

NORTH LINCOLNSHIRE COUNCIL

CHILDREN'S SERVICES CABINET MEMBER

OFSTED INSPECTIONS

1 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: Brigg Primary School, Eastoft Church of England Primary School and Hibaldstow Primary School.
- 1.2 The schools were inspected under the Section 5 Ofsted inspection schedule for schools.
- 1.3 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 **Brigg Primary School** was inspected November 2009.

Effectiveness

- Brigg Primary is a good school that has undergone significant changes to its senior leadership and staff since the last inspection.
- Its capacity to improve further is good, with accurate self-evaluation showing what impact actions are having and highlighting areas for future development.
- Senior leaders have introduced new systems for measuring and monitoring progress that are enabling the school to respond more quickly to pupils' identified needs.
- An extensive programme of additional support operates throughout the year and ensures that the progress of pupils with special educational needs and/or disabilities is good.
- Pupils are clear that they feel exceedingly safe within the school, as a result of the good care, guidance and support they receive.
- They show their enjoyment of school through their good behaviour and rapidly improved attendance.
- Pupils' spiritual, moral and social development is often good, but held back overall by their weaker awareness of cultural diversity.
- Teaching is good overall, with some that is outstanding, but with some no better than satisfactory.

- Assessment is well used to support learning with the good curriculum increasingly being adapted to reflect the needs of different groups.
- Leadership and management are good.
- Governance is challenging yet supportive and well informed, although community cohesion has not been a priority and is only satisfactory.

Capacity to improve further

- Further raise attainment, so that pupils are as well prepared as possible for the next stage of their learning by:
 - developing their extended writing skills across all subjects.
- Ensure that all teaching is of at least good quality so that all classes make the best progress they can, by:
 - increasing the levels of challenge and matching activities more accurately to pupils' need.
- Broaden pupils' understanding of and increase their contact with the richness of the wider world by:
 - developing more extensive links with diverse cultures, both in this country and abroad.

Outcomes for individuals and groups of pupils

- Test and teachers' assessment data for the last three years shows that overall pupils attained average standards in all three core subjects by the time they left Year 6.
- Currently, pupils are benefiting from new assessment systems, a major curriculum review and closely targeted interventions in learning.
- Progress within reading and mathematics is often especially good but depends upon the quality of teaching.
- The school recognises that writing is less well developed across the school, which is limiting some pupils' future learning and economic well-being.
- A strength of the school is its specific monitoring of pupils with special educational needs and/or disabilities, ensuring their good progress.
- The school places a very high priority upon the safety and emotional well-being of its pupils.
- Pupils have a good understanding of what it means to lead a healthy lifestyle.
- Pupils' spiritual, social and moral development is well promoted and sometimes good, their awareness of and contact with the outside world is more limited.

How effective is the provision?

- Teachers have good subject knowledge and most use this and different teaching methods successfully to make learning interesting and meaningful.

- The good curriculum is planned carefully and is responsive to most pupils' needs.
- The school recognises that it has only recently started to look at the specific needs of gifted and talented pupils.
- The school works well with a wide range of agencies to support pupils, especially the most vulnerable, in their learning.
- High quality individual education plans reflect how clear and appropriate strategies are put in place and regularly reviewed.

How effective are leadership and management?

- The governors and headteacher have a clear vision for the school that recognises its changing needs.
- This ambition has been communicated very well to staff, parents and pupils and they are all highly supportive of the headteacher's leadership.
- Safeguarding requirements are fully met and the school provides an extremely secure environment for learning.
- Governors are very knowledgeable and support the school well, especially through their links with different areas of the school's work.

Early Years Foundation Stage

- Comprehensive induction arrangements, including home visits, ensure that children and their parents and carers receive a warm welcome to the school.
- The majority of children enter the school with knowledge understanding and skills that are below those typical for their age. Throughout their time in the Early Years Foundation Stage, children make good progress in their learning, helped by the good care and support they receive.
- Teachers regularly assess day-to-day learning and use this information well to plan children's next steps.
- Leadership and management in the Early Years Foundation Stage are good.

Views of parents and carers

- A high number of parents and carers returned the questionnaires and an overwhelming majority were very supportive of every aspect of the school's work.

