

## 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: Broughton Junior School and Broughton Infant School.
- 1.2 The schools were 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 There is no background information attached to this report. Some North Lincolnshire schools are taking part in piloting the new Ofsted Procedures which will take effect for all schools from September 2009. The schools who trial the new system have their reports written in a slightly different way and will have the grades given at the back of the Cabinet Report. Not all schools inspected during the summer term will be part of the pilot.

## 3. OPTIONS FOR CONSIDERATION

- 3.1 **Broughton Junior School** was inspected in May 2009 under the new Ofsted Pilot Scheme.

### Effectiveness

- This is a good school. Some features are outstanding, especially the care it takes of pupils and most aspects of their personal development.
- Attendance is outstanding.
- The school's involvement in the local community and wider world is outstanding.
- Pupils achieve well academically because teaching is mostly challenging and well focused, and linked to good assessment.
- The school has good self-evaluation but it has not yet managed to improve standards in English over time, by getting to the root of the problem.

### Capacity to improve further

- To raise achievement in English and problem solving in Mathematics, the school should:
  - Ensure that learning is more personalised so that pupils can work at their own pace and take more ownership of their work
  - Enable pupils to understand more clearly how they can improve their work through consistently helpful marking and learning targets
  - Maximise the opportunities for cross-curricular enrichment, especially in literacy and numeracy lessons.
- To increase the effectiveness of the school's evaluation of its own work, the school should:
  - Identify more clearly the underlying reasons for any perceived weakness
  - Be more rigorous, at all levels of management, in double-checking the outcomes of all action plans for development.

### **Outcomes for individuals and groups of pupils**

- They make good progress in science and mathematics year on year, and this has underpinned the above average results in the national tests in recent years.
- Achievement in English is satisfactory and attainment is broadly average.
- Pupils also have good skills in information and communication technology (ICT), art, music and geography.
- Behaviour is good; in classrooms, it is often excellent except when the momentum of the lesson falters and some stray off task.
- Pupils feel very secure in school, and so are confident and considerate towards others.

### How effective is the provision?

- Pupils learn well because teaching is essentially good.
- The pupils gain a good understanding of what they should learn through clear objectives and explanations by teachers, strengthened by good resources, such as the interactive whiteboards and banks of computers.
- Much of the marking and guidance is effective. However, this good practice is not yet consistently applied so that pupils are not always clear about how they can improve their work.
- The curriculum meets the needs of pupils well, including those with learning difficulties and/or disabilities.
- Support for the most vulnerable pupils is outstanding.

### How effective are leadership and management?

- The dedicated, very caring and enthusiastic leadership of the Headteacher motivates all around him. His commendable vision for pupils'

education is well supported by senior colleagues and governors, and indeed by all staff and the vast majority of parents.

- The strong focus on inclusion means that all pupils matter, are given equal consideration and support, and so achieve equally well.
- The governing body is hard working and supportive, and provides valuable expertise to improve the school.
- Safeguarding procedures for pupils are rigorously in place.
- Child protection arrangements are very secure and all staff are updated on procedures frequently.
- Health and safety procedures are adhered to across the school and the school has paid very good attention to pupils' safety and the Internet.

Views of parents and carers

- Parents expressed their strong support and praise for the school's work.
- Parents find staff very approachable and many are impressed by the quality of leadership by the Headteacher.

**Overall effectiveness**

<b>2</b>
<b>2</b>

**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**

<b>2</b>
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Pupil Outcomes

*These are the grades for pupils' outcomes.*

Pupils' attainment	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
<b>How well do pupils achieve and enjoy their learning?</b>	<b>2</b>
<b>To what extent do pupils feel safe?</b>	<b>1</b>
<b>How well do pupils behave?</b>	<b>2</b>
<b>To what extent do pupils adopt healthy lifestyles?</b>	<b>1</b>
<b>To what extent do pupils contribute to the school and wider community?</b>	<b>1</b>
Pupils' attendance	1
<b>How well do pupils develop workplace and other skills that will contribute to their future economic well-being?</b>	<b>2</b>
<b>What is the extent of pupils' spiritual, moral, social and cultural development?</b>	<b>1</b>

*These are the grades for the quality of provision.*

<b>The quality of teaching</b>	<b>2</b>
The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

*These are the grades for leadership and management.*

<b>The effectiveness of leadership and management in communicating ambition and driving improvement</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**3.2 Broughton Infant School** was inspected May 2009 under the new Ofsted Pilot Scheme.

