

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 Section 5 Ofsted inspections of the following school(s): Worlaby Academy, East Halton Primary and St Norbert's Catholic Primary.
- 1.2 The school was inspected under the Section 5 Ofsted inspection schedule for schools and academies.
- 1.3 Copies of the full reports are available in Group offices.

2. BACKGROUND INFORMATION

- 2.1 The current Ofsted framework for inspecting schools and academies was introduced in September 2012.

3. OPTIONS FOR CONSIDERATION

- 3.1 **Worlaby Academy** was inspected by Ofsted on 10 & 11 February 2015.

The overall effectiveness of the school was judged as **Good** against the evaluation schedule introduced on 1st September 2012.

The school had previously been inspected on 6 & 7 March 2013 when it was judged as **Requires Improvement**.

Key issues for improvement from the latest inspection:

- Improve the quality of teaching so that all groups of pupils, particularly boys, make faster progress in their learning and attain higher standards in reading, writing and mathematics by:
 - ensuring the curriculum fully meets the needs of all pupils, particularly boys
 - making sure teachers with responsibility for managing subjects are given sufficient opportunities to improve achievement in their subjects
 - ensuring the quality of marking is consistently good and enables all pupils to improve their work further

- making sure pupils are always well challenged and no learning time is wasted in any lesson.

Quality of Local Authority support for the school:

No comments made.

3.2 **East Halton Primary** was inspected by Ofsted on 24 & 25 February 2015.

The overall effectiveness of the school was judged as **Good** against the evaluation schedule introduced on 1st September 2012.

The school had previously been inspected on 28 February & 1 March 2013 when it was judged as **Requires Improvement**.

Key issues for improvement from the latest inspection:

- Improve the quality of teaching to consistently outstanding by:
 - ensuring pupils are given time to act on teachers' marking in order to move their learning forward in writing and mathematics
 - providing more opportunities to develop the particular skills pupils are learning in mathematics and English lessons in other subjects.

Quality of Local Authority support for the school:

The principal contribution of the local authority to the school has been its work to promote the federation and ensure that this is successful. The success of the federation, initially driven by the local authority, has been the key reason why the school has improved so well.

3.3 **St Norbert's Catholic Primary** was inspected by Ofsted on 25 & 26 February 2015.

The overall effectiveness of the school was judged as **Good** against the evaluation schedule introduced on 1st September 2012.

The school had previously been inspected on 13 & 14 October 2009 when it was judged as **Good**.

Key issues for improvement from the latest inspection:

- Improve the quality of teaching to result in outstanding achievement for all pupils by ensuring that:
 - the work teachers plan for pupils always challenges them to their full potential and enables all pupils to do their best in all lessons
 - marking provides pupils with the best guidance possible to help them improve their work further and checking that pupils' respond to this marking promptly

- pupils apply their basic literacy skills accurately in their writing, not just in English lessons but in writing in other subjects
 - teachers deploy teaching assistants effectively in all parts of the lesson to improve pupils’ learning
 - pupils supported through the pupil premium funding have the support they need always to achieve as well as their classmates so that the gap in their attainment compared with their classmates is closed rapidly.
- Strengthen the role of all subject leaders and middle leaders by ensuring:
 - that they check more closely the quality of teaching and learning in their areas of responsibility
 - they act promptly where improvements are needed so that all pupils achieve well throughout the school.

Quality of Local Authority support for the school:

Since becoming an academy, the school has maintained regular contact with the local authority, which provides an appropriate level of support as requested and has conducted reviews of the school’s performance to inform development planning.

3.4 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 2014 baseline	16 December 2014	March 2015	In-year variance
Primary age	75%	72%	75%	0 ppt – static
Secondary age	70%	75%	84%	+14 ppt – increase

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 reports

Appendix

What inspection judgements mean: Overall Effectiveness criteria from January 2015.

Ofsted Grade Descriptors for Inadequate
Overall effectiveness: the quality of education provided in the school
<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 or their physical well-being, so that pupils are intolerant of others and/or reject any of the core values fundamental to life in modern Britain.
Achievement of pupils at the school
<p>Achievement is likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none">• From their different starting points, the proportions of pupils making expected progress, or the proportions exceeding expected progress, in English or mathematics are consistently below national figures and show little or no improvement.• For disadvantaged pupils, the proportions making expected progress or exceeding expected progress from the different starting points in English or in mathematics are consistently well below those of other pupils either nationally or in the school, and show little or no improvement.• Pupils' learning and progress in any key subject¹ or key stage, which may, depending on the impact on overall achievement, include sixth form provision or the Early Years Foundation Stage as appropriate, indicate they are underachieving.• Groups of pupils, particularly disabled pupils and/or those who have special educational needs and/or disadvantaged pupils and/or the most able, are underachieving.• Pupils' communication skills (including reading and/or writing) or proficiency in mathematics are not sufficiently strong for them to succeed in the next stage of education, training or employment.• Attainment is consistently below floor standards² or is in decline and shows little, fragile or inconsistent improvement.• There are wide gaps in the attainment and/or the learning and progress of different groups.
Quality of teaching in the school
<p>Teaching is likely to be inadequate where any of the following apply:</p> <ul style="list-style-type: none">• As a result of weak teaching over time, pupils or particular groups of pupils, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making inadequate progress.• Pupils cannot communicate, read, write, or apply mathematics as well as they should.

¹ 'Key' subjects in primary schools are English and mathematics. In secondary schools, they are English, mathematics, science and any specialist school subjects and/or GCSE subjects with very high levels of entry.

