

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 Epworth Primary School.
- 1.2 The school was inspected as part of the Pilot Ofsted inspection schedule for schools in North Lincolnshire.
- 1.3 This is currently a three-year cycle.
- 1.4 Full copies of the reports are available in Group offices.

2. BACKGROUND INFORMATION

- 2.1 Epworth Primary School was placed in a Notice to Improve in June 2009. The school did not receive the report until the beginning of the new school term in September. Part of the reason for the Notice To Improve category was a negative judgement on the school's policies and arrangements for keeping children safe. Following the inspection, immediate steps were taken by the school and the LA to ensure that the school's policies for safeguarding were renewed with immediate effect. Training for Child protection is up to date for all staff. Meetings were held with Governors and staff to ensure that practice in school reflects the new policy arrangements and that governors are monitoring effectively. The school remains in the additional category of School of Concern to the LA and is monitored very closely in accordance with the School Causing Concern policy (enclosure).
- 2.2 The Local Authority has acted to produce a plan of action in response to Ofsted. The plan pays particular attention to strengthening the leadership of the school with two additional governors and a mentor Head.
- 2.3 The school has also produced an action plan to address the issues raised in the report. The Senior Adviser who is also the SIP will monitor the progress very closely. The Director of Service and the Head of School Improvement participate in the regular school of concern meetings with the Headteacher and Chair of Governors.

- 2.4 Under the new Ofsted framework the school will receive an unannounced visit within weeks of the publication of the report to check the progress on the safeguarding issues. If the school is still found to have shortcomings in this vital area of responsibility Ofsted will place the school in the Special Measures category with immediate effect. The other issues in the report will be checked by Ofsted in the coming year with a visit giving the school up to 20 days notice. The school will remain in the category until its next inspection within three years.

3. **OPTIONS FOR CONSIDERATION**

- 3.1 **Epworth Primary School** was inspected June 2009 under Section 5 Ofsted Pilot Scheme.

Overall effectiveness of the school

Grade: 4

- The school is given a notice to improve. Significant improvement is required in relation to the quality of care and support for pupils, statutory requirements especially with regards to safeguarding, and standards in Key Stage 1. The schools provides an inadequate quality of education,
- Since the last inspection there has been a prolonged period of instability in staffing due to several leadership changes and high levels of staff absence.
- There has been some monitoring of performance and some teaching has improved as a result.
- Whole school weaknesses have not been identified fully or targeted for improvement with enough focus and speed.
- The school has satisfactory capacity to improve because there is evidence of impact due to changes made by the headteacher in particular, pupils' behaviour has improved considerably, setting a more stable environment and atmosphere within which to accelerate pupils' learning.
- Writing at Key Stage 1 has improved significantly during the past year.
- Pupils with learning difficulties and/or disabilities are now making satisfactory progress.
- Children make good progress in Reception, reaching levels that are slightly above national averages.
- Achievement in Key Stage 1 is inadequate.
- Standards at the end of Year 2 were below average in 2008 and teachers' assessments for the current cohort show a further decline, particularly in mathematics and reading.
- Pupils make satisfactory progress at Key Stage 2.
- Care, guidance and support are inadequate because policies and procedures are out of date.
- Pupils' personal development is satisfactory.
- With a few exceptions behaviour is good.
- The quality of teaching and learning is satisfactory overall, with some that is good.
- The curriculum overall is satisfactory.
- The school does not have an action plan or means of evaluating its promotion of community cohesion and so this aspect of its work is inadequate.

- The school works hard at partnerships with others in particular with parents and carers.

Effectiveness of the Early Years Foundation Stage

Grade: 2

- The provision for the Early Years Foundation Stage is good and is well lead and managed.
- Good induction arrangements and levels of welfare help children to settle happily and thrive.
- Good and imaginative teaching gives children a wide range of exciting activities matched to their individual needs.
- Children gain the confidence to follow their own interests within the safe and secure indoor learning area.

What the school should do to improve further

- Ensure as a matter of urgency that all statutory duties relating to safeguarding are met and that procedures are up to date and effective.
- Ensure that the impact of the school's provision, particularly on standards and achievement, is rigorously monitored to enable more focused and faster improvement.
- Improve the quality of teaching so that it leads to consistently good progress, particularly in Key Stage 1 and for more able pupils in mathematics.
- Improve the promotion of community cohesion through more rigorous planning that is informed by regular evaluation of its impact.
- Develop the curriculum so that it is more exciting and stimulating in order to engage all pupils in their learning.

