

NORTH LINCOLNSHIRE COUNCIL

CHILDREN'S SERVICES CABINET MEMBER

OFSTED INSPECTIONS

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: Priory Lane Infants School, Bottesford Junior School, Berkeley Infant School, Frederick Gough School, Wootton St Andrew's C of E Primary School and Wroot Travis Charity Church of England Primary School.
- 1.2 The schools were inspected as part of the routine Ofsted inspection cycle for schools.
- 1.3 This is now a three-year cycle.

2. BACKGROUND INFORMATION

- 2.1 There is no background information attached to this report.

3. OPTIONS FOR CONSIDERATION

- 3.1 **Priory Lane Infants School** was inspected in March 2008.

One Day Inspection

Strengths and Weaknesses identified

- Standards since the previous inspection have been rising very steadily, particularly in writing; in the 2007 national assessments, pupils reached above average standards.
- The quality of teaching and learning and the curriculum are good.
- Recent changes to the curriculum are having a positive impact on pupils' speaking, listening and writing skills and the achievement of boys.
- Purposeful activities, positive relationships and thoughtful deployment of support staff are strong features of most lessons.
- Teachers are becoming adept at using their computerised teaching boards, so that pupils enjoy their lessons more.
- Staff give high priority to making sure that pupils enjoy learning, are safe and healthy and make a positive contribution to their community.
- Pupils behave well and are keen to show their growing confidence and maturity.
- Attendance is broadly average.

- The Headteacher is steering the school successfully through a challenging period.
- Reorganisations to class structures and staff losses, particularly at leadership and management level, present key problems to be tackled.

Overall, this is a good school with an accurate view of its own effectiveness. It offers a high quality of education and provides good value for money. At present, the Headteacher shoulders much of the responsibility for evaluating how good the school is. Keen and enthusiastic subject leaders and governors offer helpful support but, because their skills are still developing, they do not yet play a full part in the school's self-evaluation.

Effectiveness of the Foundation Stage

When children join the Foundation Stage, their skills are below what is typical for their age, although this varies greatly from year to year. The lively and stimulating curriculum, along with warm and caring relationships between adults and children, ensure that they settle quickly into school routines and enjoy learning. Recent improvements to recording children's achievements are helping staff to plan activities that match their varying learning needs more closely.

3.2 Bottesford Junior School was inspected in March 2008.

Strengths and Weaknesses identified

- Achievement is good and standards are above average.
- Standards in English have been consistently very high.
- The proportion of pupils reaching the expected levels in mathematics, although average, is not as high as in other subjects.
- Personal development and well-being are good.
- Cultural development is not as strong as pupils have too few opportunities to learn about the diversity of British society.
- Attendance is good and pupils are punctual and eager to get into school in the morning.
- Pupils make healthy choices at lunchtime and break times and participation rates for extra-curricular sports are high.
- Pupils make a real contribution to the life of their community.
- Teachers have good relationships with their pupils and lessons are peppered with good humour and fun.
- Marking is often used well to help pupils understand what they need to do to improve their particular piece of work, especially in literacy.
- In mathematics pupils are not given sufficient guidance to know how to improve.
- The curriculum is good and prepares pupils well for the next stage of their education.
- Visits to a local organic farm underline the importance of healthy eating and a good diet.
- French is now well established for all pupils.
- The provision for ICT is good and improving.
- Care, guidance and support are good.

- Procedures for safeguarding pupils' welfare, health and safety are in line with statutory requirements.
- Leadership and Management are good.
- School leaders, including the effective and supportive governing body, work together with the local authority and a range of other partners to implement effective systems to create a challenging curriculum.
- Subject leaders have effectively introduced key developments into lessons to enhance learning.

Overall, this is a good school which provides a stimulating, well ordered and safe environment in which all pupils, including those who are especially vulnerable, are helped to become successful and confident learners. The long serving Headteacher is well respected by parents. His knowledge of each pupil is self-evident as he walks around the school greeting each one by name.

This high quality of care is a key factor in pupils' consistent success as learners. This is reflected in the good attendance and consistently good behaviour seen in lessons in and around the school. Pupils enter the school with standards which are broadly average. Current pupils are performing well and most are reaching or exceeding the challenging targets set for them.

