearly identify expected outcomes to help pupils understand what is expected of them.
- Pupils are encouraged to become independent learners and to work collaboratively with others.
- Teachers use interactive whiteboards well to promote learning but not enough use is made of other computers to support this learning.
- Teaching assistants provide very good support and use their initiative well to sustain pupils' learning.
- The curriculum is good.
- Cultural links with French and Chinese schools broaden pupils' horizons and their understanding of other ways of life.
- The provision for teaching ICT is satisfactory but there is a need to embed the use of ICT across the curriculum to support pupil's learning in other subjects.
- Pupils enjoy an excellent range of extra-curricular activities.
- Care, guidance and support are good.
- Provision for pupils with learning difficulties and/or disabilities and those seen as more vulnerable is good.
- Good transition arrangements ensure that pupils are well prepared for entry to school and for the next stage of their education.
- Leadership is good.
- The Headteacher, ably assisted by the Deputy Headteacher, has brought stability to the school and revitalised it.
- The school is very effective in using outside agencies to enhance provision.
- The governing body is supportive of the school and is rapidly developing its monitoring role.

Overall, the school is good and rapidly improving. Clear target setting has been effective in enabling pupils to make good and rapidly improving progress.

Effective action has been taken to improve the quality of teaching and learning. This is now good and makes a major contribution to improvements in pupils' progress.

Good relationships and sensitive support from caring staff promote pupils' good personal development. Strong teamwork is in place and the Headteacher encourages all teachers to develop their leadership roles. There is a clear understanding of the school's strengths and weaknesses. Highly effective actions already taken demonstrate that the school has a good capacity to improve.

## Effectiveness of the Foundation Stage

The Foundation Stage is outstanding. It is exceptionally well led and managed. Children make rapid and outstanding progress. They are well nurtured and cared for in a safe and stimulating environment. They work and play well together and confidently talk about their work. Teaching is excellent. A major strength is the richness of activities and the promotion of choice. The curriculum is extremely well planned with an outstanding range of indoor and outdoor activities that excite and enthuse children and support new learning.

**3.4 Parkwood Primary School** was inspected in July 2008.

### Strengths and Weaknesses identified

- Achievement is satisfactory overall, although standards are below average by the time pupils leave the school.
- The school has a very high proportion of pupils with learning difficulties and/or disabilities who are cared for and supported well.
- Progress is stronger in Key Stage 2 as a result of more challenging teaching but pupils' low starting points mean standards remain below national expectations by the end of Year 6.
- The school has correctly identified that boys' standards remain lower than those of girls.
- Personal development and well-being are good and pupils' spiritual, moral, social and cultural development is satisfactory.
- Pupils enjoy good relationships with teachers and have positive attitudes towards one another and to their work.
- The school has no exclusions and behaviour is good.
- Pupils know what they should eat to stay healthy and enjoy the many opportunities they have to take exercise.
- Teaching and learning are satisfactory but with variations in quality.
- The marking of work varies in quality and usefulness.
- The curriculum meets statutory requirements, is broad and balanced and reflects the school's inclusive approach to learning.
- The school makes good use of the on-site Autism Resource Base and the Children's Centre to help meet the needs of learners with difficulties and/or disabilities.
- As a result of the school amalgamation there are two information and communication technology (ICT) suites providing good facilities but the use of the ICT in classrooms remains limited.
- Care, guidance and support are satisfactory.
- The amalgamation presented challenges in meeting the additional needs of many pupils and the work of the Special Needs Support Team has been especially effective in this respect.
- Although the school has introduced a new tracking system, its use to provide academic guidance within teaching is underdeveloped in many areas of the school.
- Leadership and management are satisfactory.

- The Headteacher has worked tirelessly over the last two years, together with her leadership team and staff, to create a unified school out of the amalgamation.
- The Headteacher has been successful in overcoming budget difficulties and building work; establishing a unity and new identity for the school.
- The governing body carries out its support and challenge functions to a satisfactory standard.

Overall, this is a satisfactory school. It provides good levels of pastoral care and support for its pupils and, as a result, their personal development is good.

Children enter the Nursery with knowledge, understanding and skills that are well below those typical of their age, especially in the areas of personal development and literacy. Standards by the end of Year 6 are below the national average but given pupils' low starting points, this represents satisfactory achievement overall.

In some lessons, good and outstanding teaching ensures that pupils are interested, and carefully chosen activities challenge them to make progress. Other teaching is less challenging and more limited activities do not engage pupils, particularly boys, enough in their learning. Across most of the school, teachers do not make enough use of assessment information. As a result, pupils are not helped to understand what level they are working at and what they need to do in order to make progress.

The amalgamation of the two schools has been challenging but the early successful focus upon improving behaviour has helped create a calm, well ordered school that is beginning to raise standards. The sound measures taken and the unified approach now established show that the school has satisfactory capacity to improve further.

#### Effectiveness of the Foundation Stage

Most children enter Foundation Stage with skills and knowledge well below those typically found, particularly in personal, social and emotional development, in communications, literacy and language development and in writing.

Staff have created a caring environment for children with good routines so that they quickly begin to feel happy and secure. The children now share several large rooms and the curriculum has been reorganised in order to meet their needs well with a focus on developing language skills. The quality of teaching is satisfactory.

## **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

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 Environmental and Other

5.4.1 There are no environmental 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.

**7. OUTCOMES OF CONSULTATION**

7.1 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.

8.2.1 The Cabinet Member will write and make suitable comments to the schools on reports.

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

Ofsted published report