

NORTH LINCOLNSHIRE COUNCIL

PEOPLE CABINET MEMBER

OFSTED INSPECTIONS FOR LOCAL AUTHORITY 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 school: Willoughby Road Primary School and Westcliffe Primary School.
- 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 **Willoughby Road Primary School** was inspected by Ofsted on 22nd and 23rd of May 2013.

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

The school had previously been inspected on 20th and 21st January 2009 (Riddings Junior School) and 13th and 14th May 2009 (Riddings Infant School) under a former evaluation schedule when it was judged to be satisfactory and good respectively.

Key issues for improvement from the latest inspection

- Improve the quality of teaching, so all is consistently good or better in order that pupils reach at least the nationally expected standard in English and mathematics by:
 - matching more precisely learning tasks to the needs of all pupils

- ensuring all teachers have higher expectations of what pupils can achieve.
- Ensure the school's curriculum:
 - interests the pupils and makes them keen to learn
 - provides more opportunities for pupils to practice and improve their numeracy and literacy skills in other subjects.
- Improve leadership and management by:
 - planning the school's priorities more precisely
 - checking more regularly that the school's priorities have been met, particularly with regard to pupils' achievement.

Quality of Local Authority support for the school:

Ofsted commented that, 'School leaders and staff are very appreciative of the good quality support the local authority has provided during a period when they have been faced with many significant changes.'

3.2 **Westcliffe Primary School** was inspected by Ofsted on 11th and 12th of June 2013.

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 22nd and 23rd June 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 a greater proportion is outstanding by:
 - ensuring strategies that have been so successfully implemented to improve pupils' writing are now adopted to improve mathematics
 - providing more-able pupils with work that challenges them from the start of every lesson
 - ensuring teachers' marking always shows pupils how to improve their work, and then making sure all pupils act swiftly on this guidance.
- Further raise attainment by:
 - Helping pupils to make as good progress in their mathematics as they do in their reading and writing
 - Ensuring the proportion of pupils making better than expected progress, especially in mathematics, continues to improve.

Quality of Local Authority support for the school:

Ofsted commented that, 'Leaders appreciate the effective support provided by the local authority in recent years. Indeed, the school is now so well

regarded by the local authority that it is used to support other schools within the authority.'

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 2012 baseline	28 June 2013	In-year variance	Proportion of NL children in methodology
Primary age	64%	75%	+11ppt – improving	94%
Secondary age	44%	85%	+41ppt – improving	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.