

NORTH LINCOLNSHIRE COUNCIL

**ADULT AND CHILDREN'S SERVICES
CABINET MEMBER**

OFSTED INSPECTIONS OF NORTH LINCOLNSHIRE SCHOOLS

1 OBJECT AND KEY POINTS IN THIS REPORT

- 1.1 To inform the Cabinet Member of the outcomes of the Ofsted inspections of the following schools: The St Lawrence Academy, Castledyke Primary School, Scunthorpe C of E Primary School, Wroot Travis Charity Primary School and Grange Lane Junior 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 There is no background information attached to this report.

3. OPTIONS FOR CONSIDERATION

- 3.1 **The St Lawrence Academy** was inspected 22 –23 March 2011(first inspection)

This is a good school.

- The school is popular and oversubscribed where students are keen to learn and do well.
- Achievement is good and attainment has risen significantly since the academy opened. School data reliably predicts a further increase in 2011.
- Students make good progress in maths and satisfactory progress in English.
- Most teaching is good or better, but in satisfactory lessons the differing needs of all pupils are not yet met. More urgency and drive are needed to improve the proportion of good and outstanding teaching.
- The curriculum (both taught and enriched) is outstanding and has made a significant impact on achievement, attendance and personal development.
- There is strong and shared commitment among both staff and students.

- The opportunities and ethos of the academy contribute exceptionally well to the outstanding spiritual, moral, social and cultural development of the students.

Key issues for improvement

Increase the proportion of good and outstanding teaching by:

- improving the use of assessment to ensure that teaching consistently matches the range of students' needs
- giving a sharper focus to evaluating the learning in lessons as well as the teaching
- tackling satisfactory teaching more rigorously in order to bring about more rapid improvement in the consistency of learning and progress, including in English.

Outcomes for individuals and groups of pupils

- There was a significant increase in the proportion of A*-C grades in English in 2010.
- Students enter the academy with attainment which is below average and they leave with average attainment. This represents good progress.
- Students with special educational needs and/or disabilities make good progress and gain a wide range of accreditation.
- Students have a positive attitude to learning and are considerate and well behaved.
- Students enjoy the wide range of practical activities and many have developed confidence in public speaking.
- Over one third of students over all year groups are engaged in leadership activities as buddies and mentors, who with prefects and other leaders are impressive ambassadors for the school.
- Students are fully engaged in decision-making and the student voice is prominent in promoting change and development.
- Students feel safe and bullying is rare.
- Students from different cultures and ethnic backgrounds work harmoniously together and learn much from the rich blend of cultures and religions represented in the school.

How effective is the provision?

- Most lessons are planned well and students are motivated.
- Relationships between teachers and students are good.
- Regular checks in lessons ensure all students understand the work and are making good progress. Where necessary teachers adapt plans or try a different approach.
- In the weaker lessons all students work on the same activity and some are passive, particularly those who are unable to complete the task.
- Tracking pupil progress is particularly effective in PE and ICT, but the use of assessment to plan lessons is inconsistent across subjects.
- The school has an outstanding partnership with 2 local colleges and there is a wide range of academic and vocational courses.

- The care guidance and support for vulnerable young people are outstanding.
- Good attendance and behaviour are successfully promoted by rewards and celebration.

How effective are leadership and management?

- The Principal provides positive leadership for staff and students.
- Students, parents and carers all have clear information about progress and what they need to do to improve.
- Data identifies underachievement and there is an increasingly detailed analysis of skills needed for progress to next steps.
- Improved systems of monitoring and accountability have strengthened the role of middle leaders.
- The Board of Trustees makes a valuable and professional contribution to monitoring areas for improvement.
- A system for more rigorous lesson observations was introduced in 2010 and the findings have been used to target staff development.
- Good practice is shared within clusters of subjects but is not shared effectively across the whole academy.
- The current lesson observation form needs to focus more closely on students' learning and progress.
- Quality of safeguarding is good.
- Outstanding promotion of equal opportunities lies at the heart of the academy's work.
- Relationships between the school and the local community are highly cohesive and the extensive range of business links provides excellent vocational opportunities.

Views of parents and carers

- More than one third of parents and carers returned the questionnaire and responses showed they have a very high opinion of the academy.
- In comparison with schools nationally parents and carers are especially confident that their children enjoy school.

