

**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 schools: Kirton Lindsey Primary School; Haxey CE Primary School; Oakfield Primary School; Westwoodside CE Primary Academy.
- 1.2 These 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.
- 1.4 To also inform the Cabinet Member of the outcomes of Ofsted's interim assessments for the following schools: Crowle Primary Academy; West Butterwick CE Primary School; Wroot Travis Charity CE Primary School; Winteringham Primary School; The Saint Lawrence Academy.

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

**3. OPTIONS FOR CONSIDERATION**

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

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

The school had previously been inspected in September 2012 under the same evaluation schedule when it was also judged as 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.

- Ensure that pupils always behave well in lessons and always try their very best to learn.
- Improve the effectiveness of leaders in driving and sustaining improvements in the quality of teaching and pupils' progress.

Quality of Local Authority support for the school:

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.

3.2 **Haxey CE Primary School** was inspected by Ofsted on 26 and 27 March 2014.

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

The school had previously been inspected in June 2009 under a former evaluation schedule when it was judged as Good.

Key issues for improvement from the latest inspection:

- Improve teaching in order to raise standards and quicken pupils progress.
- Increase the effectiveness of senior and subject leaders.
- An external review of governance should be undertaken, in order to assess how this aspect of leadership and management may be improved.

Quality of Local Authority support for the school:

A representative of the local authority visits the school regularly and in recent months has provided training on effective marking to help improve the school's effectiveness. He has carried out observations of teaching with the headteacher and explained to the governing body its roles and responsibilities.

3.3 **Oakfield Primary School** was inspected by Ofsted on 29 and 30 April 2014.

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

The school had previously been inspected in February 2013 under the same evaluation schedule when it was judged as Inadequate and having Serious Weaknesses.

Key issues for improvement from the latest inspection:

- Improve teaching so that it is consistently good or better and all pupils make good progress.
- Strengthen leadership and management.

Quality of Local Authority support for the school:

The local authority provides good support to senior leaders, governors and staff and challenges the school effectively.

3.4 **Westwoodside CE Primary Academy** was inspected by Ofsted on 1 and 2 May 2014.

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

The school had not previously been inspected since converting to academy.

Key issues for improvement from the latest inspection:

- Improve the quality of teaching so that it is good or better in order to improve achievement to at least good.
- Improve the quality of leadership and management.
- An external review of governance should be undertaken, in order to assess how this aspect of leadership and management may be improved.

Quality of Local Authority support for the school:

The school has received recent good support from its school improvement partner.

3.5 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 proportions of North Lincolnshire pupils attending schools and academies judged to be good or outstanding are as follows:

	<b>31 August 2013 baseline</b>	<b>28 March 2014</b>	<b>In-year variance</b>	<b>Proportion of NL children in methodology</b>
<b>Primary age</b>	75%	71%	-4 ppt – decline	98%
<b>Secondary age</b>	85%	71%	-14 ppt – decline	84%

3.6 In addition, following Ofsted's annual interim assessments of schools previously judged as Good, Her Majesty's Chief Inspector of Schools wrote to the parents of the following schools in April 2014: Crowle Primary Academy; West Butterwick CE Primary School; Wroot Travis Charity CE Primary School; Winteringham Primary School; The Saint Lawrence Academy.

3.7 He informed them that Ofsted's interim assessments of their children's schools indicate that the performance of the school has been sustained and that, as a result, the next full inspections of the schools will not take place before the summer term 2015.

3.8 These letters are published on the Ofsted website alongside the inspection reports for each school.

#### **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"> <li>■ 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.</li> <li>■ 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.</li> <li>■ There is excellent practice which ensures that all pupils have high levels of literacy appropriate to their age.<sup>1</sup></li> <li>■ 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.</li> <li>■ Best practice is spread effectively in a drive for continuous improvement.</li> <li>■ Other principal aspects of the school's work are good or outstanding.</li> <li>■ 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.</li> </ul>
Grade 2	Good	<ul style="list-style-type: none"> <li>■ 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.</li> <li>■ 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.</li> <li>■ 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.</li> <li>■ The school takes effective action to enable most pupils, including disabled pupils and those with special educational needs, to reach their potential.</li> <li>■ Other principal aspects of the school's work are likely to be at least good.</li> <li>■ 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.</li> </ul>
Grade 3	Requires Improvement	<ul style="list-style-type: none"> <li>■ 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.</li> </ul>
Grade 4	Inadequate	<p>The school is likely to be inadequate if inspectors judge <b>any</b> of the following to be inadequate:</p> <ul style="list-style-type: none"> <li>■ the achievement of pupils</li> <li>■ pupils' progress in literacy</li> <li>■ the quality of teaching</li> <li>■ the behaviour and safety of pupils</li> <li>■ the quality of the leadership in, and management of, the school</li> </ul> <p>and/or</p> <ul style="list-style-type: none"> <li>■ there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.</li> </ul>

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