Overall effectiveness

| |
|---|
| 2 |
|---|

Capacity for sustained improvement

| |
|---|
| 2 |
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| |
|---|
| Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate |
|---|

Outcomes for individuals and groups of pupils

| |
|---|
| 2 |
|---|

Pupil Outcomes

These are the grades for pupils' outcomes.

| | |
|--|----------|
| Pupils' achievement and the extent to which they enjoy their learning. Taking into account : | 2 |
| Pupils' attainment | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 1 |
| Pupil's behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 3 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being. Taking into account : | 3 |
| Pupils' attendance | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 3 |

These are the grades for the quality of provision.

| | |
|--|----------|
| The quality of teaching. Taking into account: | 2 |
| The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

These are the grades for leadership and management.

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement. Taking into account : | 2 |
| The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| To effectiveness of safeguarding procedures | 2 |
| To effectiveness with which the school promotes community cohesion | 3 |
| To effectiveness with which the school deploys resources to achieve value for money | 2 |

These are the grades for early years foundation stage

| | |
|---|----------|
| Overall effectiveness of the Early Years Foundation stage. | 2 |
| Taking into account : | |
| Outcomes for children in the Early Years Foundation Stage | 2 |

| | |
|--|---|
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in the Early Years Foundation Stage | 2 |

3.2 **Eastoft Church of England Primary School** was inspected December 2009.

Effectiveness

- Eastoft Church of England Primary is a good school.
- Children get an excellent start in the Early Years Foundation Stage.
- Pupils are well cared for and their spiritual, moral, social and cultural development is outstanding.
- The relationship with parents is outstanding and contributed well to pupils' achievements.
- Attainment has risen well since the school was last inspected.
- Pupils' behaviour is excellent.
- Pupils say they feel safe and are well cared for.

Capacity to improve further

- Raise attainment and accelerate progress by:
 - Providing more opportunities for pupils to use and apply their mathematical skills in relevant and challenging ways through all subjects
 - Devising a consistently applied system that enables pupils to monitor how well they are achieving and give them clear pointers about how they can improve their work.

Outcomes for individuals and groups of pupils

- Attainment, by Year 6, is above average.
- More-able pupils achieve well in all subjects, particularly English. Occasionally, opportunities are missed to encourage even faster progress by giving sufficient guidance to pupils about how to improve their work.
- Pupils with special educational needs and/or disabilities progress well because programmes of work are carefully structured to meet their individual needs. They sometimes make outstanding progress.
- Pupils say they feel safe and have a good understanding of how to keep fit and healthy.
- Pupils' contribution to the community is good.
- Pupils' outstanding spiritual, moral, social and cultural development is evident in their mature, reflective attitudes and high levels of care they show towards others.

How effective is the provision?

- The quality of teaching is good.
- Occasionally, the pace of learning slows because the introduction to the lesson is too complicated and not exciting enough.

- Although teachers' mark pupils' work well, especially for reading and writing, they do not provide longer-term guidance about how pupils can work independently towards the higher levels.
- The good curriculum is enriched by visits and visitors.
- The care, guidance and support offered to all pupils are good.
- Vulnerable pupils and those with special educational needs and/or disabilities are well provided for.

How effective are leadership and management?

- Leaders and managers at all levels are ambitious for the school and its pupils.
- The headteacher provides fair and clear leadership which is respected by the parents.
- The school's contribution to community cohesion is good.
- All agencies work together with the school to very effectively safeguard and protect pupils and to respond to any concerns.
- Systems to support the most vulnerable pupils are rigorous, recorded in detail and the impact evaluated.
- The governors provide very robust financial management, contribute well to the drive for continuous improvement and ensure the school gives good value for money.

Early Years Foundation Stage

- Teachers and teaching assistants work closely together to ensure that children of all abilities are fully included and progress well.
- Excellent welfare arrangements and very positive relationships ensure children feel very safe and secure and settle in extremely quickly.
- The children's achievement is excellent and by the time they start Year 1, their attainment is typically above average.

Views of parents and carers

- Parents and carers are very happy with the education their children receive and particularly appreciate the school's friendly welcome for everyone.