Overall effectiveness

2

Capacity for sustained improvement

2

Outcomes for individuals and groups of pupils

2

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	3
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account:	
The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

3.2 **Castledyke Primary School** inspected 04-05 May 2011

This is a good school (previously good).

- The school has a welcoming environment and pupils benefit from outstanding care, guidance and support.
- Pupils enjoy school, behave well and this is reflected in the high level of attendance.
- The contribution of pupils to the wider community is outstanding and they willingly perform roles to assist the smooth running of school life.
- Pupils enter the school with skills generally below those typical for their age and language and social development even lower. By the time they leave in Year 6 their attainment is broadly in line with the national average, which represents good progress.
- Attainment and progress are higher in English than maths, but this varies across year groups.
- Pupils with special educational needs make good progress.
- The majority of lessons are good and some are outstanding, pitched at exactly the right level to provide challenge and excitement.
- A minority of lessons remains satisfactory and this slows progress.
- Extensive grounds provide creative outdoor learning opportunities.
- Governors offer support and robust challenge and this is part of the school's capacity to improve further.

Key issues for improvement

Raise attainment by the end of Year 6, by:

- - accelerating progress for all pupils in Key Stage 2, particularly in Year 4 and Year 5
- - increasing the proportion of more-able pupils gaining higher levels across the school, particularly in mathematics
- - evaluating the impact of recent actions taken to improve mathematics to ensure their success.

Increase the consistency of teaching that is good or better, by:

- - providing learning activities that are suitably demanding for all abilities in every class
- - improving the quality of marking and guidance offered to pupils, so they know how to improve their work, and then provide opportunities for them to practise these skills
- - ensuring all pupils know their targets and what steps they need to take to meet them
- - increasing the pace of lessons so pupils spend less time listening to teachers talk and more time actively engaged in structured learning activities.

Outcomes for individuals and groups of pupils

- Pupils enjoy their learning and achievement is good, although faster in KS1.
- Across the school a majority of pupils know their targets well and what they have to do to reach them. For other pupils this is less clear.
- The number of pupils gaining higher levels in reading and writing is increasing but less so in maths.
- Pupils with special educational needs and/or disabilities make good progress.
- Pupils are helped to grow in confidence as they move through the school and by Year 6 they are caring and independent young people.
- The overwhelming majority of pupils feel safe and happy and rare incidents of unacceptable behaviour are managed well by staff.

How effective is the provision?

- Some teaching is outstanding and most is good but improving. However, there remains some variation in quality across the school.
- On occasions teachers talk for extended periods and pupils become passive.
- Quality of marking is generally high, where good work is recognised and constructive suggestions given on how to improve. Some marking lacks clear guidance.
- The curriculum is broad and balanced and opportunities are established to reinforce reading, writing and ICT skills across a range of subjects.
- Excellent attention is given to care, guidance and support with highly effective support is available for those whose circumstances make them vulnerable.
- Partnerships ensure that support is timely, focused and sustained.

How effective are leadership and management?

- School improvement is driven by the good leadership of the Headteacher and the highly committed team of staff.
- Determination for the school to improve further is strong.
- The school promotes equality of opportunity and efforts to tackle discrimination are successful.
- Governors support and challenge well and accurate school self evaluation enables recognition of strengths and weaknesses.
- Leaders have evaluated provision for community cohesion and planned further improvement.
- Safeguarding practices are good, they are regularly reviewed in detail and robust arrangements ensure the safety of all who work in the school.

Early Years Foundation Stage

- Children in the EYFS make good progress and are well prepared for Year 1.
- They are confident, friendly with visitors and relationships with teachers underpin good behaviour.
- Development of the outdoor area has ensured that interesting and relevant learning opportunities are readily available.
- Parents and carers appreciate the good communication made by staff to keep them informed of their children's progress.
- The newly appointed deputy head has leadership responsibility for EYFS, ensuring that children's welfare is led and managed well.

Views of parents and carers

- Approximately one third of parents and carers responded to the questionnaire.
- An overwhelming majority expressed very positive views about the school.
- They say their children enjoy school and are kept safe.
- Parents and carers believe the school is led and managed effectively.
- A small minority feel that their children do not make enough progress.