Achievement and standards

Grade: 3

- Achievement is satisfactory overall because the standards remain average.
- This masks an uneven pattern across the key stages that includes two years of inadequate progress.
- Pupils enter Year 1 with at least average standards, but in the teacher assessments in 2008, standards at the end of Year 2 were below average.
- The school's assessment information and further inspection evidence show that this year standards have recovered to average levels in writing but have fallen further in mathematics and reading. This represents unsatisfactory achievement across Key Stage 1 when taking into account the pupils' starting points.
- Insufficient numbers of pupils reach the higher levels.
- There is a more positive picture of achievement in Key Stage 2.
- Pupils with learning difficulties have made less than expected progress in the past. The school has identified this and special provision is now given to support these pupils in their learning. This has led to better progress this year.

Personal development and well-being

Grade: 3

- Pupils' personal development, including their spiritual, moral and social development, is satisfactory with some good features.
- Most pupils enjoy coming to school and attendance is average.
- Pupils are keen to learn and they maintain concentration in lessons well, even when the work is not stimulating.
- Behaviour is good.
- Not all pupils feel valued and wholly secure in school
- Pupils know about healthy lifestyles.
- Pupils develop a sound understanding of social responsibility through the school council and have some good links with the local community.

Quality of provision

Teaching and learning

Grade: 3

- Teaching is satisfactory overall.
- It is more effective in Key Stage 2.
- Not all teachers use assessment information skilfully enough to match work consistently to pupils' abilities, nor do they always expect enough from them.
- Teaching styles are not sufficiently varied to suit the differing needs of pupils.
- Teaching assistants are supportive but not proactive enough in whole class sessions.
- More able pupils do not have enough scope to work independently and at their own pace.

Curriculum and other activities

Grade: 3

- The curriculum is satisfactory, but not as effective as it could be in raising pupils' achievement. The school is aware of this and teachers are in the early stages of planning the curriculum in ways that link subjects together.
- ICT is beginning to support pupils' learning and enjoyment of their work.
- The school has won the Bronze Active Mark Award for improving physical education.

Care, guidance and support

Grade: 4

- The school does not provide adequate care for its pupils.
- Much of the documentation for areas of safeguarding is out-of-date, especially for child protection, and so does not take into account new legislation.
- There are also gaps in some records, although the school does check the suitability of all adults who work with children.
- On a day to day basis, staff look after the well being of pupils but not all pupils feel cared for, especially a small number of girls.
- Some pupils feel that adults do not listen attentively to them.

- Systems to monitor pupils' progress over time are satisfactory, but they are too recently in place to have had time to influence pupil's achievement.

Leadership and management

Grade: 4

- The school has had to cope with a lengthy period of difficult circumstances caused by unavoidable staff changes and absences.
- Lack of clear and consistent direction and too many changes in leadership have led to lapses in promoting high quality care in school.
- Leadership and management are judged to be inadequate.
- The new headteacher has put a permanent leadership and management structure in place with recent appointments of an assistant headteacher, special needs coordinator and teaching and learning posts.
- Partnerships with parents are much stronger than at the time of the last inspection.
- The introduction of a behaviour policy has impacted favourably on pupils' conduct.
- Governors are committed to the school and are very supportive of new initiatives which the headteacher has introduced, but their monitoring of the school's performance is insufficiently robust.

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	3
The effectiveness of boarding provision	NA
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of pupils in the EYFS?	2
How well do pupils in the EYFS achieve?	2
How good are the overall personal development and well-being of the pupils in the EYFS?	2
How effectively are pupils in the EYFS helped to learn and develop?	2
How effectively is the welfare of pupils in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and/or disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interest of learners?	3
How well are learners cared for, guided and supported?	4

Leadership and management

How effective are leadership and management in raising achieve and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted & discrimination eliminated	4
How well does the school contribute to community cohesion?	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

4. ANALYSIS OF OPTIONS

4.1 The Cabinet Member may wish to monitor the progress of the school and support the use of further statutory powers if the school fails to make address the issues by the first monitoring visits from Ofsted.

5. RESOURCE IMPLICATIONS (FINANCIAL, STAFFING, PROPERTY, IT)

5.1 Financial

5.1.1 The cost of support to the school from the LA is listed in the post Ofsted action plan.

5.2 Staffing

5.2.1 There are no staffing implications.

5.3 Statutory

5.3.1 The LA has exercised its statutory powers to appoint 2 additional governors.

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 The school received an unsatisfactory judgement for community cohesion. The LA has put support in place to address this area of the school's work.