² Floor standards for 2013, 2014 and 2015 refer to the expected levels of performance set by the government in relation to standards of attainment at Key Stages 2 and 4 and the proportion of pupils exceeding the threshold in 2014 and 2015 for the number of national curriculum levels of progress made in English and mathematics between Key Stages 1 and 2 or between Key Stages 2 and 4.

The behaviour and safety of pupils at the school

Behaviour and safety are inadequate when **any** of the following apply.

- Pupils' lack of engagement and persistent low-level disruption contribute to reduced learning and/or a disorderly classroom environment.
- A significant minority of pupils show a lack of respect and intolerance for each other or staff and a lack of self-discipline, resulting in poor behaviour around the school. Pupils exhibit negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.
- Incidents of bullying overall or specific types of bullying are frequent and/or pupils have little confidence in the school's ability to address bullying successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of consistent improvement.

Quality of leadership in, and management of, the school

Leadership and management are likely to be inadequate if **any** of the following apply.

- Capacity for securing further improvement is limited because current leaders and managers have been ineffective in securing essential improvements.
- Improvements that have been made are unlikely to be sustainable, are too slow or are dependent on external support.
- Self-evaluation lacks rigour and is inaccurate in its conclusions so that leadership and management do not have a realistic view of outcomes or provision.
- Leadership is not doing enough to ensure good teaching for all groups of pupils, including disabled pupils and those who have special educational needs. The organisation of the curriculum and classes is resulting in some pupils achieving less well than they should.
- Leaders and managers are not taking sufficiently effective steps towards securing good behaviour from all pupils and a consistent approach to discipline.
- The curriculum fails to meet the needs of pupils or particular groups of pupils, or pupils are entered for public examinations inappropriately early. Pupils' achievement, physical well-being and enjoyment of learning are significantly impaired. The range of subjects is too narrow and does not provide preparation for the opportunities, responsibilities and experiences of life in modern Britain. Too little is being done to promote the effective spiritual, moral, social and cultural development of the pupils.
- The progress in English or in mathematics of disadvantaged pupils is falling further behind the progress of other pupils with similar prior attainment nationally or in the school.
- Poor literacy is not being tackled urgently and this is impeding pupils' progress.
- Governors are not sufficiently diligent in holding the school to account for pupils' achievement, the quality of teaching and the effective and efficient deployment of resources.
- Leaders and governors, through their words, actions or influence, undermine the promotion of tolerance of and respect for people of all faiths (or those of no faith) races, genders, ages, disability and sexual orientations (and other groups with protected characteristics³) and so do not support and help prepare pupils positively for life in modern Britain.
- The school's strategies for engaging with parents are weak and parents express little confidence in the school.
- The school's arrangements for safeguarding pupils do not meet statutory requirements and give serious cause for concern, or insufficient action has been taken to remedy weaknesses following a serious incident. The school fails to identify pupils at risk of harm when it might reasonably have done so.
- Leaders have neglected early years and/or sixth form provision such that it is ineffective.

Early Years Provision: the quality and standards

The early years is likely to be inadequate if **any** of the following apply:

- Children, or specific groups of children such as disabled children, those with special educational needs, those for whom the school receives additional funding, or the most able, do not achieve as well as they can so that many start Year 1 without the skills and knowledge they need. Low attainment of any group shows little sign of rising.
- Educational programmes do not adequately cover the seven areas of learning and/or do not provide interesting activities in enough

³ As defined by the Equality Act 2010

depth or breadth to provide adequate challenge for children.

- Leaders and/or staff have a poor understanding of how to promote children's learning and development, resulting in weak teaching that is not matched to children's needs.
- Information from assessment is not accurate and not used well enough to enable children to make the progress they should.
- Children, or particular groups of children, are not enthusiastic about learning, spend much of their time with little purpose and fail to thrive.
- Children's behaviour is not consistently well managed. As a result, more than occasionally, lack of engagement in activities leads to a disorderly environment that hinders their learning and/or puts them and others at risk.
- Strategies for engaging parents about their child's learning and development are weak. As a result, parents do not know what their child is learning or how to help them.
- Teachers and other adults are not knowledgeable enough and/or they are not vigilant enough to ensure that children are kept safe and safeguarded and that their health and welfare are promoted.
- Self-evaluation is weak, with too little focus on raising achievement and improving the quality of provision. Any actions taken to tackle areas of identified weakness have been insufficient or ineffective.

Sixth Form Provision: quality of education provided in the post-16 study programmes

The quality of education in the sixth form is likely to be inadequate if any of the following apply.

- Achievement does not meet the current national 16-19 minimum standards. Too few students complete their course successfully or courses do not meet their needs. Students' progress is inadequate overall or for particular groups, as indicated by the level 3 value added progress measures or achievement in level 2 courses in many subjects being well below national rates.
- Students or specific groups such as disabled students, those with special educational needs, disadvantaged students or the most able do not achieve as well as they can. Low attainment of any group shows little sign of rising.
- The requirements of the 16-19 study programmes are not met. For example, students are on courses that do not allow them to progress to a higher qualification than that already achieved; the requirements for English and mathematics are not met.
- The quality of teaching is inadequate overall or in a number of subjects and/or teachers do not have adequate specialist/subject knowledge.
- Students' attitudes to learning are poor.
- Students are uninformed and ill-equipped to deal with potential risks to their health and well-being and/or learning and progress.
- Leadership of the sixth form is ineffective.