

**NORTH LINCOLNSHIRE COUNCIL**

**CHILDREN'S SERVICES CABINET MEMBER**

**OFSTED INSPECTION OUTCOMES FOR SCHOOLS IN NORTH LINCOLNSHIRE**

**1. OBJECT AND KEY POINTS IN THIS REPORT**

- 1.1 To inform the Cabinet Member of the outcomes of the short (section 8) inspection of Crowle Primary Academy and the full (section 5) inspections of Winterton Junior School, Oakfield Primary School and Westwoodside CE Academy and Oasis Academy Parkwood
- 1.2 Copies of the inspection reports are available in Group offices.

**2. BACKGROUND INFORMATION**

- 2.1 A new Ofsted framework for schools came into force on 1 September 2015.
- 2.2 The main change from the previous framework was the introduction of short (section 8) inspections, once every three years, for schools whose overall effectiveness was judged to be good at their last section 5 inspection.

**3. OPTIONS FOR CONSIDERATION**

- 3.1 **Crowle Primary Academy** was inspected by Ofsted on 14 June 2016.

The outcomes of the short (section 8) inspection were:

- **The school continues to be good**
- **Safeguarding is effective.**

The school had previously been inspected on 8 and 9 December 2010 when it was judged as **Good**.

Key areas for improvement from the latest inspection

- Leaders and governors should ensure that:
  - the most able pupils and boys are consistently challenged, so that they reach their potential and exceed what is expected for their age
  - the teaching of foundation subjects and the teaching of spelling, punctuation and the use of grammar match the high standards established in English and mathematics

- pupils' respect for difference and diversity is promoted strongly throughout the curriculum
- the school improvement plans include interim 'milestones' which are clearly measurable, so that leaders, especially governors, can check whether actions are having sufficient impact.

3.2 **Winterton Junior School** was inspected by Ofsted on 24 and 25 May 2016.

The outcome of this full (section 5) inspection was that the school's overall effectiveness was judged to be **Good**.

The school had previously been inspected on 3 and 4 June 2014 when it was judged as **Requires Improvement**.

Key areas for improvement from the latest inspection

- Raise achievement further in mathematics by ensuring that:
  - there are good opportunities for pupils to solve problems using their mathematics skills
  - the work pupils do is of sufficient difficulty to challenge them fully.
- Strengthen the systems to support pupils who have special educational needs, thereby improving their achievement further, by:
  - improving how parents' views are sought and how they are kept informed of their children's progress
  - increasing the rigour with which targets are set and pupils' progress is measured.

Comments in the report about local authority support for the school

The local authority has supported the school appropriately on its journey of improvement. As a result, governance has improved and teachers have been able to gain expertise from other schools.

3.3 **Oakfield Primary School** was inspected by Ofsted on 14 and 15 June 2016.

The outcome of this full (section 5) inspection was that the school's overall effectiveness was judged to be **Requires Improvement**.

The school had previously been inspected on 29 and 30 April 2014 when it was judged as **Requires Improvement**.

Key areas for improvement from the latest inspection

- Improve the quality of teaching, learning and assessment in key stage 1, particularly in mathematics and writing, by:

- strengthening teachers' subject knowledge and embedding consistency in practices in each subject area across the key stage
  - equipping teachers with the skills and abilities to address misconceptions and give pupils precise feedback in a timely manner through the effective use of assessment information
  - providing a closer match of work to pupils' needs to ensure that all pupils are sufficiently supported or challenged to make good progress, including the most able pupils
  - sharing the strengths in teaching and learning practices seen in key stage 2.
- Increase the effectiveness of leadership and management, including governance, by:
    - ensuring that all leaders, including governors, have a precise understanding of the school's strengths and areas requiring improvement
    - developing consistency across subjects in terms of assessment methods and reporting practices
    - using the wealth of information gathered about pupils' achievements and the quality of teaching more strategically to prioritise improvement actions that are directly linked to outcomes for pupils
    - making sure that governors and senior leaders use performance management procedures effectively, holding adults to account for the outcomes of pupils more robustly.
  - An external review of governance should be undertaken in order to assess how this aspect of leadership and management can be improved.

