

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: Winteringham Primary School, East Halton Primary School, Castledyke Primary School and Bottesford Infant 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.
- 1.4 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 **Winteringham Primary School** was inspected in May 2008.

One Day Inspection

Strengths and Weaknesses identified

- Care, guidance and support for pupils are good.
- Pupils feel a strong sense of belonging to their school and local community.
- Pupils behave well, are respectful towards adults and very caring of one another.
- Standards by Year 6 have risen and are consistently above national average, particularly in mathematics and science.
- Leadership, management and governance are good.
- The school has an accurate view of its own effectiveness.
- Priorities for improvement are well chosen, and actions carefully planned to boost pupils' achievement where it is needed most, as now in writing.
- Leaders are well aware that their next step is to speed up pupils' progress In the Foundation Stage.

- Procedures for safeguarding pupils meet all current government requirements.

Overall, this is a good school, providing good value for money. Parents are confident that their children receive a good standard of education. They particularly appreciate the warm family atmosphere, the good range of clubs available and the sensitive support given if their children need extra help.

Pupils with learning difficulties and, or disabilities of all ages, however, make good progress. Careful tailoring of provision, along with effective support from outside agencies, such as speech therapists, and regular close communication with parents helps the identified pupils to achieve well.

The headteacher has steered the school successfully through a period of staffing instability and has put it on a clear pathway of improvement. Her vision, hard work and determination are paying off, so that standards by Year 6 are rising. Opportunities for the professional development of staff are continually encouraged and embraced with enthusiasm, and this is helping to improve the quality of teaching and learning.

Effectiveness of the Foundation Stage

When children start in the Foundation Stage, their skills are broadly typical for their age, although their communication, language and literacy skills are occasionally weaker. Children make satisfactory progress, and the vast majority reach the learning goals set nationally by the time they start Year 1.

The warm and caring relationships between adults and children, along with the effective links with the local pre-school provider, ensure that children settle easily into their new setting.

Staff do not make fullest use of the information to find out how teaching and the curriculum might be fine-tuned further. The Foundation Stage leader is keen to improve provision, especially to make greater use of opportunities for children to learn outdoors.

3.2 **East Halton Primary School** was inspected in May 2008.

Strengths and Weaknesses identified

- Pupils' achievement is good and the standards they reach by the end of Year 6 are broadly in line with the national average.
- In recent years standards attained in Key Stage 1 have fluctuated, partly due to the very small groups of children in this school.
- In Key Stage 2, annual fluctuations have been less apparent and there has been a steady and sustained improvement since the last inspection except in 2007, when standards dipped.
- Pupils' personal development and well-being are good.
- Attendance is a little variable but broadly in line with the national average.
- Pupils know about the importance of leading a healthy lifestyle and they participate in and enjoy a variety of sporting activities such as the daily 'wake and shake' sessions.

- Teaching and learning are good resulting in most pupils making good progress.
- Good relationships between pupils and their teachers in addition to strong lesson pace and challenge are key strengths.
- Teachers' marking gives pupils a good idea of how they have done and positive guidance as to how they may improve.
- The curriculum is good and statutory requirements are met.
- A strong recent focus on the further development of English, mathematics and science is now showing promising results.
- The curriculum is strongly enriched by a wide and interesting range of clubs, visits and visitors, including the much anticipated weekly visit of a local music teacher.
- The quality of care, guidance and support for pupils and their families is of a good standard.
- Relatively new computerised systems to improve the tracking of pupils' progress and to support their learning are beginning to show a positive impact.
- Leadership and management of the school are good.
- The Headteacher provides strong and determined leadership.

Overall, this is a good school and it provides good value for money. The standards they reach by the end of year 6 are broadly in line with the national average despite annual fluctuations partly linked to the very small pupil grouping. The projected outcomes indicate good levels of progress and achievement over time, given the low starting point of most pupils when they enter the Foundation Stage.

The school council work very hard for the benefit of other pupils and are proud of their recent design work to improve the attractiveness of the toilet facilities for both boys and girls. In the best lessons seen, pace and challenge were consistently in evidence and pupils were encouraged to take increasing responsibility for their own learning. The use of information and communication technology to support pupils' progress across the curriculum has improved since the last inspection. Pupils with learning difficulties and/or disabilities make good progress because there is an accurate match of provision to their individual needs.

The school is clearly aware of its relative strengths and areas for development and a number of initiatives have been introduced to improve the monitoring and tracking of pupils' progress. Governors provide wise and effective council and they are playing a key role in helping to guide the school towards further and continued improvement. The school's overall improvement since the last inspection is good as is its capacity to improve further.

Effectiveness of the Foundation Stage

The provision for children in the Foundation Stage is good and they make good progress. Regular and more accurate measurement of children's progress is an improving feature and this information is used well to plan activities that best meet the needs of each individual child. By the time children enter Year 1 the majority have made good progress in most areas of learning but some are still below national expectations for their age.

3.3 **Castledyke Primary School** was inspected in May 2008.

