

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: Sir John Nelthorpe, Eastoft CE Primary, Oasis Academy Henderson Avenue, Melior Academy & Brigg Primary.
- 1.2 The schools were 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 **Sir John Nelthorpe** was inspected by Ofsted on 2 & 3 December 2014.

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 2 & 3 October 2013 when it was judged as **Requires Improvement**.

Key issues for improvement from the latest inspection:

- Accelerate students' progress throughout the sixth form by ensuring that:
 - teaching provides greater challenge and more involvement of students in their learning
 - tutorials provide wider and more detailed monitoring and recording of students' progress in order to support their needs promptly and accurately
 - the school has the highest expectations of sixth-form students' attendance

- Ensuring that the most able students are challenged effectively, through probing questioning and activities, in order for them to make rapid progress and thus reach the standards of which they are capable.
- Raise attendance levels throughout Years 7 to 11 by making sure that:
 - students understand the link between progress and attendance and the importance of good attendance in securing and keeping a job
 - all students have an individual attendance target.

Quality of Local Authority support for the school:

The school's partnerships are effective in driving improvements. In particular, the local authority has done an excellent job since the previous inspection in working with leaders and the governing body to provide them with the skills to ensure the school can make sustainable improvements. The school values the help that the parents give in supporting their children's education.

3.2 **Eastoft CE Primary** was inspected by Ofsted on 27 & 28 November 2014.

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 10 & 11 December 2009 when it was judged as **Good**.

Key issues for improvement from the latest inspection:

- Improve the quality of teaching to result in pupil achievement that is always good or better by ensuring that:
 - all pupils, but especially the most able, are challenged sufficiently in all classes
 - pupils apply their writing skills accurately so that more attain at the higher levels at both key stages
 - marking in all subjects gives pupils clear guidance on how to improve their work and that pupils respond to this marking promptly and so always produce their best work.
- Strengthen the role of subject leaders by ensuring that they check on the quality of teaching and pupils' progress in the subjects they are responsible for and that pupils of all abilities make the best progress they can.

Quality of Local Authority support for the school:

The local authority has provided good support to the school, for example to help improve provision for mathematics. It has also provided support and training to help governors fulfil their responsibilities more effectively and to hold staff to account for pupils' progress.

3.3 **Oasis Academy Henderson Avenue** was inspected by Ofsted on 27 & 28 November 2014.

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 2 & 3 October 2012 when it was judged to be **Good**.

Key issues for improvement from the latest inspection:

- Raise attainment for all pupils and in particular the most able by:
 - setting work in all classes that is hard enough to stretch pupils to reach higher standards and make rapid progress
 - challenging pupils to achieve higher standards by moving them on to harder work as soon as they have grasped concepts and demonstrate that they know what they are doing
 - developing strategies that enable pupils to think harder and deeper about what they are learning.
- Further raise the achievement of children in the early years by:
 - ensuring resources and activities provided outside enable children to experience all areas of the early years curriculum, making learning for them continuous between the indoor and the outdoor areas.

3.4 **Melior Community Academy** was inspected by Ofsted on 5 & 6 November 2014.

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

The school had previously been inspected on 6 & 7 February 2012 when it was judged to be **Inadequate**.

Key issues for improvement from the latest inspection:

- Improve the quality of teaching so that it is at least consistently good and enables students to reach higher standards and achieve well, especially in English and mathematics, by ensuring that teachers:
 - plan and set work that matches the needs and abilities of students
 - have high expectations of what students can achieve
 - require students to act upon the advice given in marking to improve their progress and attitudes to learning
 - check carefully students' understanding of what they are learning by asking searching questions
 - swiftly review students' work, especially that of boys, during lessons to make sure they are engaged with the tasks set and that they are making good progress

- improve, check and modify, when necessary, students' attitudes to learning
 - support the development of English and mathematical skills in all subjects.
- Urgently improve the impact of leadership, management and governance by acting swiftly to ensure:
 - that leaders at all levels, including governors, relentlessly focus on improving the quality of teaching and learning to eradicate that which presently requires improvement or is inadequate
 - that all subject leaders provide accurate assessment information to senior leaders and governors so that underachieving students can be identified swiftly and appropriate actions taken to improve their learning
 - that all subject leaders make sure that academy policies are carried out effectively to ensure greater consistency in the quality of marking and teaching
 - rigorous checking of the impact of the curriculum in meeting the needs of all students
 - that reading and writing skills are developed strongly in all year groups across the whole of the school's curriculum
 - that pupil premium funding is used effectively to overcome barriers to developing higher standards and better achievement
 - governors and the sponsor have robust systems to check the accuracy and validity of information they receive in order to hold the academy to account.

3.5 **Brigg Primary** was inspected by Ofsted on 2 & 3 December 2014.

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 19 & 20 November 2009 when it was judged to be **Good**.

Key issues for improvement from the latest inspection:

- Improve standards in writing and mathematics by:
 - ensuring teachers in all classes check that pupils follow up and work on the issues identified in teachers' marking.
 - introducing a systematic way of ensuring that pupils develop in other subjects, such as history, geography and science, the skills of literacy and numeracy taught in mathematics and English lessons.

Quality of Local Authority support for the school:

The school has worked in close partnership recently with the local authority in evaluating the quality of teaching and learning. The local authority in October 2014 provided a report confirming the quality of teaching and learning in the school is good.

- 3.6 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	In-year variance	Proportion of NL children in methodology
Primary age	75%	74%	-1 ppt – decline	88%
Secondary age	70%	71%	+1 ppt – increase	91%

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.