

**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: East Halton Primary School and Hibaldstow 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 There is no background information attached to this report.

**3. OPTIONS FOR CONSIDERATION**

3.1 **East Halton Primary School** was inspected 08 - 09 June 2011. This is a satisfactory school (previously good).

- Some aspects of the school's work are good.
- Pupils feel exceptionally safe and secure at all times.
- Behaviour is good overall and at times is exemplary.
- Pupils understand the need to lead healthy lifestyles and contribute enthusiastically to the local community.
- The school's self evaluation is largely accurate and capacity to improve is satisfactory.
- Governance is satisfactory but governors rely too heavily on the Headteacher for information. They are not involved well enough in planning for the school's future.

Key issues for improvement

Raise attainment in English and mathematics by:

- ensuring that the quality of teaching is consistently good or better in all lessons
- providing challenging work for all pupils in all lessons.

Improve the curriculum by:

- evaluating the effectiveness of the revised curricular arrangements on pupils' learning and progress and taking appropriate action to eliminate any weaknesses identified.

Improve the quality of leadership and management by:

- involving the governing body more fully in evaluating the school's performance and in strategic planning for the school's future
- improving opportunities for subject leaders to undertake lesson observations in order to evaluate the quality of teaching and learning in their subjects.

#### Outcomes for individuals and groups of pupils

- Children start in the Early Years Foundation Stage with skills below those expected for their age. They make good progress so that by the time they start Year 1 their attainment is broadly average.
- Pupils in KS1 and 2 make satisfactory progress, because the quality of teaching is satisfactory.
- Pupils are not always provided with work that challenges them.
- The school has revised the curriculum to incorporate more creative elements and a strength of the school is the focus on individual learning needs.
- The contribution of subject leaders to school improvement is limited.
- Pupils are very aware of how their actions affect others and they have a good understanding of the dangers of drugs and alcohol.
- The social skills of pupils are well developed and they get on well with each other, are considerate to adults and always polite.
- Pupils told inspectors that there is no bullying in their school.

#### How effective is the provision?

- The quality of teaching is satisfactory overall because the strengths which are present, are not consistent across the school.
- Teacher's planning is sound and identifies what is to be learned and how this will be achieved.
- Pupils now take more responsibility for their own learning within lessons but these new arrangements are too recent for impact to be identified.
- Inspection evidence showed that pupil needs are catered for effectively through individual work packages. These are designed to present greater challenge and help them make improved progress.
- A good range of partnerships has been developed to enhance pupil welfare and learning.
- There is a good range of activities outside the school day which enhance learning.
- As the school is small the staff know the pupils very well and they are given a high level of care and support.
- There are effective transition arrangements with the receiving secondary schools.
- Pupils with LDD are make similar levels of progress to other groups.

### How effective are leadership and management?

- The staff and Governing Body share a clear vision for moving the school forward. This is reflected in the school development plan.
- Within the small school setting, much of the developmental work is undertaken by the Head, rather than an SLT.
- Standards and progress are tracked, but there are not enough lesson observations to establish quality of teaching and learning.
- The Governing Body are not fully involved in evaluating school performance. They recognise the strengths of the school but are not aware of what needs to be done to improve attainment or progress of pupils.
- Links with parents and carers are good.
- The school enjoys solid links within the cluster of small schools in the area and has developed links with a large primary school in a nearby town.
- All pupils have equal opportunities to participate in all activities and arrangements for tackling discrimination are satisfactory, as are safeguarding procedures. Maintenance of records needs to be more meticulous.

### Early Years Foundation Stage

- Children in the Foundation Stage get a good start.
- They have many opportunities to develop their skills through well-planned activities.
- They thrive in the stimulating environment and improve their social skills.
- The indoor and newly developed outdoor learning areas are use well for children to participate in adult-led and child initiated activities.
- Role-play activities extend their speaking and listening skills.

### Views of parents and carers

- Parents and carers overwhelmingly support the school and its work.
- They say that the children receive high quality support whatever their abilities.
- The children are cared for, well supported and feel safe.

**Overall effectiveness**

**3**

**Capacity for sustained improvement**

**3**

**Outcomes for individuals and groups of pupils**

**3**

*These are the grades for pupils' outcomes.*

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

*These are the grades for the quality of provision.*

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

*These are the grades for leadership and management.*

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

*These are the grades for Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>2</b> |
| Taking into account :  |          |
| Outcomes for children in the Early Years Foundation Stage                          | <b>2</b> |
| The quality of provision in the Early Years Foundation Stage                       | <b>2</b> |
| The effectiveness of leadership and management in the Early Years Foundation Stage | <b>2</b> |

**3.2 Hibaldstow Primary School** was inspected 07-08 July 2011

This is a good school (previously inadequate: special measures)

- Hibaldstow is a good school which has improved rapidly since the previous inspection.
- The federation with a neighbouring school has contributed significantly to the improvements.
- The executive Headteacher has not employed 'quick fix' strategies, but has implemented change thoughtfully and appropriately.
- The school demonstrates a good capacity for sustained improvement.
- The overall quality of teaching has improved and teachers are positive about the federation.
- Pupils are proud of their school and enthusiastically promoted the school at the Lincolnshire Show.
- Leaders are working hard to re-engage parents and carers but acknowledge there is still more to do.

