

NORTH LINCOLNSHIRE COUNCIL

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

OFSTED INSPECTIONS OF NORTH LINCOLNSHIRE SCHOOLS

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: Alkborough Primary and Brumby Engineering College
- 1.2 The school was 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 **Alkborough Primary School** was inspected 17-18 January 2012.

This is an outstanding school (previously good).

- Parents and carers hold the school in high regard and pupils very much enjoy learning.
- Exceptionally effective leaders and managers and good governance have successfully built upon previous good provision and outcomes.
- Teaching is consistently outstanding.
- Pupils behave exceptionally well.
- Attendance is above average and still improving.
- Pupils have a very clear understanding of how they can keep themselves safe and act with careful regard for the safety of others.
- Pupils' spiritual, moral, social and cultural development is outstanding.
- Pupils have a good understanding of the diversity of ways of life in modern Britain.

Key issues for improvement

Further accelerate learning and strengthen pupils' application of their basic skills of numeracy and literacy by:

- providing even more opportunities for pupils to develop those writing skills that they acquire in English lessons to their work in other subjects, such as history or geography
- using and applying their mathematical skills in a wider variety of subjects, including science.

Achievement of pupils

- As they move through the school, pupils make excellent progress..
- Children progress well in the Early Years Foundation Stage, with their strongest progress in personal, social and emotional development preparing them well for their future years at school.
- In Years 1 and 2, pupils' attainment in reading is rising at a good rate due to the excellent teaching of reading.
- Attainment is significantly above average by Year 6, in reading, writing and mathematics.
- Pupils with special educational needs and those with disabilities make excellent progress throughout the school.
- Throughout the school, attainment in music and art is considerably above that expected for pupils of their ages.

Quality of teaching

- Teaching is understandably rated highly by the large majority of parents and carers.
- Teaching in the Early Years Foundation Stage is invariably at least good and sometimes excellent.
- Children are taught to be increasingly independent and to behave well and the Early Years Foundation Stage unit provides excellent preparation for their next stage of education.
- Excellent teaching continues in Key Stages 1 and 2.
- Well trained teaching assistants are invariably fully deployed, either in the classroom, or by withdrawing individual or small groups of pupils to ensure that teaching fully matches the wide range of ages and abilities in each class, especially those who have special educational needs or disabilities or those who have been identified as not fully achieving their potential.
- The school has worked effectively over the last two years to improve the curriculum and the teaching of reading, especially for younger pupils. The school's excellent home reading programme, results in many parents and carers having a very positive effect on their children's progress in reading.

Behaviour and safety of pupils

- Throughout the school, care, guidance and support and links with parents and carers are excellent.

- Strong induction arrangements and high expectations of behaviour mean that the youngest children soon learn to cooperate and behave well.
- Behaviour during the inspection was excellent and pupils say that behaviour is always very good and none could recall any incidents of anti-social behaviour or bullying.
- Pupils feel totally safe and secure and enjoy working and playing with each other at school.
- Older pupils act as buddies to younger ones or other pupils who need additional support and attention.

Leadership and management

- The headteacher's inspirational leadership and relentless pursuit of excellence are the main reasons why pupils' achievement has risen steadily over recent years and is now outstanding.
- The leaders and managers of teaching and learning are excellent.
- Leaders other than the headteacher, such as the special educational needs coordinator and the Early Years Foundation Stage manager, carry out their roles effectively and have an important impact on improving provision and pupils' achievement.
- The governing body has a clear understanding of its role.
- Safeguarding arrangements, including child protection, risk assessments, and internet safety are thorough and comprehensive and fully meet current requirements.
- The curriculum is good and provides very strong support for pupils' outstanding spiritual, moral, social and cultural development.
- The school provides equality of opportunity for pupils of all abilities and backgrounds and discrimination is not tolerated.

Inspection judgements

Overall Effectiveness	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

3.2 **Brumby Engineering College** was inspected 01-02 December 2011.

This is an inadequate school (previously good).