Overall effectiveness

2

Capacity for sustained improvement

2

Outcomes for individuals and groups of pupils

2

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	3
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

3.3 **Scunthorpe C of E Primary School** was inspected 05-06 May 2011.

This is a satisfactory school (previously good).

- The school provides a satisfactory standard of education.
- Community cohesion is particularly strong which is promoted through the school's values, beliefs, nurturing and empowerment of pupils.
- Care, guidance and support are founded on strong pastoral systems which promote good behaviour.
- Attainment varies from year to year because of the above average mobility of pupils.
- The SLT is driving improvement increasingly effectively and accurate self-evaluation address quality of provision.
- The monitoring of teaching and learning is not specific enough to fully address inconsistencies in practice.
- The Governing Body is supportive and well informed but lacks the necessary knowledge to influence the direction of the school.
- The school is located in a diverse community and works constructively in partnership with parents and carers.
- Attendance is improving owing to the greater awareness of parents and carers about the importance of attendance at school.
- Overall the quality of teaching is satisfactory.
- There is not always the appropriate level of challenge for children, particularly the more able.

Key issues for improvement

- Raise pupils' attainment throughout the school and accelerate their progress, by ensuring that teaching is consistently good by:
 - - using assessment information more effectively to ensure that tasks always offer an appropriate level of challenge for pupils of all abilities
 - - making sure that teachers and teaching assistants provide good quality questioning to extend pupils' learning
 - - making sure that teaching assistants engage regularly and purposefully with pupils in order to support their learning.

- Strengthen the effectiveness of leadership and management by:
 - - ensuring that the school acts promptly and effectively to implement findings from regular and focused monitoring, especially of teaching and learning, to support raising pupils' attainment
 - - making sure that members of the governing body find out more for themselves about the school's work in order to influence its direction
 - - further developing the roles of subject leaders so that all are more accountable for pupils' achievement.

Outcomes for individuals and groups of pupils

- In the EYFS children make satisfactory progress from below expected starting points, especially in language and communication.
- Regular, focused, small group support for children with LDD ensures they achieve satisfactorily.
- There are increasing numbers of children who speak English as an additional language making accelerating progress through the school.
- More able pupils make good progress.
- Examples of very focused questions, interesting activities for all groups and lively simuli, aid pupil progress.
- Pupils enjoy school and their respect for each other results in a harmonious community. There is a regular cultural and multi-cultural programme.
- There is a regular promotion of the importance of safe and healthy lifestyles.
- The broadly average attainment and attendance reflect the satisfactory preparation for secondary education.

How effective is the provision?

- Classroom and corridors provide a bright, motivational environment.
- Pupils have positive attitudes to learning, but not all lessons provide accurate challenge.
- There is variability in the quality of teaching and the impact on learning.
- The curriculum satisfactorily extends pupil experience and KUW.
- Pupils are enthusiastic about visits, visitors and a wide range of after school clubs.
- Provision for pupils with special educational needs and/or disabilities is satisfactory.
- Opportunities for gifted and talented pupils are not regularly built into lesson planning.

- Breakfast Club provides a nutritious start to the day.
- Staff know pupils well and there are tailored plans in place for support and guidance. These lead to growing self esteem, good well being and confidence.
- Transition is well catered for by links with the Children's Centres and the fact that secondary schools are made aware of individual pupil needs.

How effective are leadership and management?

- Staff share the vision, ambition and clear focus of the SLT, which has resulted in continuing improvement.
- Inconsistencies in teaching and learning have yet to be fully addressed.
- The school ethos minimises instances of discrimination.
- Promotion of community cohesion enables opportunities for pupils to understand the socio-economic, religious and ethnic make-up both locally and nationally.
- The school safeguarding systems evidence good policies and procedures which are regularly reviewed and adapted.
- Governance is satisfactory owing to the fact that members of the Governing Body are insufficiently aware about school performance.
- Subject leaders are enthusiastic and committed, but some need to be more accountable for achievement in their subjects.

Early Years Foundation Stage

- Opinions of parents and carers are valued by the school.
- Comprehensive induction arrangements enable children to settle in quickly and their needs are identified.
- The large outdoor area provides opportunities to practice a wide range of skills but some of the resources are out dated and it is not yet used fully as an extension of classroom learning.
- Tasks do not always challenge children as effectively as they could and questioning by staff is not a regular feature of learning.
- Provision is satisfactory overall and children make satisfactory progress.
- Leaders and managers have a developing understanding of data which means monitoring progress is increasingly accurate.

