

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: Priory Lane Community School and Scawby 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 **Priory Lane Community School** was inspected by Ofsted on 4th and 5th of February 2014.

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

The school had previously been inspected on 16th and 17th November 2010 under a former evaluation schedule when it was judged to be good.

Key issues for improvement from the latest inspection

- Improve the quality of teaching so that it is consistently good or better in all classes by:
 - Urgently eradicating all inadequate teaching
 - Improving some teachers' subject knowledge, especially in Key Stage 2, in writing and mathematics, so that they can assess pupils' work accurately to ensure that pupils work at the right level, and have sufficiently high expectations of the level of work that pupils in each group can attain

- Ensuring all teachers check the progress that pupils are making in lesson, spot any mistakes and adapt their teaching, questioning and explanations accordingly
 - Improving the teaching of phonics (the sounds letters make) so that pupils throughout the school improve their reading and spelling skills
 - Ensuring that expectations of behavior are equally high in all classes and that lessons are interesting and purposeful so that standards of behavior do not lapse.
- Improve progress and raise attainment in order that all pupils achieve as well as they can by:
 - Accelerate the progress of pupils supported by the pupil premium in reading, writing and mathematics
 - Requiring pupils in all year groups to do more extended writing and improve their spelling and punctuation, especially in Key Stage 2
 - Expecting pupils to work at the highest level they are capable of in each lesson, especially in writing
 - Ensuring that pupils apply and develop their writing and mathematics skills in other subjects.
 - Improve the effectiveness of leadership and management further by:
 - Ensuring that subject leaders develop their leadership skills and take greater responsibility for checking on the quality of teaching and learning and helping their colleagues to teach their subjects better
 - Helping subject leaders to have an accurate view of the school's data and to use this information to improve teaching and pupils' achievement in their subject area.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Quality of Local Authority support for the school:

Ofsted did not comment on the support from the Local Authority.

3.2 **Scawby Academy** 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 2 December 2008 under a former evaluation schedule when it was judged to be good.

Key issues for improvement from the latest inspection

- Ensure that all teaching is at least good, with more that is outstanding, in order to accelerate progress and raise attainment

further in reading, mathematics and particularly writing, especially in Key Stage 1, by:

- Ensuring that all activities are challenging and that no learning time is wasted
- Checking that all pupils are clear about what they have to learn and how well they are doing
- Making sure that marking always helps pupils to improve
- Giving more attention to improving pupils' spelling, grammar and punctuation
- Providing more opportunities for pupils in Key stage 1 to read more often and to write for different purposes
- Making sure that the teaching of phonics (linking letters and sounds) is consistently good, with lively and engaging activities to help make pupils' learning fun.

Quality of Local Authority support for the school:

Ofsted commented that: 'The local authority has worked effectively with the academy to help provide well-focused challenge and support, such as through its support of leaders to improve the quality of teaching.'

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	28 March 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%

	31 August 2013 baseline	28 March 2014	In-year variance	Proportion of NL children in methodology
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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.