Overall effectiveness

| |
|---|
| 2 |
|---|

Capacity for sustained improvement

| |
|---|
| 2 |
|---|

| |
|---|
| Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate |
|---|

Outcomes for individuals and groups of pupils

| |
|---|
| 2 |
|---|

Pupil Outcomes

These are the grades for pupils' outcomes.

| | |
|--|----------|
| Pupils' achievement and the extent to which they enjoy their learning. Taking into account : | 2 |
| Pupils' attainment | 2 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupil's behaviour | 1 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being. Taking into account : | 2 |
| Pupils' attendance | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 1 |

These are the grades for the quality of provision.

| | |
|--|----------|
| The quality of teaching. Taking into account: | 2 |
| The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

These are the grades for leadership and management.

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement. Taking into account : | 2 |
| The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| To effectiveness of safeguarding procedures | 2 |
| To effectiveness with which the school promotes community cohesion | 2 |
| To effectiveness with which the school deploys resources to achieve value for money | 2 |

These are the grades for early years foundation stage

| | |
|---|----------|
| Overall effectiveness of the Early Years Foundation stage. | 1 |
| Taking into account : | |
| Outcomes for children in the Early Years Foundation Stage | 1 |
| The quality of provision in the Early Years Foundation Stage | 1 |

| | |
|--|---|
| The effectiveness of leadership and management in the Early Years Foundation Stage | 1 |
|--|---|

3.3 **Hibaldstow Primary School** was inspected November 2009.

Effectiveness

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

- Pupils' enjoyment of school and willingness to learn are reflected in above average attendance and good behaviour.
- Pupils make inadequate progress because teaching is not good enough to ensure that they achieve successfully, particularly in English.
- Provision for children in the Early Years Foundation Stage is inadequate.
- Because of additional support, pupils with special educational needs and/or disabilities make satisfactory progress.
- The curriculum offers too few opportunities to extend pupils' literacy skills through other subjects and for them to learn and discover for themselves.
- Safeguarding procedures meet requirements.
- Senior leaders have had little impact in raising the morale of staff and driving school improvement.
- Self-evaluation is weak and strategic planning lacks direction or purpose.
- The monitoring of teaching and learning is inadequate and teachers are not held to account for pupils' progress.
- Governors, although supportive, do not hold the school to account for the standards pupil attain and have made ill-considered decisions regarding staffing.
- Governors have a limited role in checking the school's performance and driving improvement.
- The school fails to carry out its duty to promote community cohesion.

Capacity to improve further

- Raise achievement and standards, particularly in English, by :
 - Ensuring that teachers use assessment information to support their planning
 - Making lessons challenging, particularly for the more able
 - Setting targets for individual pupils and ensure that they know what to do to improve their work
 - Improving the curriculum so pupils have more opportunities to write freely and at length in all subjects.
- Ensure that leaders and managers take swift and effective action to drive school improvement by :
 - Setting clear and appropriate priorities to raise standards

- Ensuring that assessments of pupils' progress are accurate and reliable and are used to inform management decisions and future planning
 - Monitoring rigorously the school's work, particularly teaching and learning
 - Holding all teachers to account for the progress of pupils in their classes
 - Promoting pupils' understanding of diverse communities
- Ensure that governors rigorously monitor and evaluate the work of the school and hold it to account for its effectiveness.
 - Improve provision and leadership and management in the Early Years Foundation Stage by :
 - Ensuring that children have opportunities to select activities independently
 - Planning more activities to extend children's literacy and numeracy skills
 - Developing the outdoor provision so children have free access to it.

Outcomes for individuals and groups of pupils

- As early as Year 1 a significant minority of pupils are already falling behind. By Year 6 a significant proportion of pupils across the ability range, but particularly the more able, are still underperforming, particularly in writing.
- Standards in other subjects are also lower than they should be.
- Pupils who need additional help with their learning receive the support they need to make satisfactory progress.
- Pupils say they feel safe at school and would go to their teachers if they had any worries.
- While there is a school council, pupils say their ideas are rarely adopted.
- Pupils spiritual, moral, social and cultural development is satisfactory.

How effective is the provision?

