

**NORTH LINCOLNSHIRE COUNCIL**

**PEOPLE CABINET MEMBER**

**OFSTED INSPECTIONS**

**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: Gunness & Burringham Primary School
- 1.2 The schools were inspected under the Section 5 Ofsted inspection schedule for schools.
- 1.3 A full copy of the report is available in Group offices.

**2. BACKGROUND INFORMATION**

- 2.1 There is no background information attached to this report.

**3. OPTIONS FOR CONSIDERATION**

- 3.1 **Gunness & Burringham Primary** was inspected by Ofsted on 27 and 28 June 2012.

The overall effectiveness of the school was judged to be **good** against the evaluation schedule introduced on 1 January 2012.

The school had previously been inspected on 20 May 2009 under a former evaluation schedule when it was judged to be good.

Key issues for improvement from the latest inspection

Enable all groups of pupils to make more rapid progress by:

- providing pupils with more opportunities to apply and extend their skills independently and follow their own lines of enquiry
- ensuring the outdoor environment is used more effectively to help pupils consolidate and extend their learning across the curriculum.

3.4 The school inspection judgements to date are

	Outstanding	Good	Satisfactory	Inadequate	Number of Schools Inspected	Good or better
Primary	(5) 8%	(39) 60%	(21) 32%	(0) 0%	65	68%
Secondary	(0) 0%	(6) 46%	(5) 38%	(2) 15%	13	46%
Special Schools	(1) 50%	(0) 0%	(1) 50%	(0) 0%	2	50%
PRUs	(1) 50%	(1) 50%	(0) 0%	(0) 0%	2	100%

**4. ANALYSIS OF OPTIONS**

4.1 The Cabinet Member may wish to write to Head teacher regarding the outcomes of their inspection.

**5. RESOURCE IMPLICATIONS (FINANCIAL, STAFFING, PROPERTY, IT)**

5.1 Financial  
There are no financial implications.

5.2 Staffing  
There are no staffing implications.

5.3 Statutory  
There are no statutory implications.

5.4 IT  
There are no statutory implications.

**6. OTHER IMPLICATIONS (STATUTORY, ENVIRONMENTAL, DIVERSITY, SECTION 17 - CRIME AND DISORDER, RISK AND OTHER)**

6.1 Any schools requiring LA intervention will be notified and supported according to the Schools Causing Concern Policy.

6.2 Environmental and Other  
6.2.1 There are no environmental implications.

**7. OUTCOMES OF CONSULTATION**

N/A

## 8. RECOMMENDATIONS

- 8.1 The Cabinet Member will write and make suitable comments to the schools on reports.

DIRECTOR OF PEOPLE

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Date: 20 July 2012

### **Background Papers used in the preparation of this report**

Ofsted published report

## Appendix

### What inspection judgements mean: Overall Effectiveness criteria from 1 January 2012.

Grade	Judgement	Description
Grade 1	Outstanding	The school's practice consistently reflects the highest aspirations for pupils and expectations of staff. It ensures that best practice is spread effectively in a drive for continuous improvement. Teaching is likely to be outstanding and together with a rich curriculum, which is highly relevant to pupils' needs, it contributes to outstanding learning and achievement or, in exceptional circumstances, achievement that is good and rapidly improving. Other principal aspects of the school's work are good or outstanding. The school's thoughtful and wide ranging promotion of the pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community. Consequently, pupils and groups of pupils have excellent experiences at school, ensuring that they are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	The school takes effective action to enable most pupils to reach their potential. Pupils benefit from teaching that is at least good. This promotes very positive attitudes to learning and ensures that achievement is at least good. Leadership and management play a significant role in this and are good overall. Behaviour and safety are strong features. Deliberate and effective action is taken to create a cohesive learning community by promoting the pupils' spiritual, moral, social and cultural development. A positive climate for learning exists and pupils and groups of pupils have highly positive experiences at school so that they are well prepared for the next stage in their education, training or employment.
Grade 3	Satisfactory	Achievement, behaviour and safety, the quality of teaching and learning, and leadership and management are all likely to be at least satisfactory with some significant good practice. In addition, the school takes reasonable steps to promote pupils' spiritual, moral, social and cultural development, enabling them to develop the skills and personal qualities needed to work together in a generally cohesive learning community. As a result, pupils and groups of pupils have a generally positive experience at school and are not disadvantaged as they move to the next stage of their education, training or employment.
Grade 4	Inadequate	Overall effectiveness is likely to be inadequate <sup>1</sup> if any of the following apply. <ul style="list-style-type: none"><li>■ Achievement is inadequate.</li><li>■ Quality of teaching is inadequate.</li><li>■ Behaviour and safety are inadequate.</li><li>■ Leadership and management are inadequate.</li></ul> There are important weaknesses in the school's promotion of pupils' spiritual, moral, social and cultural development, resulting in a poor climate for learning and an incohesive school community where pupils or groups of pupils are unable to thrive.