

NORTH LINCOLNSHIRE COUNCIL

CHILDREN'S SERVICES CABINET MEMBER

OFSTED INSPECTIONS

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: Winterton Comprehensive School and Kirton Lindsey Primary School.
- 1.2 The schools were inspected under the Section 5 Ofsted inspection schedule for schools.
- 1.3 Full copies 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 **Winterton Comprehensive School** was inspected December 2009.

Effectiveness

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

- Students do not all achieve as well as they should. Since the last inspection students' progress has steadily declined. The school's expectation of its students is too low.
- Academic targets are not realistic and do not help students make the expected progress in learning considering their abilities.
- There has been a considerable decline in the proportion of students attaining five or more GCSE grades of C and above.
- Lesson planning does not take full account of students' different abilities.
- Teaching observed in some lessons was good, but this good practice is not shared and the quality of teaching overall is inadequate.
- The governing body does not challenge the school to address weaknesses and bring about improvement.
- The school's self-evaluation is inaccurate.

- Efforts to promote community cohesion are a strength as the school uses its specialism well to establish partnerships with local businesses.
- Leaders, managers and the governing body are not demonstrating sufficient capacity to improve.

Capacity to improve further

- Improve students' progress and raise attainment by :
 - eradicating inadequate teaching and improving the overall quality so that it is at least good
 - sharing more effectively the good practice seen in some subjects
 - introducing an accurate and more regularly used system for monitoring the quality of teaching.
- Improve the tracking of students' progress by :
 - introducing a rigorous and meaningful system of assessing students' progress
 - using reliable data across all subjects and within each lesson,
 - ensuring that students know their targets, understand their level or grade and know exactly how to improve their work.
- Robustly monitor the impact of the curriculum to ensure all students extend their learning and experience lessons that are well planned and provide carefully targeted learning opportunities for the full range of abilities.
- Improve leadership and management by :
 - ensuring that leaders and managers at all levels, including governors, improve existing processes to monitor the work of the school and the progress of students' learning
 - using the improved data tracking of students' progress to trigger immediate action to redress any reduction in anticipated examination outcomes.

Outcomes for individuals and groups of pupils

- Students should attain better given their abilities.
- Although students do not all make the progress expected, relative to their starting points, there are comparative successes in some measures of attainment. In 2009, the provisional results show that the proportion of students attaining five or more GCSE grades of C and above, including English and mathematics, is above national average. The proportion of those students attaining five or more GCSE grades of G and above seems likely to continue to be above that expected, subject to validation, although not as strong as in previous years.
- Students with special educational needs and/or disabilities make better progress in their learning because of the close attention paid by the school to meet their needs.

- Students have opportunities to take on positions of responsibility and leadership through the sports coordinator programme and the school council.
- Attendance is high and students are usually punctual.

How effective is the provision?

- Overall, teaching is not successful in moving the students' learning on.
- All lessons lack detailed planning to meet the abilities of all students; consequently, more-able students have to wait for others to catch up before moving on.
- Tracking information is available and used by senior leaders, but the effectiveness of this to help assessment to support learning is not seen in lessons.
- The new curriculum in Key Stage 4 has not yet had sufficient impact on students' progress. In Key Stage 3 the curriculum has been extended and broadened. There is some, but not consistent, evidence of progress being made.
- Vulnerable students are well supported and the school works with a wide range of appropriate agencies.

How effective are leadership and management?

- The senior leadership team has been extended since the beginning of September 2009. However, the impact of the work of this team is yet to be seen on improving students' achievement.
- There is little involvement of middle leaders in monitoring and evaluating the quality of teaching and learning within their subjects and, therefore, inadequacies are left unchecked.
- The school promotes equality of opportunity satisfactorily.
- There has been some headway in reducing the attainment gap between boys and girls.
- Safeguarding procedures are effective and meet current requirements.
- Community cohesion is a strength.

Views of parents and carers

- A few parents expressed some concern about their child's progress and the schools reporting of it.
- Most parents believed teaching to be good at the school.
- A few parents, in responding to the questionnaire, expressed a preference for reports in their child's progress to be more frequent than once a year.

Overall effectiveness

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| 4 |
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Capacity for sustained improvement

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| 4 |
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|---|
| <p>Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</p> |
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Outcomes for individuals and groups of pupils

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|---|
| 4 |
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Pupil Outcomes

These are the grades for pupils' outcomes.

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|--|----------|
| Pupils' achievement and the extent to which they enjoy their learning. Taking into account : | 4 |
| Pupils' attainment | 3 |
| 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 | 3 |
| The extent to which pupils feel safe | 3 |
| Pupil's 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. Taking into account : | 3 |
| Pupils' attendance | 1 |
| The extent of pupils' spiritual, moral, social and cultural development | 3 |

These are the grades for the quality of provision.

