

**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: Broughton Junior School, St Bede's Catholic School and Grange Lane Infant 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 **Broughton Junior School** was inspected 04-05 October 2011.

This is a good school (previously good).

- . Quality of care provided for pupils is outstanding.
- The school is led by a dynamic and inspirational headteacher who is supported well by the SLT and the effective Governing Body.
- The contribution pupils make to the school community and their local area is outstanding, as is their moral, social and cultural development.
- Pupils are eager to come to school, they exhibit an obvious enjoyment in school life and feel totally safe and secure.
- The school has developed outstanding relationships with a wide range of partners which promotes learning.
- All pupils are given the equal opportunities to participate in the activities provided.
- The school's capacity for sustained improvement is good.

### Key issues for improvement

- Further improve attainment in English by:
  - ensuring the quality of teaching is good or better in all lessons.
  - Working to embed the established good practice across all classes and lessons.

### Outcomes for individuals and groups of pupils

- Effective strategies have been put in place to raise pupil attainment in English. Plans are in place to further raise the attainment.
- Pupils learn well, including those with special educational needs and/or disabilities.
- In the best lessons excellent progress is made in learning.
- The pupils are confident learners and for much of the time their behaviour is exemplary.
- The school enjoys close links with the town and pupils participate in a range of activities which promote their cultural development.

### How effective is the provision?

- The quality of teaching is good overall, but ranges from satisfactory to outstanding.
- Where teaching is at its best pupils make significant strides in their learning. However, where teaching is not as effective, pupils make slower progress.
- The curriculum is good and the new framework ensures pupils receive the best possible education.
- The curriculum is enhanced through a wide range of visits and visitors. The cultural links the school maintains, coupled with music, art and language opportunities allows pupils to extend their learning well.
- The welfare of pupils is at the heart of the school's work. Vulnerable pupils are identified early and given appropriate support.
- Transition arrangements are very well established from the feeder infant school to the receiving secondary school.

### How effective are leadership and management?

- The Headteacher leads the school outstandingly well.
- He and the senior leadership team work well together and complement each other's skills.
- Subject leaders manage their subjects well and know their strengths and areas for development.
- Members of the Governing Body are provided with much information about the school and its work, which enables them to support and challenge the Head.
- There is an open door policy at school for parents and carers, which they all are aware of and appreciate.
- The school has excellent relationships with a range of partners, close links with local schools and links with schools in Dalian, China. Pupils are acutely aware of the wide range of cultures, both locally and

nationally and because of the school's international links pupils have first hand experience of global cultures.

### Views of parents and carers

- Parents and carers wholeheartedly support the school and its work.
- A larger than average proportion of questionnaires were returned with a very large percentage of positive responses.

#### **Overall effectiveness**

<b>2</b>
----------

#### **Capacity for sustained improvement**

<b>2</b>
----------

#### **Outcomes for individuals and groups of pupils**

<b>2</b>
----------

These are the grades for pupils' outcomes Broughton

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>[1]</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

These are the grades for the quality of provision Broughton

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

These are the grades for the leadership and management Broughton

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account:	
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>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

### **3.2 St Bede's Catholic School** inspected 11 – 12 October 2011

This is a good school (previously satisfactory).

- St Bede's has made significant progress since the last inspection and is now an effective school providing a good quality of education.
- Self-evaluation is accurate and action plans focus on improving provision and outcomes for students.
- Spiritual, moral, social and cultural development is outstanding as is the level of care guidance and support students receive.
- The school encourages and celebrates cultural difference and supports work with different religions, backgrounds and languages. The promotion of Community Cohesion is outstanding.
- Attendance is higher than the national average and behaviour in lessons is good, but occasionally slips during changeover between lessons.

- From average starting points students make good progress.
- Improved attainment in maths has not been matched by the same level of improvement in English.
- Those students identified with special educational needs and/or disabilities sometimes make better progress than their peers. However, rates of progress are more variable for students with higher abilities. This is a priority in the school development plan.
- The school's specialism in maths and computing ensures strong partnerships with universities and colleges, which broadens the students' learning experiences.
- There is a Headteacher's forum on the school website designed to improve communication between home and school.
- The consistent rate of improvement linked with effective leadership and management gives the school a good capacity for sustained improvement.

