

NORTH LINCOLNSHIRE COUNCIL

PEOPLE CABINET MEMBER

OFSTED INSPECTIONS FOR SCHOOLS IN THE LOCAL AUTHORITY AREA

1. OBJECT AND KEY POINTS IN THIS REPORT

- 1.1 To inform the Cabinet Member of the outcomes of the Ofsted inspection of the following schools: Young People's Education Centre, Kirton Lindsey Primary School.
- 1.2 The schools were inspected under the Section 5 Ofsted inspection schedule for schools.
- 1.3 A full copy of the reports are available in Group offices.

2. BACKGROUND INFORMATION

- 2.1 The current Ofsted schedule for inspecting schools was introduced in September 2012.

3. OPTIONS FOR CONSIDERATION

- 3.1 **Young People's Education Centre** was inspected by Ofsted on 5th and 6th of March 2014.

The overall effectiveness of the school was judged to be Good against the evaluation schedule introduced on 1 September 2012.

The school had previously been inspected on 13th and 14th January 2011 under a former evaluation schedule when it was judged to be outstanding.

Key issues for improvement from the latest inspection

- Improve teaching so that more is outstanding in order to raise achievement further by ensuring that:
 - Teachers' expectations of what students can do and achieve are always high and students are always provided with interesting and challenging work so that they are all motivated to learn
 - Teachers' marking always makes clear what students need to do to improve.
- Improve the effectiveness of leadership and management even further by developing the systems that track students' progress so

that there is a sharper focus on this when leaders check the quality of teaching and learning.

Quality of Local Authority support for the school:

Ofsted commented that: 'The local authority check the quality of the Centre's work in detail and provides targeted support. Advice given to the governing body for example, has strengthened the arrangements for managing the performance of the headteacher.'

- 3.2 **Kirton Lindsey Primary School** was inspected by Ofsted on 18th and 19th of March 2014.

The overall effectiveness of the school was judged to be Requires Improvement against the evaluation schedule introduced on 1 September 2012.

The school had previously been inspected on 18-19 September 2012 under a former evaluation schedule when it was judged to be requires improvement.

Key issues for improvement from the latest inspection

- Raise standards and quicken pupils' progress in reading, writing and mathematics, through teaching that is always at least good or better, by making sure that:
 - Work is planned carefully so that it is at just the right level to enable pupils of all abilities to achieve as well as they can
 - Marking always tells pupils what they have learnt well, what to do next and that pupils always respond to the advice given
 - Pupils have very regular opportunities to practice their mathematical skills in other subjects so that they develop their skills quickly and securely in real life situations.
- Ensure that pupils always behave well in lessons and always try their very best to learn well, by ensuring that:
 - All staff have very high expectations of pupils behavior and attitudes to learning
 - Pupils' interests are sustained and activities involve them more so that they really want to learn.
- Improve the effectiveness of leaders in driving and sustaining improvement in the quality of teaching and pupils' progress by making sure that:
 - Senior and subject leaders have responsibility and full accountability for checking teaching and pupils' learning in their areas as directed by the headteacher and making the changes needed to accelerate pupils' progress
 - All leaders have the training and skills to carry out their roles effectively and senior leaders check regularly the impact they are making in driving improvement.

Quality of Local Authority support for the school:

Ofsted commented that: 'The school was judged by the local authority in July 2013 to be causing concern, following a dip in standards and the departure of a member of the senior leadership team. It has provided specific, helpful support since then, including checking how well the school knows itself and in providing support for mathematics teaching and funding for partnership work with a local school.'

- 3.3 Her Majesty's Chief Inspector for Schools introduced a new performance measure for local authority areas in November 2012. This calculates the proportion of pupils in the local authority attending schools and academies judged to be good or outstanding. The reporting cycle for this performance measure is the academic year.

Following the inspection(s) noted in this report, the in-year figures for the proportion of North Lincolnshire pupils attending schools and academies judged to be good or outstanding are as follows:

	31 August 2013 baseline	15 April 2014	In-year variance	Proportion of NL children in methodology
Primary age	75%	74%	-1 ppt – decline	98%
Secondary age	85%	71%	-14 ppt – decline	84%

4. ANALYSIS OF OPTIONS

- 4.1 This report is for information only and there are no options for consideration.

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 In light of this inspection outcome; levels of support, challenge and intervention by the Local Authority will be re-evaluated for each

maintained school and academy in line with the agreed Graduated Approach to School Improvement (summer 2012 consultation).

- 6.2 Environmental and Other
 - 6.2.1 There are no environmental implications.

7. OUTCOMES OF CONSULTATION

- 7.1 N/A

8. RECOMMENDATIONS

- 8.1 The Cabinet Member may wish to write to the Headteacher or Chair of Governors / Interim Executive Board of each school regarding the outcome of their inspection.

DIRECTOR OF PEOPLE

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Background Papers used in the preparation of this report

Ofsted published report

Appendix

What inspection judgements mean: Overall Effectiveness criteria from 1 September 2012.

Grade	Judgement	Description
Grade 1	Outstanding	<ul style="list-style-type: none"> ■ Teaching is outstanding and, together with a rich and relevant curriculum, contributes to outstanding learning and achievement. Exceptionally, achievement may be good and rapidly improving. ■ Pupils, and particular groups of pupils, have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment. ■ There is excellent practice which ensures that all pupils have high levels of literacy appropriate to their age.¹ ■ The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs. ■ Best practice is spread effectively in a drive for continuous improvement. ■ Other principal aspects of the school's work are good or outstanding. ■ The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community.
Grade 2	Good	<ul style="list-style-type: none"> ■ Pupils benefit from teaching that is at least good and some that is outstanding. This promotes very positive attitudes to learning and ensures that pupils' achievement is at least good. ■ Pupils and particular groups of pupils have highly positive educational experiences at school that ensure that they are well prepared for the next stage in their education, training or employment. ■ Pupils' progress is not held back by an inability to read accurately and fluently. Those pupils who have fallen behind are being helped to make rapid progress in their reading. ■ The school takes effective action to enable most pupils, including disabled pupils and those with special educational needs, to reach their potential. ■ Other principal aspects of the school's work are likely to be at least good. ■ Deliberate and effective action is taken to create a cohesive learning community through the promotion of pupils' spiritual, moral, social and cultural development. There is a positive climate for learning.
Grade 3	Requires Improvement	<ul style="list-style-type: none"> ■ The school requires improvement because one or more of the four key judgements requires improvement (grade 3) and/or there are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development.
Grade 4	Inadequate	<p>The school is likely to be inadequate if inspectors judge any of the following to be inadequate:</p> <ul style="list-style-type: none"> ■ the achievement of pupils ■ pupils' progress in literacy ■ the quality of teaching ■ the behaviour and safety of pupils ■ the quality of the leadership in, and management of, the school <p>and/or</p> <ul style="list-style-type: none"> ■ there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.

¹ Pupils whose cognitive ability is such that their literacy skills are likely to be limited make excellent progress appropriate to their age and capabilities.