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|--|----------|
| The quality of teaching. Taking into account: | 4 |
| The use of assessment to support learning | 4 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 4 |
| The effectiveness of care, guidance and support | 3 |

These are the grades for leadership and management.

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|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement. Taking into account : | 4 |
| 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 | 3 |
| To effectiveness of safeguarding procedures | 3 |
| To effectiveness with which the school promotes community cohesion | 2 |
| To effectiveness with which the school deploys resources to achieve value for money | 4 |

3.2 Kirton Lindsey Primary School was inspected January 2010.

Effectiveness

- This is a satisfactory school which is improving well.
- Relationships are good and pupils enjoy their time in this happy school.
- Pupils behave well and concentrate in lessons.
- Pupils feel very safe and act with due regard for the safety of others.
- Pupils of average and lower ability, and those with special educational needs and/or disabilities, securely make satisfactory progress.
- The recently appointed headteacher has begun to tackle the school's weaknesses with energy and passion.
- Self-evaluation is accurate and monitoring is used well to direct and assure improvement.
- A recently introduced system to track the progress of each pupil, followed up with regular meetings between senior leaders and individual teachers, enables a close eye to be kept on the quality of learning of each individual pupil.

Capacity to improve further

- Improve the proportion of pupils attaining higher levels in English and mathematics, by :
 - providing extra support for more-able pupils
 - ensuring that more-able pupils are given work that they find challenging
 - providing more opportunities for independent investigation and research.
- Improve the quality of teaching, learning and assessment by:
 - sharing with pupils a small number of success criteria for a piece of work and helping them to see which of these they are meeting and where further improvement is needed
 - ensuring greater consistency and focus in the use of oral and written feedback to pupils
 - improving the deployment, effectiveness and impact on pupils' learning of teaching assistants during whole-class lessons.

Outcomes for individuals and groups of pupils

- Currently pupils' achievement and their quality and enjoyment of learning are satisfactory in most lessons and good in some.
- Children enter Reception with knowledge and skills typical of those found nationally. When they leave Year 2, pupils' attainment is average in reading, writing and mathematics. However, too few Year 2 pupils attain the higher levels in teacher assessments and the progress of these more-able pupils is less good than that of others.
- The achievement of pupils with special educational needs and/or disabilities is satisfactory.

- Although attainment by the end of Year 6 declined last year, recent school assessments and pupils' work indicate that standards are rising and rates of progress are improving as new initiatives begin to bear fruit.

How effective is the provision?

- Although teaching quality varies throughout the school, practice is becoming more consistent because recently improved staff guidance and monitoring and evaluation are beginning to have an effect.
- Behaviour is consistently managed well.
- The school's curriculum is suitably modified to meet the learning needs of those with special educational needs and/or disabilities and for lower and middle-ability pupils, but sometimes lacks challenge for the more-able.
- Pastoral care is satisfactory and the school is improving its procedures for monitoring the well being of pupils.
- The school is establishing good links with the secondary schools.

How effective are leadership and management?

- The whole-school community feels fully involved in moving the school forward and ensuring that all pupils do their best.
- The role of subject leaders has recently been strengthened and they are beginning to take responsibility for pupils' attainment and progress in their subjects.
- The governing body is supportive and its work in challenging the school to improve and monitoring its effectiveness is satisfactory.
- Safeguarding procedures are satisfactory and meet current requirements although the recording of some aspects of pupils' personal development and well-being is not fully comprehensive.

Early Years Foundation Stage

- Children make satisfactory progress as they move through Reception and most attain expected skills by the time they enter Year 1.
- Good procedures to ensure that children are well cared for have been introduced recently. As a result, they quickly settle, feel safe and enjoy school.
- The headteacher and new Early years Foundation Stage leaders have introduced measures to improve provision and to drive up standards, some of which are already starting to show success.

Views of parents and carers

- Parents and carers are mainly positive about the way their children are educated and cared for in school. Only a small number of negative responses were received.

Overall effectiveness

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| 3 |
| 3 |

Capacity for sustained improvement

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Outcomes for individuals and groups of pupils

| |
|---|
| 3 |
|---|

Pupil Outcomes

These are the grades for pupils' outcomes.

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

These are the grades for the quality of provision.

| | |
|--|----------|
| The quality of teaching. Taking into account: | 3 |
| 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 | 3 |

These are the grades for leadership and management.

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement. Taking into account : | 3 |
| 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 | 3 |
| 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 | 3 |
| To effectiveness of safeguarding procedures | 3 |
| To effectiveness with which the school promotes community cohesion | 3 |
| To effectiveness with which the school deploys resources to achieve value for money | 3 |

These are the grades for early years foundation stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation stage. | 3 |
| Taking into account : | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| 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 each 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**

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.