#### Key issues for improvement

- By July 2012 raise levels of attainment further by ensuring the teaching and learning are consistently good or better and ensuring that teachers:
  - Encourage students to develop their independence for learning to solve problems themselves rather than referring to the teacher as a first resort.
  - Focus on precisely what they expect individuals to learn in order for them to reach higher levels.
  - Use questioning techniques which are linked more directly to assessing students' understanding and create greater challenge for all.

#### Outcomes for individuals and groups of pupils

- Unvalidated 2011 results show that the proportion of students achieving 5A\*-C including English and maths is above the national average.
- All students attained 5A\*-G including English and maths and all achieved an accreditation in ICT.
- Attitudes to learning are good, students take pride in their work and apply good numeracy and literacy skills confidently across all subjects.
- Students are secure in the belief that any problems or incidents will be dealt with calmly, promptly, fairly and effectively.
- Peer mentors have received good quality training enabling them to effectively support their peers. They will not tolerate any form of racism or bullying.
- The school is a harmonious community where differing faiths and cultures are respected and celebrated.
- Students are self-assured and express themselves well when considering moral, social and ethical issues.

#### How effective is the provision?

- The large majority of teaching is at least good and occasionally outstanding, ensuring that students make progress at a rapid pace.
- A particular strength is the use of ICT to enhance learning in lessons.
- There are examples of outstanding teaching which are characterised by a high level of student independence.
- However, there are factors which prevent the quality of teaching and learning from rising to outstanding. On occasions students are not developing

independent learning skills as effectively as they might. During questioning some of the quieter students are not challenged.

- The curriculum provides good opportunities for students to develop skills across a range of subjects.
- The school is a regional centre for gifted and talented education which enriches the opportunities on offer.
- In Key Stage 4 the curriculum is well tailored to the needs of students.
- There is a carefully structured network of support for students' pastoral and academic needs which ensures that no-one is excluded or left behind.
- There is close monitoring of academic progress, with appropriate intervention should problems be identified.

#### How effective are leadership and management?

- Under the resolute and dedicated guidance of the Headteacher, the school has developed several outstanding features.
- Regular monitoring and accurate self-evaluation over the past four years have led to current levels of success.
- The Headteacher is well supported by her leadership team and governors.
- Staff are accountable for levels of progress.
- Coaching and mentoring sessions have resulted in an improved quality of teaching.
- Any weakness is linked to questioning, student independence and focus on moving to next levels.
- The Governing Body fulfils its responsibilities very well and members are well informed about the work of the school.
- They hold the school to good account and ensure safeguarding procedures are met.
- Equality of opportunity and monitoring discrimination ensure students are free from racial harassment.
- A more sophisticated system has recently been introduced which will allow more accurate tracking of rates of progress.

#### Views of parents and carers

- The large majority of parents and carers are highly supportive of the work of the school.
- A very small minority had concerns about the way behaviour is managed, how the school encourages a healthy lifestyle and how it takes account of parents' views. Inspection evidence found the school does much to encourage healthy lifestyles and there is fair and rigorous management of behaviour. The Headteacher's forum on the school website will address the issue of views of parents and carers.

**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:

Pupils' attainment<sup>[1]</sup>

**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**

**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<sup>1</sup>

**1**

**The extent of pupils' spiritual, moral, social and cultural development**

**1**

These are the grades for the quality of provision St Bedes

**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 the leadership and management St Bedes

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account:	
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>	<b>2</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

### **3.3 Grange Lane Infant School** was inspected 19 – 20 October 2011

This is a good school (previously satisfactory)

- Pupils are happy with the inclusive environment which values them all as individuals.
- There are outstanding systems to care for and support them resulting in a great sense of security and trust.
- Pupils achieve well in their learning and personal development.
- Many pupils enter nursery with levels of development lower than are typical for their age. Attainment has risen over the past four years and is now average.
- Attendance was inadequate at the last inspection and is now average and rising.
- The Headteacher's clear direction for the school and her accurate understanding of its needs have been the starting points for the many improvements.
- Middle leaders are taking action to drive up attainment further.
- All pupils from the Early Years Foundation Stage onwards make good progress.
- The school demonstrates a good capacity for sustained improvement.

