

**NORTH LINCOLNSHIRE COUNCIL**

**PEOPLE CABINET MEMBER**

**OFSTED INSPECTIONS FOR THE AREA SCHOOLS**

**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: Invenio Academy.
- 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 **Invenio Academy** was inspected by Ofsted on 29<sup>th</sup> and 30<sup>th</sup> of January 2014.

The overall effectiveness of the school was judged to be Inadequate – Special Measures against the evaluation schedule introduced on 1 September 2012.

The school had previously been inspected on 30<sup>th</sup> April and 1<sup>st</sup> May 2012 under a former evaluation schedule when it was judged to be satisfactory.

Key issues for improvement from the latest inspection

- Improve teaching to good or better by:
  - Eradicating inadequate teaching
  - Raising teachers' expectations as to what students can achieve
  - Planning lessons which ensure that students of all abilities make more rapid progress and achieve highly
  - Improving marking and the advice given to all students, so that they know what they have done well, are shown how to

improve their work and by making sure that teachers check that these improvements have been made.

- Raise attainment and ensure that all groups of students make good progress in all subjects by:
  - Improving the standards of students' reading, writing, communication and mathematical skills
  - Improving students' attitudes to learning and ensuring that they work and quickly in every lesson and take care over the presentation of their work
  - Challenging students, particularly the most able in every lesson, so that they are encouraged to think for themselves and to produce work of a high quality
  - Keeping careful checks on the progress of all individuals and groups who are not making the progress they should and by providing the help they need to catch up in their work.
  
- Make sure that leadership and governance are effective by:
  - Taking actions to ensure that all senior and subject leaders develop the skills necessary to improve the quality of teaching and accelerate students' progress
  - Establishing secure arrangements so that governors can hold senior and subject leaders to account for the impact of their work
  - Taking the necessary actions so that the range of subjects and courses provided, particularly at Key Stage 4, successfully prepare students for future study, training and employment
  - Ensuring efficient management of the academy's finances so that its accommodation is fit for purpose and staff and resources are used to best effect in driving up standards
  - Undertaking an external review of governance may be improved.

Ofsted will make recommendations for action on governance to the authority responsible for the academy.

#### Quality of Local Authority support for the school:

No comment was made about Local Authority support for the academy.

- 3.2 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	13 March 2014	In-year variance	Proportion of NL children in methodology
Primary age	75%	77%	<b>+2 ppt – improvement</b>	98%
Secondary age	85%	71%	<b>-14 ppt – decline</b>	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"> <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.