Key issues for improvement

- Sharing best practice in lessons so that more pupils reach the higher levels in reading and writing.
- Strengthening links with parents and carers by seeking their views regularly and ensuring they are involved in their child's education.
- Expanding pupil's awareness of community cohesion and life in a multicultural society by implementing the planned national and international links with other schools and organisations.

Outcomes for individuals and groups of pupils

- Consistent progress made by all pupils including vulnerable groups, is due to the improved quality of lesson planning, ensuring appropriate challenge for individuals.
- Progress checks and evidence confirm that attainment is improving throughout the school. However, there is a need to ensure pupils read with understanding and use information correctly when they write.
- Pupils who are new to English and those who find learning challenging make the most impressive improvements.
- School leaders recognise the need of pupils to learn about other cultures and religions.
- Pupil involvement in enterprise activities improves their team working skills and their understanding of the world of business.

### How effective is the provision?

- Lessons are planned appropriately to challenge individuals, resulting in improved progress.
- TAs and pupils better understand the purpose of lessons.
- Curriculum changes have ensured that pupils have more opportunity to improve their writing skills in literacy and other subjects.
- The culture and background of pupils from other countries and cultures are positively appreciated in displays and curricular activities.
- Staff are sensitive and skilful in identifying and responding to the particular needs of individuals, such as language development.
- Close monitoring of pupil progress and targeted support has resulted in accelerated progress.
- Good transition arrangements are in place. Welcoming pupils and families is a high priority.

### How effective are leadership and management?

- The executive Headteacher has been instrumental in changing the culture of the school.
- The life chances and ambitions of individuals are improving.
- New systems and procedures focus on areas identified at the last Ofsted but ensure that other aspects of school development are not neglected.
- The HT is very well supported by the Executive Deputy Headteacher, who has introduced a comprehensive and thorough pupil tracking system.
- At regular pupil progress meetings, staff discuss knowledgeably with leaders how their pupils are doing.
- Staff accountability has strengthened and they are determined and able to improve pupil attainment.
- The Governing Body bring rigour and understanding to the role. Governors regularly monitor and evaluate the work of the school which enables them to have a realistic and accurate view.
- Senior leaders demonstrate good practice in the school's safeguarding systems; they are alert to potential risks and proactive in reducing risks.
- An effective Community Cohesion plan exists for strengthening and developing links with the community.
- Involving parents and carers in the education of their children is underdeveloped, but strenuous efforts are being made to rectify this.

### Early Years Foundation Stage

- Almost all children exceed their expected goals in the different areas of learning.
- The current children have made better progress because lesson planning and quality of teaching have improved.
- Monitoring child development, academically, emotionally & socially has a high priority and is used to plan next steps in learning.
- Children are well cared for and integrate well with their peers.
- A number of different strategies have been employed to develop literacy and numeracy skills, resulting in children enjoying and succeeding in these activities.
- Owing to the greatly improved external learning environment, children are now able to learn and play independently both inside and outdoors.

- Although this class is currently without a substantive leader, provision continues to develop, as do the skills of the children.

Views of parents and carers

- Questionnaires are not routinely sent to parents and carers for special measures monitoring inspection. After the first half of the first day the Inspector announced that the school was being inspected under the Section 5 inspection schedule for schools.

**Overall effectiveness**

2

**Capacity for sustained improvement**

2

**Outcomes for individuals and groups of pupils**

2

*These are the grades for pupils' outcomes.*

|   |        |
|---|--------|
| <b>Pupils' achievement and the extent to which they enjoy their learning.</b> Taking into account :<br>Pupils' attainment   | 2<br>3 |
| 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      |
| <b>The extent to which pupils feel safe</b>   | 2      |
| <b>Pupil's behaviour</b>  | 2      |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | 2      |
| <b>The extent to which pupils contribute to the school and wider community</b>  | 2      |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being.</b><br>Taking into account :<br>Pupils' attendance | 2<br>3 |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | 2      |

*These are the grades for the quality of provision.*

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

*These are the grades for leadership and management.*

|  |   |
|--|---|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement.</b> Taking into account : | 2 |
|--|---|

|  |   |
|--|---|
| The leadership and management of teaching and learning   | 2 |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | 2 |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | 3 |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | 2 |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | 2 |
| <b>To effectiveness of safeguarding procedures</b>   | 2 |
| <b>To effectiveness with which the school promotes community cohesion</b>  | 3 |
| <b>To effectiveness with which the school deploys resources to achieve value for money</b>   | 2 |

*These are the grades for Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>2</b> |
| 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 in the Early Years Foundation Stage | 2        |

#### 4 ANALYSIS OF OPTIONS

4.1 The Cabinet Member may wish to write to the 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 IT 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.

DIRECTOR OF CHILDREN AND YOUNG PEOPLE'S SERVICE

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**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.