### Key issues for improvement

- Raise pupil attainment levels in reading, writing and maths by making sure that tasks for pupils capable of reaching higher levels are planned carefully to provide good challenge in all lessons and to enable them to extend their skills and thinking.
- Ensure outdoor activities offer a clear structure and purpose for children in the Early Years Foundation Stage and reinforce good quality of provision found indoors.

### Outcomes for individuals and groups of pupils

- Pupils achieve well and show a good enjoyment of learning.
- For those who find learning difficult progress is quickened by good speaking skills being modelled by teachers and TAs and use of imaginative stimuli.
- Those with speech and language difficulties make rapid progress from the time they begin school.
- A lower proportion of pupils reach higher levels by the end of Year 2 especially in maths.
- Pupils who are eligible for free school meals make good progress in both literacy and numeracy.
- There are good safeguarding arrangements and pupils have a secure understanding of how to stay safe.
- Pupils display a good understanding of the importance of keeping healthy.
- Through the school's expectations most pupils are able to listen and respect the views of others and form positive relationships.
- Pupils have a satisfactory understanding of people's cultures and lifestyles through a broadening curriculum.

### How effective is the provision?

- Lessons consistently have interesting beginnings and are based on experiences which pupils can relate to.
- Teachers know their subjects well and the best planning includes the intended outcomes of all tasks.
- There is good teamwork with TAs who provide specific and focused support for pupils.
- Pupil progress is checked regularly in lessons and they are guided towards the learning objective.
- Pupils know their targets which are written in their books, explained in lessons and displayed in classrooms.
- The curriculum is satisfactory but improving.
- Learning is beginning to focus on skills which engage well both boys and girls.
- ICT provision is in place and is a regular tool for learning.
- All pupils have a named member of staff, of their choice, to whom they go for support and help.
- Individual needs of pupils are met exceptionally well. The excellent organisation of mentoring ensures that support for those with emotional and social problems does not get in the way of learning.
- Since the last inspection health and safety policies and procedures have been thoroughly overhauled.

### How effective are leadership and management?

- The headteacher provides strong strategic leadership.
- All staff and governors share her vision, values and ambition.
- Swift action is taken to tackle any weakness exposed from checking the school's performance.
- The quality of teaching which was previously satisfactory is now good.
- There is good equality of opportunity and freedom from discrimination for all pupils.
- Community cohesion is promoted satisfactorily with a greater proportion of the focus being locally based. National and international links are being developed.
- The range of partnerships makes a satisfactory contribution to the curriculum and to pupil personal development.
- The effective Governing Body is able to influence the school's direction because it has good independent knowledge of the school's performance and monitors much of this performance itself.
- The Governing Body gives high priority to safeguarding arrangements and regularly reviews policies.

### Early Years Foundation Stage

- Children make good progress from individual starting points because their needs are quickly identified and met.
- There is an emphasis on speaking and listening and as a consequence the children make good progress in their language skills.
- There is a good balance of children being able to learn for themselves and teacher directed learning.
- Outdoor learning is planned less effectively and activities do not always enable children to learn for themselves.
- There is good personal development through daily routines involving good hygiene, caring and sharing and learning and playing safely.
- Leaders and managers of the Early Years Foundation Stage are effective.

### Views of parents and carers

- Almost all of the parents and carers who responded to the questionnaire rated highly every aspect of the school's work.
- There was praise for the headteacher, for the range of extra curricular activities and for the children's induction into the school.
- The findings of the inspection team matched the views of parents and carers.

**Overall effectiveness**

**2**

**Capacity for sustained improvement**

**2**

**Outcomes for individuals and groups of pupils**

**2**

These are the grades for pupils' outcomes GLI

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>[1]</sup>	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>	<b>2</b>
<b>Pupils' 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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

These are the grades for the quality of provision G LI

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

These are the grades for the leadership and management GLI

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account:	
The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so</b>	<b>2</b>

that weaknesses are tackled decisively and statutory responsibilities met	
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
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	3
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 – None

#### 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

Pittwood House  
Ashby Road  
Scunthorpe  
North Lincolnshire  
DN16 1EB

Author: Julie Basingthwaighte

Date: November 2011

**Background Papers used in the preparation of this report:**  
Ofsted published report

## Appendix

### What inspection judgements mean

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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.