- Identified strengths are the care given to all students, ensuring their safety and enabling them to understand how to be healthy, as well as their contribution to the school community.
- Inspectors observed teaching that was often satisfactory and very little that was good.
- Considerable attention has been given, since the last inspection, to making improvements in students' attendance.
- Students welcome and value the attractive new buildings.

- Students who are new to learning English benefit considerably from the support they are given.
- Generally students behaved well at social times.
- Partnerships have been maintained, and the college's specialism has fostered positive links with other local organisations.
- When combining students' low attainment and the significant weaknesses in leadership, for example, the lack of a clear strategic direction, the capacity for sustained improvement is inadequate and the college does not give value for money.

Key issues for improvement

Improve the progress made by all students so that they all fulfil their capabilities in all subjects, especially in English and mathematics and, therefore, raise attainment.

Eradicate inadequate teaching and increase the proportion of good and better teaching by:

- making sure that all information about students' capabilities is known and used when lessons are planned
- ensuring that all lessons proceed at a lively pace, promoting students' independence and engaging their interest in learning
- providing clear feedback to students so that they can set themselves goals to reach and that they know how to make improvements to their work.

Make sure that students' literacy and numeracy skills are systematically developed in all subjects.

Develop the necessary leadership skills and abilities so that appropriate use is made of the information collected from different monitoring activities within the college, in order to drive forward improvements in provision, teaching and students' progress by:

- ensuring that middle leaders take responsibility for their subject area and that any complacency is removed
- making sure that members of the governing body have sufficient skills and understanding of students' progress in order to hold leaders to account constructively.

Outcomes for individuals and groups of pupils

- Students' attainment has improved since the last inspection in some measures.
- However, students leave with significantly low attainment in the important measure of five or more good GCSE grades, including English and mathematics, where outcomes only just reached the national minimum standards set by the government. Students' attainment has declined since the last inspection and the gap in relation to the national picture has increased.
- Students are proud of the new buildings, having taken an active part in their design, and recognise that there are appropriate systems in place to ensure their security.

- New measures to improve attendance have been successful.
- Opportunities for students to take responsibility around the college, for example, as peer mentors or to support less confident students, helps to develop their moral and social responsibilities.
- There are helpful pockets of work in some subjects reflecting different cultures.

How effective is the provision?

- Students' progress is significantly compromised because, in too many lessons, their prior attainment and capabilities are not considered when planning takes place.
- Teaching assistants are used effectively with some individuals or groups and especially when supporting students who are new to learning English. Conversely, other teaching assistants were ineffectively deployed and their skills and knowledge are underused.
- Partnerships are used successfully, especially for those students studying engineering.
- A number of enrichment activities are popular, especially those which use the new health facilities.
- Additional agencies are involved, if necessary, and consequently students, especially those who are particularly vulnerable, feel cared for and well-supported.
- Transition arrangements are secure and students report that they settle into college routine easily.

How effective are leadership and management?

- Since the last inspection there has been insufficient improvement throughout the college.
- Staff now understand the need for greater levels of ownership and accountability, and recognise that monitoring work must be linked to continuing professional development and training.
- Members of the governing body are extremely supportive of the college and the hard work undertaken so that any disruption to students' learning was kept to a minimum during the building work.
- The governing body ensures that safeguarding procedures are robust and meet current government requirements.
- The promotion of equal opportunities is unsatisfactory because at present it is being undertaken mainly by senior leaders.

Views of parents and carers

- A broadly average number of completed questionnaires were received from parents and carers. Responses were generally positive.
- A number reported issues regarding how the college deals with students' behaviour and how parents and carers can help to support their children's learning.
- Inspectors found that there are appropriate mechanisms to deal with any inappropriate behaviour and overall, behaviour is satisfactory.

Overall effectiveness	4
Capacity for sustained improvement	4
Outcomes for individuals and groups of pupils	4

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	2
Pupils' behaviour	3
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	4
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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 the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account:	
The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
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	4

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 - 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

Civic Centre
Ashby Road
Scunthorpe
North Lincolnshire
DN16 1AB

Author: Tracey Worboys

Date: 02 February 2012

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.