#### Comments in the report about local authority support for the school

The local authority works closely with the school, supporting and challenging leaders, via the 'progress team'. Together they monitor teaching and learning and agree improvement priorities.

3.4 **Westwoodside CE Academy** was inspected by Ofsted on 21 and 22 June 2016.

The outcome of this full (section 5) inspection was that the school's overall effectiveness was judged to be **Good**.

The school had previously been inspected on 1 and 2 May 2014 when it was judged as **Requires Improvement**.

### Key areas for improvement from the latest inspection

- Continue to strengthen the quality of teaching, in order to further raise standards of achievement, by:
  - ensuring the most able pupils are consistently challenged in mathematics through more demanding challenges that test their ability to use and apply their subject knowledge
  - developing the resourcefulness of some pupils so that they have strategies to help themselves when they are not sure what to do
  - making sure that pupils' presentation and handwriting are always of the highest standard.
- Further improve leadership and management by:
  - developing the skills of middle leaders, in order to allow them to deliver improvements more independently within their areas of responsibility
  - ensuring most-able children in the early years have more frequent opportunities to develop their interest and learning in literacy, numeracy and information technology.

### Comments in the report about local authority support for the school

The local authority has worked effectively with leaders to develop the quality of teaching and provide rigorous scrutiny and challenge.

3.5 **Oasis Academy Parkwood** was inspected by Ofsted on 29 and 30 June 2016.

The outcome of this full (section 5) inspection in was that the school's overall effectiveness was judged to be **Good**.

The school had previously been inspected on 7 and 8 May 2014 when it was judged as **Requires Improvement**.

### Key areas for improvement from the latest inspection

- Building on the improvements already secured, further increase the quality, consistency and effectiveness of teaching so that pupils' learning and development is consistently outstanding by:
  - raising the attainment of all pupils, especially disadvantaged pupils and pupils who have special educational needs and/or disabilities so that their outcomes compare favourably with national averages and their peers nationally
  - ironing out the remaining inconsistent impact of teaching on pupils' learning and progress across subjects and groups, especially in the

Year 4 and Year 5 classes, so that more pupils make more than expected progress and the within-school and national gaps close further by the end of key stage 2

- increasing the challenge pupils receive, especially the most able, so that they do not 'coast' in lessons and their good engagement and work ethic is sustained, ensuring that they achieve the highest standards which they are capable of
  - improving the persistent poor behaviour of the small number of pupils who are regularly withdrawn from classes so that they learn and progress more effectively and do not disrupt the learning of others
  - ensuring that staff always model phonics (letters and the sounds that they make) and basic skills delivery effectively so that pupils do not develop misconceptions unnecessarily
  - securing further development of disadvantaged children's personal, social, and emotional development in the early years so that it compares favourably with national averages across the aspects.
- Sustain and build on the good impact of leaders, governors and the sponsor in further improving the school's overall effectiveness so that the provision for pupils and their outcomes are outstanding by:
    - embedding the strategies which have proved successful in boosting pupils' academic performance, increasing the impact of teaching, improving the support pupils receive and enhancing the curriculum
    - embedding the consistent use of the school's marking and feedback strategies which are proving effective in helping pupils to understand and implement what they need to do to improve their learning and progress in all subjects
    - addressing the negative perceptions a minority of parents have about the effectiveness of the school's communication with them, how well their concerns are dealt with by the school and how well behaviour is handled, so that relationships between these parents and the school become constructive
    - increasing the overall rate of pupils' attendance so that it is consistently good across all groups of pupils, including girls, disadvantaged pupils and those who have special educational needs and/or disabilities
    - ensuring that all staff adhere to the strict protocols in place regarding the storage and access to medicines
    - eliminating the occasional flare-ups that can occur at social times when pupils become over exuberant.
  - Making certain that the school's website complies with the Department for Education regulations.

### Comments in the report about local authority support for the school

The local authority has also worked effectively with Oasis Academy Parkwood to support the school's improvement.

- 3.6 Her Majesty's Chief Inspector for Schools introduced a new performance measure for local authorities 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:

<b>Primary age pupils</b>	90%
<b>Secondary age pupils</b>	92%

## **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  
N/A

5.2 Staffing  
N/A

5.3 Statutory  
N/A

5.4 IT  
N/A

## **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.

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 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