### Main findings

- This is a good school. The standards pupils attain by the end of Year 2 are average. The pupils' social, mathematical, communication, language and literacy skills are less well developed than normally seen.
- Pupils are well placed to exceed expectations in their writing and in aspects of mathematics such as counting and problem solving.
- The challenge facing the school is to accelerate the pace of learning in other areas of English and Mathematics, such as the speaking and listening skills and the ability to subtract and calculate.
- Children in the Early Years Foundation and Pupils in Years 1 and 2 enjoy school and say they feel safe and secure.
- Attendance rates are above average and many pupils participate in clubs and activities outside of lessons.
- Teachers make good use of assessments to spot areas of weakness and adapt lesson planning to address them.
- This is an inclusive school where all groups of pupils, whether gifted and talented, vulnerable or with learning difficulties and/or disabilities, receive the care and support they need to develop as individuals and progress academically.

- The procedures the school has in place to ensure pupils' safety and well being are well established and effective.

#### Capacity to improve further

- Quicken the pace of learning across all areas of English and mathematics to match the good progress now seen in pupils' writing, counting and problem solving in Years 1 and 2.
- Share good practice in teaching and learning to accelerate progress in all lessons in Key Stage 1 by:
  - Planning time for pupils to think and talk more about their experiences and what they have learnt.
  - Extending opportunities for them to engage fully in whole class discussions.

#### **Outcomes for individuals and groups of pupils**

- Pupils make good progress and achieve well because they are keen to learn and enjoy school.
- Boys and girls are progressing equally well in their academic and personal development.
- Pupils' personal development is good because they have the skills and personal qualities necessary to make the most of the opportunities the school affords.

#### How effective is the provision?

- Teaching and the curriculum are good. Information and communication technology is used well as a teaching and learning aid and teachers adapt learning activities to meet the needs of all pupils.
- There have been significant improvements in the accuracy of teachers' assessments of pupils' work and these are now used well to monitor their progress and to plan learning activities which match their ability and needs and expectations are high.
- Good care, guidance and support ensure that all groups of pupils, including those with learning difficulties and/or disabilities, make good progress.

#### How effective are leadership and management?

- The school is well led and managed, and Governance is good.
- The senior leadership team and other leaders and managers are committed to improving provision, raising standards and promoting pupils' well being and personal development.
- Procedures for child protection, health and safety and risk assessments comply with government requirements.
- All staff have received safeguarding training.
- On a routine day to day level, the school is mindful of pupils' safety at all times.

## Early Years Foundation Stage

- Children's development when they start in the Nursery is below what is normally expected. They make good progress and by the end of the Reception Year are working at broadly average levels. Such good progress arises from the school's effective induction procedures.
- The curriculum is good and offers an appropriate balance between adult-led and child-selected learning activities.
- Very good use is made of the extensive grounds to allow children to undertake supervised independent activities.
- The school is quick to identify special social, emotional or learning needs when children join the school and put in place effective care and support plans to address them.
- Behaviour is good and the children follow routines and respond well to instructions.
- Teaching is good.
- Good leadership and management are focused on nurturing and supporting children to give them the self-assurance to explore and learn for themselves and skills to make the most of the next stage in their education.

## Views of parents and carers

- In their responses to the questionnaire, the overwhelming majority of parents expressed their appreciation of the good care and support their children receive and the regular information they receive about their development.
- The staff are approachable and friendly.

## **Overall effectiveness**

2
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## **Capacity for sustained improvement**

2
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<b>Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>
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## **Outcomes for individuals and groups of pupils**

2
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## Pupil Outcomes

*These are the grades for pupils' outcomes.*

Pupils' attainment	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
<b>How well do pupils achieve and enjoy their learning?</b>	<b>2</b>
<b>To what extent do pupils feel safe?</b>	<b>2</b>
<b>How well do pupils behave?</b>	<b>2</b>

<b>To what extent do pupils adopt healthy lifestyles?</b>	<b>2</b>
<b>To what extent do pupils contribute to the school and wider community?</b>	<b>2</b>
Pupils' attendance	2
<b>How well do pupils develop workplace and other skills that will contribute to their future economic well-being?</b>	<b>2</b>
<b>What is the extent of pupils' spiritual, moral, social and cultural development?</b>	<b>2</b>

*These are the grades for the quality of provision.*

<b>The quality of teaching</b>	<b>2</b>
The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

*These are the grades for leadership and management.*

<b>The effectiveness of leadership and management in communicating ambition and driving improvement</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

*Early Years Foundation Stage*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>2</b>
<b>The quality of provision in the Early Years Foundation Stage</b>	<b>2</b>
<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>2</b>
<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>

#### 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 Property**

5.3.1 There are no property implications.

### **5.4 IT**

5.4.1 There are no IT 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 or other 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.

SERVICE DIRECTOR LEARNING, SCHOOLS AND COMMUNITIES

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**Background Papers used in the preparation of this report:**

Ofsted published report

## Appendix

### What inspection judgements mean

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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.