View of parents and carers

- More than 25% of parents and carers responded to the questionnaire.
- Almost all said their children enjoy school and feel safe.
- A small minority felt that behaviour was not dealt with acceptably.
- One parent referred to friendly and caring staff.
- A comment related to there being no discrete groups for the more able but inspectors found that this is a developing aspect of the school's work.

Capacity for sustained improvement

3

Outcomes for individuals and groups of pupils

3

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	3
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account:	
The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities	3

met	
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	3
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management of the Early Years Foundation Stage	3

3.4 **Wroot Travis Charity C of E Primary School** was inspected 10-11 May 2011.

This is a good school (previously good).

- The school provides outstanding pastoral care for pupils.
- The school is highly regarded in the local community.
- From detailed tracking of individual pupil progress there is robust evidence that pupils make good progress overall from their different starting points.
- Data is sometimes presented in a way that makes it difficult to interpret, especially for the governing body.
- Inconsistencies in the way in which tasks are matched to pupil attainment, prevent progress being consistently good for all pupils all of the time.
- The HT is very good at harnessing the support of all staff and the governing body to make the school as effective as possible.
- Staff morale is high and the governing body are proud of the school.
- Since the last inspection has improved on good performance and demonstrates a good capacity to improve further.

Key issues for improvement

Ensure that pupils' progress is consistently good by:

- always providing individual pupils with tasks that precisely match their level of knowledge and understanding
- deploying teaching assistants consistently well to have maximum effect on learning.

Strengthen the school's overview of attainment and progress of different groups of pupils in mathematics and English by presenting data in a way that makes it easier for the governing body, in particular, to interpret.

Outcomes for individuals and groups of pupils

- The quality of learning in lessons is good.
- Pupils are keen to do well, are enthusiastic about their learning and take pride in their work.
- Pupils, including those with special educational needs, make good progress overall.
- Some pupils make outstanding progress in their learning because of the high quality support they receive.
- Cohort numbers are often extremely small so outcomes vary considerably year on year.
- Based on their great confidence in the staff, pupils feel extremely safe at school at all times.
- Behaviour is good, the pupils are welcoming and they behave considerately to one another.
- Pupils willingly take on responsibilities in school and promote a positive relationship with the local community.

How effective is the provision?

- Teachers build very good relationships with pupils.
- Teachers have a good knowledge of subjects they teach and TAs are mostly deployed effectively to extend learning.
- Learning is usually well matched to pupil's different learning needs. When progress is not consistently good it is sometimes because of a lack of precision matching work to the individual's level of understanding.
- There is a broad range of rich opportunity and experiences contributing to pupil development.
- Effective links are made between subjects particularly the use of ICT to enhance work.
- The school has good links with other agencies which result in curriculum enrichment.
- There is an exceptionally warm caring environment in school and pupils have a high level of confidence in the school's ability to care for and support them.

How effective are leadership and management?

- The HT effectively galvanises the staff, identifying priorities for improvement, followed by clear actions.
- A range of monitoring activities lead to clearly identified areas for improvement.
- The school has detailed information about the performance of individuals, but procedures for analysing data are complicated.
- The governing body challenges the school in the capacity of 'critical friend'.
- The governing body are keen to improve their skills analysing performance data, but the complexity of procedures make this task more difficult.
- There are clear policies, strategies and procedures for safeguarding and staff are vigilant in these duties.
- There is strong emphasis on equality and no evidence of discrimination.
- The school operates as a highly cohesive community and links with the local community are very effective.
- The unanimous view of parents and carers is that their views are taken into account and they are well informed about their child's progress.

Early Years Foundation Stage

- Most children, including those with special educational needs make good progress.
- Children have good relationships with adults and the development of their personal qualities is good.
- Children behave well and understand about hygiene.
- The learning environment is welcoming and interesting both inside and out.
- Observations of children' learning are thorough, detailed and meticulously recorded

Views of parents and carers

- There was a high return rate of questionnaires and parents/carers are overwhelmingly supportive of the school.
- Typical comments from parents emphasised the safe, nurturing environment of the school and the ethos that 'every child does matter'.