- Teaching in some lessons is satisfactory but too little is of this quality.
- Occasionally, teachers' subject knowledge is insecure and pupils are then confused.
- Marking is inconsistent and pupils do not have personal targets to help them understand what they have to do to improve their work.
- Support staff guide pupils who need additional help with their learning satisfactorily so these pupils participate confidently.
- The curriculum does not ensure that pupils develop their skills effectively.
- Pupils have too few opportunities to work independently.
- Modified plans and resources allow pupils who need specific support with their learning to achieve satisfactorily.
- Where other pupils fall behind, interventions are not planned well enough to help them catch up quickly.

- With good links with external agencies, pupils who need specific help, for example those with physical or emotional needs, receive the right support quickly.
- Child protection procedures meet requirements.
- Health and safety procedures are sound.

How effective are leadership and management?

- The school does not demonstrate enough ambition to raise standards.
- Despite a new appointment last year, effective teamwork to move the school forward has not been secured.
- Leaders and managers have not taken prompt and rigorous action to raise the performance of pupils and teachers.
- The school's assessment data are unreliable.
- Governors have not challenged the information provided by senior leaders regarding standards or held them to account for pupils' progress.
- Partnerships with agencies such as those that support pupils with special educational needs and/or disabilities are satisfactory.

Early Years Foundation Stage

- Children enjoy being at school and work confidently alongside their Year 1 classmates.
- Children have insufficient opportunities to make their own choices to explore and investigate independently, and do not have free access to the outdoor area. This makes it difficult to ensure that each child has appropriate experiences in all areas of the curriculum. This limitation, along with the poor outdoor facilities, makes provision inadequate.
- Progress is inadequate overall and particularly weak in literacy and numeracy
- Welfare arrangements are satisfactory.
- Leadership and management of the Early Years Foundation Stage are inadequate.
- Assessment data are unreliable and do not inform lesson planning accurately.
- Inadequate resources and a general lack of creativity stop provision from being challenging and exciting for children.

Views of parents and carers

- Many parents and carers express positive views about the school saying their children enjoy school, teaching is good and children are safe and well cared for.
- However, a significant number are far from positive. They raise concerns about leadership and management, the school's general ethos, children's progress and behaviour and the fact that the school does not take sufficient account of the views of parents and carers.

Overall effectiveness

| |
|---|
| 4 |
| 4 |

Capacity for sustained improvement

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Outcomes for individuals and groups of pupils

4

Pupil Outcomes

These are the grades for pupils' outcomes.

| | |
|--|----------|
| Pupils' achievement and the extent to which they enjoy their learning. Taking into account : | 4 |
| Pupils' attainment | 4 |
| The quality of pupils' learning and their progress | 4 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 3 |
| Pupil's behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 3 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being. Taking into account : | 4 |
| Pupils' attendance | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 3 |

These are the grades for the quality of provision.

| | |
|--|----------|
| The quality of teaching. Taking into account: | 4 |
| The use of assessment to support learning | 4 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 4 |
| The effectiveness of care, guidance and support | 3 |

These are the grades for leadership and management.

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement. Taking into account : | 4 |
| The leadership and management of teaching and learning | 4 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 4 |
| The effectiveness of the school's engagement with parents and carers | 4 |
| The effectiveness of partnerships in promoting learning and well-being | 3 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 4 |
| To effectiveness of safeguarding procedures | 3 |
| To effectiveness with which the school promotes community cohesion | 4 |

| | |
|--|----------|
| To effectiveness with which the school deploys resources to achieve value for money | 4 |
|--|----------|

These are the grades for early years foundation stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation stage. | 4 |
| Taking into account : | |
| Outcomes for children in the Early Years Foundation Stage | 4 |
| The quality of provision in the Early Years Foundation Stage | 4 |
| The effectiveness of leadership and management in the Early Years Foundation Stage | 4 |

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

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**

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 CHILDREN AND YOUNG PEOPLE

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Background Papers used in the preparation of this report:

Ofsted published report

Appendix

What inspection judgements mean

| Grade | Judgement | Description |
|--------------|------------------|---|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate. |

Common terminology used by inspectors

Attainment: the standard of the pupils' work shown by test and examination results and in lessons.

Progress: the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

Achievement: the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.

Capacity to improve: the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.

Leadership & management: the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.