Assessment systems are being used effectively to spot when pupils are not doing as well as they should so that additional support can be provided. There is evidence of good marking in literacy but this is not consistent and in mathematics pupils are not always clear about what they need to do to improve or how well they are doing towards their long-term targets. In mathematics, an over reliance on work sheets limits pupils' opportunities to develop problem solving skills.

The opportunities for pupils to be independent learners are underdeveloped. The school has made good improvement since the last inspection, provides good value for money and is well placed to improve further.

3.3 **Berkeley Infant School** was inspected in April 2008.

Strengths and Weaknesses identified

- Achievement is good and standards are broadly average.
- In three of the past five years results have been significantly above average.
- Pupils behave well and believe the school rules are fair.
- The school has achieved the Healthy Schools Award on three occasions.
- The staff regularly share examples of good practice and teachers model ways of working for new colleagues.
- Teaching assistants are highly trained in helping pupils with a range of learning difficulties and/or disabilities to enjoy their work and experience success.
- The good curriculum contributes well to pupils' development and well-being.

- There is a strong emphasis on the development of literacy and numeracy skills.
- The school enriches the curriculum through a host of well attended out of school activities which has helped them to gain an impressive collection of awards.
- The school takes good care of pupils.
- All necessary safeguarding checks are in place.
- Pupils receive lots of encouragement from the adults in school so that they readily seek help and advice when they have concerns.
- The Headteacher and her deputy, well supported by governors, are highly committed to driving the school forward.
- Governors are diligent in holding the school to account and they are active in helping to bring about improvements.

Overall, Berkeley Infant School is a good school which provides its pupils with a good standard of education. There are good links with other schools, outside agencies and the community which promote the well-being of learners.

Standards reached by Year 2 pupils are broadly average in reading, writing and mathematics. The support the school gives to pupils with learning difficulties and/or disabilities and those who have English as an additional language is a strength of the school.

Pupils make a good contribution to the community. Attendance is average. Good liaison with the nearby junior school ensures pupils are well prepared for the next stage of their education. The curriculum is good and is enhanced by arrangement of out-of-school activities.

Responsibilities for monitoring and evaluating the work of the school are beginning to be more evenly distributed among leaders. There has been good improvement since the last inspection and there is a good capacity to improve further.

Foundation Stage

Induction arrangements are very good and ensure pupils enter into a warm environment where they settle well in the Nursery, and good use is made of the well resourced accommodation.

There is a smooth transition into Reception classes and staff work hard to continue the focus on developing independence in learning. Teaching is good and teaching assistants play a very important part in the good progress children make in all classes, in all aspects of their work.

Children currently in Reception are in course to reach the levels nationally expected for their age in all areas of learning.

3.4 **Frederick Gough School** was inspected in April 2008.

Strengths and Weaknesses identified

- Standards at the end of Year 9 in 2007 were average in mathematics and science.
- Standards in English for Year 9 students have been consistently below average for the last three years and too many students did not achieve the standards of which they are capable.
- The proportion of students at key Stage 4 gaining five or more A* to C grades improved from 44% to 52% in 2007.
- There is some underachievement in the work of average attaining students in modern foreign languages and in the achievement of middle and lower attaining boys.
- Most students enjoy school and attendance is satisfactory.
- The number of exclusions is falling, not least because of the support and positive experiences of school provided by the inclusion unit.
- Students' cultural awareness is enhanced through international links resulting from specialist language college status.
- Lessons are planned to a common whole school format and the large majority of lessons are characterised by good relationships between students and teachers.
- Marking does not give students a clear enough understanding of what they need to do to improve.
- An innovative new course called Learning to Learn to helping to develop students' study skills and is contributing to the rise in standards overall.
- Provision for the teaching of religious education has improved significantly since the previous inspection.
- Specialist College status has led to effective links with other providers and makes a good contribution to the local community but has not yet contributed to raising standards sufficiently.
- Provision for careers education and work related learning is good.
- Safeguarding procedures are in place.
- Good transition arrangements help younger students to settle well.
- An effective programme supports gifted and talented students.
- The Headteacher is leading the school well.
- Some of the accommodation is shabby and over-crowded and the school does well to provide a calm learning environment.
- The school improvement plan establishes clear responsibilities and success criteria across a wide range of priority areas.