Overall effectiveness

2

Capacity for sustained improvement

2

Outcomes for individuals and groups of pupils

2

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	3
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account:	
The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

3.5 Grange Lane Junior School was inspected 16-17 May 2011

This is a good school (previously satisfactory).

- Pupils are well cared for and those with special educational needs make good progress from low starting points.
- The headteacher is inspirational in her leadership and she is the driving force behind recent improvements. She is well supported by staff, governors, parents and carers.
- Safeguarding arrangements are outstanding.

- Most teaching is good and some is outstanding, but where this is not the case the progress of some pupils is slowed.
- Pupil contribution to the school and wider community is excellent and they are actively involved in improving the local area.
- Attendance levels are high and pupils respect each other.
- Leaders and managers have a vision for moving the school forward rapidly.
- Governors are active in monitoring the school's performance and they have a firm understanding of the strengths of the school.
- Pupils are more aware of global cultures than they are of the mix of cultures within the UK, but community cohesion is good.
- School self-evaluation is largely accurate and is well placed to maintain its improvement.

Key issues for improvement

- Improve the quality of teaching in order to raise standards further in English and mathematics by:
 - ensuring that all lessons are at least of good or better quality
 - ensuring that all lessons offer appropriate challenge to pupils
 - ensuring that pupils' behaviour is consistently good in lessons.
- Develop further pupils' understanding of different cultures by:
 - consolidating links with schools in this country where there is a wider range of cultures.

Outcomes for individuals and groups of pupils

- Pupils achieve well, make good progress and enjoy their learning.
- The high quality of teaching throughout the school results in good progress.
- Pupils concentrate well, work hard and support each other.
- Overall pupil behaviour is good but in the less stimulating lessons inappropriate behaviour of a few pupils slows progress.
- Pupils feel safe and have adults in which they can confide.
- In the wider community pupils are involved in work with older people and improving facilities in the locality.
- Excellent procedures for monitoring absence have resulted in high levels of attendance.

How effective is the provision?

- The quality of teaching is good and a significant percentage is outstanding.
- The main reasons for the high quality of teaching is the effective planning based on specific needs, high expectations and pupil attitudes.
- In the best lessons pupils have a say in their learning and are highly stimulated to achieve well.
- The curriculum gives pupils a wide range of experiences and is adjusted effectively to meet the needs of different groups, including those with LDD.
- Use of ICT is a significant aspect of the curriculum.
- Staff know pupils well and use this knowledge effectively to support them.
- The school provides a warm, welcoming environment and for those pupils whose circumstances make them vulnerable there is high quality care and support.

- The school works hard at developing links with parents and carers, mostly with considerable success.
- Attendance levels have been raised significantly so that they are high in relation to national figures.

How effective are leadership and management?

- The school has moved forward at a rapid pace since the appointment of the headteacher.
- Staff, governors, pupils, parents and carers all share clear ambition and drive to make the school as good as possible.
- Improved quality of teaching and learning across the school has led to higher achievement and rapidly improving standards.
- The Governing Body and parents/carers support the school exceptionally well.
- This is an inclusive school where pupils are given equal opportunities to participate in all activities. Arrangements for tackling discrimination are effective.
- The school's arrangements for safeguarding are outstanding, with leaders, managers and governors ensuring all policies and procedures are fully implemented.
- The school has global links but pupil awareness of cultural differences in the UK is less well developed.

Views of parents and carers

- Parents and carers overwhelmingly support the school and its work.
- There was a higher than average return of questionnaires and most were very positive.
- A group of parents and carers could not praise the headteacher and staff highly enough.

Overall effectiveness

2

Capacity for sustained improvement

2

Outcomes for individuals and groups of pupils

2

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	3
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2

The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

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

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 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

7.1 Consultation has taken place with the schools concerned and School Development Plans will address the issues for action.

8. RECOMMENDATIONS

8.1 Continue to support improvements in the schools inspected above.

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

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Date: 16th December 2010

Background Papers used in the preparation of this report:

Ofsted published report

Appendix

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

Common terminology used by inspectors

Attainment: the standard of the pupils' work shown by test and examination results and in lessons.

Progress: the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

Achievement: the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.

Capacity to improve: the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.

Leadership & management: the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.