Strengths and Weaknesses identified

- Pupils achieve broadly average standards by Year 6, showing good progress and achievement overall.
- Pupils are making the best progress in mathematics at all levels, from a particularly low start in calculation skills.
- The new system of support introduced this year, to improve the standards attained by pupils who find learning difficult, and those who are vulnerable, is already successful.
- Pupils' good personal development is a result of careful attention to their well-being.
- Pupils behave well in and around the school.
- Imaginative approaches have raised attendance to average levels.
- Pupils' spiritual, moral, social and cultural development is good.
- Understanding of British cultural diversity is less developed.
- Most pupils make good progress in their learning because the teaching is good.
- Interactive whiteboards are used well to provide a variety of stimulating resources which enhance learning.
- Teaching assistants make a valuable contribution to lessons, especially for pupils with learning difficulties and/or disabilities.
- The most able pupils are sometimes not provided with enough time for challenging tasks.
- The school's Family Links Scheme, which supports vulnerable pupils and their parents, has a positive impact on attitudes to learning across the school.
- Counselling support for the most vulnerable pupils is doing much to raise self-esteem and build confidence for learning.
- Pupils enjoy the exciting range of well attended after-school and lunchtime clubs.
- The sports clubs offer excellent coaching and make a significant contribution to pupils' physical development and progress.
- Care, guidance and support are good and pastoral care is a particular strength.
- All required safeguarding and child protection measures are in place.
- The friendly and welcoming school owes much to the teamwork of its staff, moulded together skilfully by the Headteacher, who develops talent and encourages innovation.

- Governors are extremely well informed about the school and act as a forward thinking critical friend.

Overall, this is a good and improving school. Good achievement is due to a strong emphasis on staff training combined with good teaching and very careful nurture. The recent investment in redeveloping the Foundation Stage has provided a lovely stimulating environment in which to embark on school life. Children are making good progress there because the leadership and teaching are so good.

Pupils appreciate having a voice through the school council and contribute widely to their community. Pupils feel safe in school and free from bullying and harassment. All teachers monitor pupils' progress carefully through an effective progress tracking system that is straightforward to use and easy for teachers to extract information.

Leadership, management and governance are good and united. Subject leaders monitor quality well. There has been good improvement since the last inspection and, taking into account the strong teamwork evident, the school has a good capacity to improve further.

Effectiveness of the Foundation Stage

The Foundation Stage is good with some outstanding features. Staff have a shared understanding of the needs of young children and are developing into a very well led strong team. Staff make good use of the space and much improved resources both inside and outside. The well equipped outside play area is underused because there is no covered section to facilitate learning in wet weather. The plans in place demonstrate that the school has recognised this shortcoming and is taking appropriate action to bring about the needed improvement.

3.4 **Bottesford Infants School** was inspected in May 2008.

One day inspection

Strengths and Weaknesses identified

- Standards by Year 2 had been consistently above average in recent years but were declining and were average in 2007.
- Pupils whose first language is not English and those with learning difficulties and/or disabilities also achieve well and this underlines the inclusiveness of the school.
- Achievement is good because of the consistently good teaching and an effective curriculum across the school.
- Teachers are well organised and plan well so that lessons run smoothly.
- Teaching assistants are supportive, marking is pertinent and appreciated by pupils, and most importantly, teachers mostly set the right level of challenge for the abilities of pupils.
- Pupils' personal development is good, especially in acquiring a work ethic and a sense of spirituality and self-worth.

- Pupils are keen to adopt a healthy lifestyle; they are very active although they do not quite understand the nature of a balanced diet.
- The quality of care and support for pupils is excellent.
- The formal systems for safeguarding are robustly in place, including child protection and risk assessments.
- The Headteacher has made a strong impact in her short time at the school.
- The leadership by other senior staff is good and has kept the school on an even keel during an unsettled period.

Overall, this is a good school. Parents rightly praise the outstanding level of care for their children and are pleased about the good progress they make. The welcoming atmosphere, the approachability of staff and the effective teaching mean that pupils thoroughly enjoy school and work hard. The new Headteacher has shown very good leadership in harnessing and redirecting the energies of all staff and in ensuring that standards are back to their usual level.

The schools self-evaluation has only recently been formalised. Governors have not been rigorous in the past in ensuring that is process was fully functioning and in questioning the decline in standards. There is no doubt that governors are supportive of the school and work hard but their monitoring is not sufficiently organised for them to play a full part in the school's development.

The school has done well to maintain its quality since the last inspection, including standards and achievement. All issues raised in the last report have been addressed. The common sense of purpose in all staff, the rising standards and strengthening of procedures mean that the school has good capacity to improve and provides good value for money.

Effectiveness of the Foundation Stage

Children benefit from an excellent start in the Reception year and make outstanding progress. Provision is excellent because of high expectations, considerable care and stimulating opportunities that inspire children, help them mature rapidly and enable them to develop a thirst for learning. Teaching is outstanding, especially because assessment is very thorough and enables teachers to provide learning that closely matches the individual's preferred learning style. The Foundation Stage is led extremely well.

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.

SERVICE DIRECTOR LEARNING, SCHOOLS AND COMMUNITIES

Hewson House
Station Road
BRIGG
North Lincolnshire
DN20 8XJ
Author: Jo Moxon/Joanne Etherington
Date: 19.06.08

Background Papers used in the preparation of this report:

Ofsted published report