Overall, the school is satisfactory. Improvement since the last inspection has been slow. Most issues have been addressed but progress in English still remains an issue, despite the school's best efforts.

Positive behaviour management is having an impact and the behaviour of the great majority of students is good.

The rate of improvement in standards at Key Stage 4 is accelerating. Innovative plans have been made to improve its impact further but these will not be in place until September 2008.

Teaching and learning are satisfactory with some good teaching across a range of subjects. The best subject departments use targets effectively to help students achieve well. In other departments, where middle management

is not as strong, these targets are not always specific and overall students do not receive enough advice on how to improve their work.

The school systems for monitoring and using information on students' progress are inconsistent. The measures are accurate and reliable but are not carried out often enough. A new system, clear and easy to understand, is ready to be rolled out very shortly.

The governors, Headteacher, and senior staff have a secure grasp of how things stand and ambitious plans for improvement. The school provides satisfactory value for money and is securely placed to improve further.

3.5 Wootton St Andrew's C of E Primary School was inspected in April 2008.

One Day Inspection

Strengths and Weaknesses identified

- Pupils achieve well and their personal development, including their behaviour is outstanding.
- Pupils' spiritual, moral, social and cultural development is excellent.
- Relationships between staff and pupils are extremely positive.
- Pupils are extremely knowledgeable about how to keep their bodies and minds healthy.
- Very small numbers of pupils in each year group mean that overall standards vary greatly from year but they are generally above average.
- Pupils make good progress as a result of good quality teaching and learning, and a good curriculum.
- Good use of the computerised teaching boards, along with interesting and purposeful activities that provide ample opportunities for pupils to become actively involved are strong feature of lessons.
- Pupils are not sufficiently aware of their learning targets and how to improve in order to reach them.
- Pupils' good academic achievement and their outstanding personal development reflect the good quality of leadership, management and governance.
- Priorities for improvement are well chosen and carefully planned to give the school a good capacity to keep improving.
- Leaders need to develop a better understanding of data about pupils; performance so that they can make a fuller contribution to the school's self-evaluation and to influence the way forward.

Overall, this is a good school and has an accurate view of its own effectiveness and provides good value for money. Some aspects of the school are outstanding, such as the very high quality of education received by children in the Foundation Stage (nursery and Reception class) and the excellent standard of care and nurturing of pupils across the whole school.

Effectiveness of the Foundation Stage

Children make rapid progress in the outstanding Foundation Stage. Most children enter the Nursery with skills that are broadly typical for their age. By the time they transfer into Year 1, the majority exceed the levels expected for their age in all areas of learning and in their personal development. The classroom and outdoor area are bright and attractive. Children are safe, secure and well cared for at all times. Outstanding teaching provides lively and stimulating activities that fire children's imaginations and curiosities, so that they develop a real thirst for learning.

3.6 **Wroot Travis Charity Church of England Primary School** was inspected in April 2008.

Strengths and Weaknesses identified

- Achievement is good.
- Standards are generally above average by the end of Year 6, although the very small number of pupils in each cohort make it difficult to identify definitive trends in performance.
- The results for pupils in Year 6 were above the national average and were better than in any of the previous four years.
- Oral communication skills are particularly good: many pupils are confidently able to explain their ideas and methods of working.
- Pupils' personal development is good.
- Attendance has improved this year and is above the national average, showing that pupils come willingly to school and enjoy what they experience.
- Teaching and learning are good throughout the school.
- A range of resources, including ICT where appropriate, is used effectively to engage and sustain the pupils' interest.
- The curriculum is broad and balanced and meets all statutory requirements.
- Work has begun on introducing new approaches in literacy and numeracy, but is in the early stages of developments.
- There are few opportunities for extra-curricular activities.
- Care, guidance and support are good.
- Contacts with external agencies provide appropriate support for pupils with specific learning difficulties.
- Explicit guidance on safe use of the Internet is given.
- Leadership and management are good.
- The Headteacher projects a positive image of the school and this is leading to improved involvement with and by the local community.
- Some aspects of accommodation remain poor, improvements have been made and more are planned.
- The school values the local authority's support.