6.2 Environmental and Other

6.2.1 There are no environmental implications.

7. OUTCOMES OF CONSULTATION

Consultation has taken place with the school concerned and School Development Plans will address the issues for action.

8. RECOMMENDATIONS

8.1 Continue to support improvements in the school inspected above.

8.2 The Cabinet Member will write and make suitable comments to the school on its report.

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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.



**Children and Young People's Service
Learning Schools and Communities
Learning Services and School Improvement Service**

Schools Causing Concern : Policy and Procedures

North Lincolnshire Schools Causing Concern Policy

North Lincolnshire council has a commitment to excellence in Education and believes that all children and young people deserve to be educated in successful schools. Our overall aim is that no school should fall into a category of concern. By supporting and enabling strong school Leadership and Management and early intervention when necessary, we aim to work in partnership with schools to bring about the best possible education for our children and young people.

North Lincolnshire schools benefit from targeted support from National Strategies, but also from their purchase of a local Service Level Agreement (SLA) for school support and Continuing Professional Development (CPD).

Schools Causing Concern

The Local Authority (LA) policy is in line with the [DfES Code of Practice](#) for schools causing concern.

Identification

Schools (or departments) causing concern are identified from data analysis and information from a range of sources including school improvement partner (SIP) reports and Ofsted inspections.

Reasons to consider schools as 'causing concern' include the following:

- Under-performance of schools, departments and groups, including vulnerable groups, based on data from a range of sources.
- Vulnerability for specialist college re-designation due to under-performance in key subjects.
- Inaccurate self-evaluation by the school.
- Weaknesses in Leadership and Management, including Governance.
- Low expectations reflected by target setting.
- Poor financial management and prolonged deficit
- Post-Ofsted judgements of grade 3 in certain areas likely to result in a 12 month re-inspection.
- Schools at risk of failure to meet the [Every Child Matters outcomes](#) (including extended school/ children's centre provision).

When a school is considered to be of concern to the LA or likely to fall into a category if inspected, the following procedures are undertaken:

Following discussion between the LA, the Headteacher and Chair of Governors; they are notified in writing of the nature of the concern and the LA's arrangements to support and monitor the school's progress. The Director Of Children's Services, the Cabinet Member for Children's Services, the Service Director of Learning Schools and Communities and the Service Director of Children Strategy and Partnerships, DfES Officers and Her Majesty's Inspector (HMI) are made aware of schools and departments of Concern.

Action Planning Requirements

The school is required to produce an action plan apart from the school development plan and submit it to the LA in a given timescale. The plan should contain pupil outcomes and targets above the floor targets. The school has to fund this area of action (through the SLA if necessary). It is advisable to share the action plan with governors and appoint a sub group to monitor improvements regularly.

The LA also produces an action plan and shares it with the Headteacher and Chair of Governors. The plan includes targeted support from a range of sources depending on the nature of the identified weaknesses. There may be additional funding allocated to identified actions from the LA. If this is the case funding will be identified in the plan. It may be that the capability of the Headteacher is brought into question and procedures have to be undertaken. If this is the case; the matter is confidential to all governors except the Chair and Vice Chair and will not be

part of the LA's published action plan. Separate documentation will be prepared for confidential processes.

Monitoring

The assigned LA officer will monitor the school's progress frequently and there will be a separate meeting with the Head of Service each term to review progress and adjust the LA's action plan. Other LA officers may be assigned to the school to perform various roles identified in the plan. All intervention will be recorded on LS1 reports and sent to the school and the Chair of Governors.

Progress and Removal from School of Concern

When the school has made suitable progress and is considered to be no longer of concern to the LA; the headteacher and Chair will be notified in writing by the Head of Service and normal monitoring and intervention procedures will resume.

Further Intervention

If a school makes insufficient progress over the identified timescales or is facing extreme circumstances, the LA will move to the next stages of the [DfES Code of Practice](#). The ultimate powers of the LA include invoking an inspection, appointing additional governors, removing delegated powers, requiring a school to collaborate with another school or join a federation and replacing the Governing Body with an Interim Executive Board.