Overall, this is a good school. Pupils enjoy attending and parents recognise the quality of support, guidance and encouragement it gives their children.

The quality of pupils' work and teachers' records of what they have achieved, show that almost all pupils make at least the progress that would be expected, and that many do better. Pupils with learning difficulties achieve as well as others, thanks to sensitive support.

Pupils enjoy the mixed-age classes which support their personal and social development by encouraging cooperation across age boundaries. Frequent educational trips and visitors contribute to pupils gaining a broad understanding of different cultures and traditions and enhance the curriculum, which is broad and interesting.

Staff form an effective team that knows the school well, seeks to improve it where necessary and has the capacity to do so under enthusiastic leadership of the Headteacher. Value for money is good, despite the high running costs of this very small school.

Effectiveness of the Foundation Stage

Most children enter with skills and understanding at about the levels expected for their age. Staff plan conscientiously for progression into the main school and successfully overcome the limitations of a small group, for example, through encouraging socialising and learning alongside older pupils. The recently improved outdoor facility supports practical activities and role play that require taking turns and sharing.

3.7 **Young People's Education Centre** was inspected in April 2008.

Strengths and Weaknesses identified

- Students achieve well and make good progress.
- A few students have a statement of special educational needs.
- Students are offered opportunities to succeed in a range externally accredited examinations such as GCSE, Adult Literacy and Numeracy and ASDAN and CoPE awards.
- Many students have success in Adult Literacy and Numeracy courses and two gained the ASDAN foundation award.
- The positive ethos and good relationships between adults and students means that students' personal development, including their spiritual, moral, social and cultural development, is good.
- Babies are looked after in the on-site crèche and this support gives them a good understanding of how to look after their babies.
- All students' attendance improves because of the positive support they receive and attendance generally is good.
- The students are very supportive of each other and often form strong friendships.
- Opportunities for swimming, including the babies, are available and good attention is given to the safety aspects of any activities.
- Teaching and learning are good.
- Teachers have secure subject knowledge and support from specialist subject teachers is enlisted for those subjects which require additional expertise to prepare for specific examinations.

- The pace of learning varies at times often due to students' personal circumstances.
- The curriculum is flexible in meeting the individual needs of the students well.
- Good attention is given to developing students' literacy and numeracy skills, along with ICT and personal, social and health education.
- College courses and links with schools and the Connexions service prepare them well for their lives after school.
- Part-time attendance at their former school is encouraged for some students return regularly to resume some of their studies.
- All safeguarding arrangements are in place.
- A health visitor gives help and advice about developing good parenting skills.
- The Headteacher's leadership and management are strengths of the centre and she has a clear vision for its future role which is shared by other members of the small staff team.
- The management panel, whilst fully supporting the centre, is not sufficiently active in monitoring the effectiveness of its work.

Overall, the centre gives students a good education and gives students a second chance and staff try to ensure that this time they have a positive experience and in which students can flourish and succeed.

The introduction of a new assessment and tracking system give staff a more informed base from which to set work at an appropriate level for each student.

Those students with babies and toddlers juggle motherhood and schoolwork very well. They learn about the importance of healthy living, which is important for them and their babies. The welfare of all students, no matter what their circumstances, underpins all the work of the centre.

Although the centre may change its role under the local authority's reorganisation plans, the Headteacher has a clear and realistic vision for how it can develop and is in discussions with the local authority about this. The management panel is also being re-formed.

Effectiveness of the Sixth Form

The provision for students is good and they achieve well and make good progress. The positive relationships, good care and guidance provided ensure that they mature, gain in confidence and are well prepared for moving on to college or other training opportunities.

4. **ANALYSIS OF OPTIONS**

4.1 The Cabinet Member may wish to write to each Headteacher 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 Environmental and Other

5.4.1 There are no environmental 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.

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.

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

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Background Papers used in the preparation of this report

Ofsted published report