Partnership Interventions

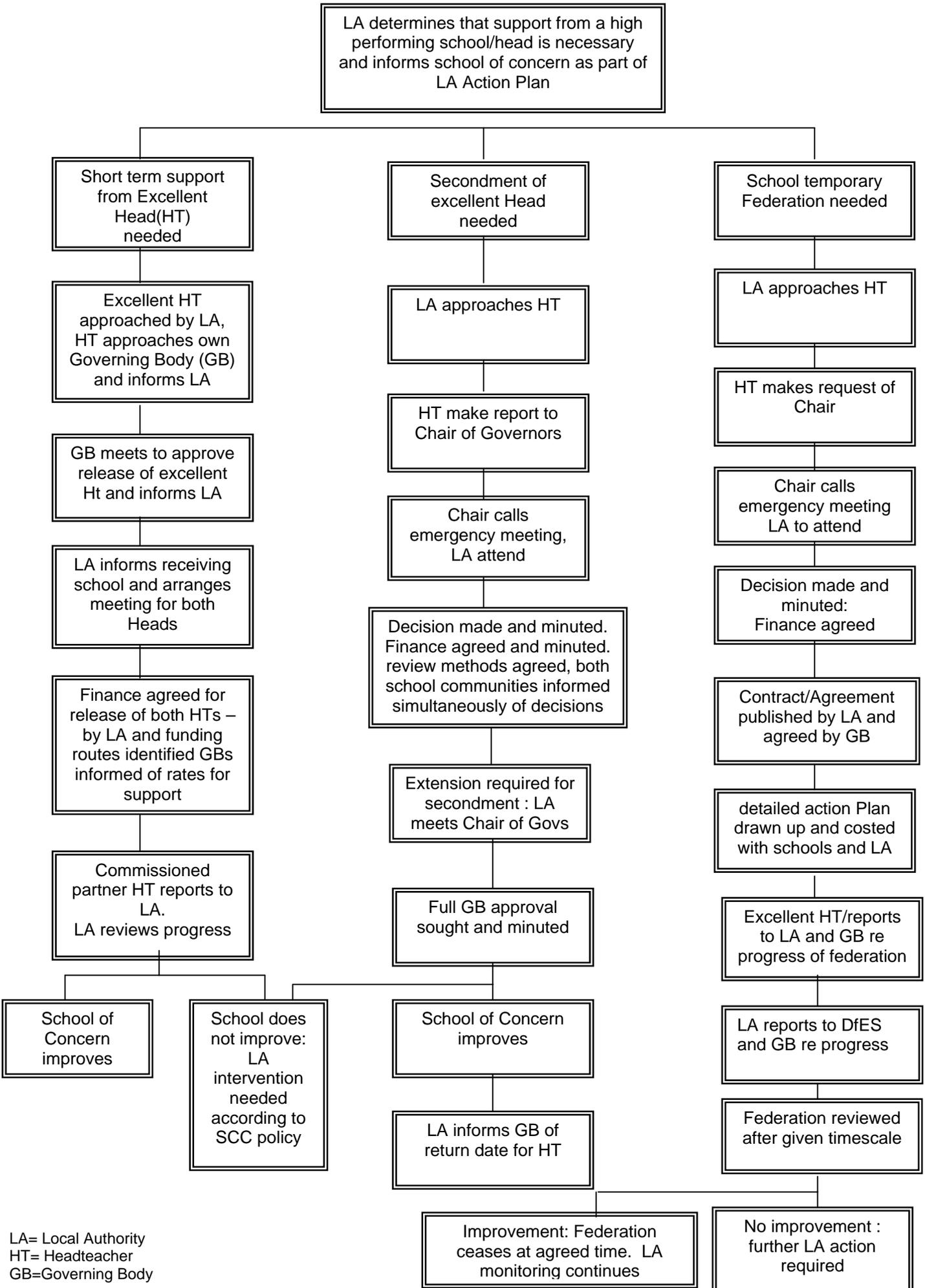
In extreme circumstances interventions by the LA may include appointing an interim headteacher from a successful school. The procedures for such an intervention are outlined in Appendix A.

Schools In Ofsted Categories

When schools are judged by Ofsted to need a Notice to Improve or Special Measures the DfES and Ofsted guidance will be followed. Procedures for intervention are similar to those outlined above.

HMI and DfES involvement

HMI and DfES representatives hold regular meetings with the LA. The LA is frequently challenged by both organisations relating to our interventions in named schools identified from national data and information. The LA has a duty to report honestly and fairly to DfES and HMI on our support and intervention in our schools of concern.



LA= Local Authority
 HT= Headteacher
 GB=Governing Body