

**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 Riddings Infant and Nursery School, Gunness and Burringham Church of England Primary School; Westwoodside Church of England Primary School, New Holland Church of England Methodist Primary School, Alkborough Primary School, Baysgarth School, Priory Lane Junior School, Haxey Church of England Primary School, Burton upon Stather Primary School, Sir John Nelthorpe School, Melior Community College and Kirmington Church of England Primary School.
- 1.2 Seven schools were inspected as part of the Pilot Ofsted inspection. Five schools were inspected under Section 5.

**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 Member report. Not all schools inspected during the summer term were part of the pilot.

**3. OPTIONS FOR CONSIDERATION**

- 3.1 **Riddings Infant and Nursery School** was inspected May 2009 under Section 5.

**Overall effectiveness of the school**

**Grade: 2**

- Riddings Infants is a good school.
- The very caring ethos promoted by the staff and pupils is a strong feature that enables pupils to feel special and safe.
- Pupils make good progress in the Early Years Foundation Stage from well below average starting points when they enter the Nursery. When they leave the Reception year they are below average in most areas of their learning, except in their personal, social, emotional and physical

development, which is average. Good progress is maintained in Key Stage 1, so that by the end of Year 2 pupils reach average standards in reading, writing and mathematics.

- Pupils with learning difficulties and/or disabilities make good progress due to the school's prompt response to their needs.
- Pupils' personal development and well-being are good.
- Teaching is good particularly in literacy. Work is well matched to the capabilities and needs of all pupils and this leads to them making good progress.
- The use of targets to track pupils' learning is not consistent enough across the school to pick up on all instances of underachievement.
- Governors are supportive and well informed.

### **Effectiveness of the Early Years Foundation Stage**

**Grade: 2**

- Children's attainment on entry to the Nursery is well below what is expected for their age. They progress well from the very outset and, by the time they leave the Reception Year, attainment is below average.
- Pupils are safety conscious without being fearful and in the secure and caring environment of the school they develop excellent personal skills.
- Pupils are regularly assessed to ensure that they are being suitably challenged and to ensure that their individual needs are met.
- The commitment of staff to ensuring the welfare of the children is excellent.
- Arrangements for the safeguarding of children are in place and regularly monitored.

### **What the school should do to improve further**

- Refine the systems for tracking progress to make them more effective in ensuring that all pupils achieve well.

### **Achievement and standards**

**Grade: 2**

- Standards are average and pupils' achievement is good.
- School data for the current cohort show that pupils are on track to reach similar standards in this year's assessments to those in 2008.
- There are no significant differences in the achievement of boys and girls.
- Pupils with learning difficulties and/or disabilities achieve well due to the effective support they receive.

### **Personal development and well-being**

**Grade: 2**

- Pupils' personal development, including their spiritual, moral, social and cultural development is good.
- There are many opportunities for pupils to take part in fundraising events for charities, in this country and abroad, which contribute to promoting their awareness of the differences in our diverse society.
- The school sets great store by ensuring their safety at all times and pupils say they feel safe in school.

- Pupils enjoy their education, as evidenced by their above average attendance rates.

### **Quality of provision**

**Grade: 2**

- Teachers have secure subject knowledge. They provide many opportunities for pupils to work together, so that pupils learn to give and receive support from each other.
- Teachers promote speaking and listening well by giving pupils opportunities to describe their own experiences and feelings.
- Pupils make good progress in ICT and increasingly use such skills to learn well in other subjects.
- Pupils with learning difficulties and/or disabilities benefit from the valuable support they receive from skilful teaching assistants.

### **Curriculum and other activities**

**Grade: 2**

- The curriculum is broad and balanced and meets all statutory requirements.
- Underpinning everything is a strong emphasis on care and teaching the pupils how to stay safe and healthy.
- All pupils have the opportunity to take swimming lessons, which further promotes pupils' awareness of a healthy lifestyle.
- Pupils with learning difficulties and/or disabilities have access to the same curriculum as their peers and are enabled to develop well through what the school offers.
- The provision for more able pupils is also good because they are given challenging individual and group opportunities for additional learning.
- There is a good range of out-of-school activities.

### **Care, guidance and support**

**Grade: 2**

- All staff show very high levels of commitment to the pupils' health, safety and welfare.
- Procedures for safeguarding pupils are robust and regularly monitored.
- Developing the self-esteem of each pupil is a high priority.
- Pupils respond very movingly to the weekly assemblies where each other's achievements are publicly celebrated.
- The school is rapidly developing a system of setting individual targets so that pupils become more involved in assessing their own learning.

### **Leadership and management**

**Grade: 2**

- The clear direction of the Executive Headteacher, supported well by the Deputy Headteacher and the governing body, has ensured that the care and education of all pupils have been secure during the recent period of instability.
- The strong team spirit established has contributed positively to the improvements since the last inspection.
- Governors provide a good balance between perceptive support and challenge to senior leaders.

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

Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>2</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>
How well does the school work in partnership with others to promote learners' well being?	<b>2</b>
The effectiveness of boarding provision	<b>NA</b>
The capacity to make any necessary improvements	<b>2</b>

Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of pupils in the EYFS?</b>	<b>2</b>
How well do pupils in the EYFS achieve?	<b>2</b>
How good are the overall personal development and well-being of the pupils in the EYFS?	<b>1</b>
How effectively are pupils in the EYFS helped to learn and develop?	<b>2</b>
How effectively is the welfare of pupils in the EYFS promoted?	<b>1</b>
How effectively is provision in the EYFS led and managed?	<b>2</b>

Achievement and standards

<b>How well do learners achieve?</b>	<b>2</b>
The standards reached by learners	<b>3</b>
How well learners make progress, taking account of any significant variations between groups of learners	<b>2</b>
How well learners with learning difficulties and/or disabilities make progress	<b>2</b>

Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	<b>2</b>
The extent of learners' spiritual, moral, social and cultural development	<b>2</b>
The extent to which learners adopt healthy lifestyles	<b>2</b>
The extent to which learners adopt safe practices	<b>1</b>
How well learners enjoy their education	<b>2</b>
The attendance of learners	<b>2</b>
The behaviour of learners	<b>2</b>
The extent to which learners make a positive contribution to the community	<b>2</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>2</b>

The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>2</b>
<b>How well do the curriculum and other activities meet the range of needs and interest of learners?</b>	<b>2</b>
<b>How well are learners cared for, guided and supported?</b>	<b>2</b>

Leadership and management

<b>How effective are leadership and management in raising achieve and supporting all learners?</b>	<b>2</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>2</b>
How effectively leaders and managers use challenging targets to raise standards	<b>2</b>
The effectiveness of the school's self-evaluation	<b>2</b>
How well equality of opportunity is promoted and discrimination eliminated	<b>2</b>
How well does the school contribute to community cohesion?	<b>2</b>
How effectively and efficiently resources, including staff, are deployed to achieve value for money	<b>2</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>2</b>
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>

3.2 **Gunness and Burringham Church of England Primary School** was inspected in May under Section 8 of the Education Act 2005 under Pilot arrangements; it was also deemed a Section 5 inspection under the same Act.

### **Effectiveness**

- This is a good school with a number of outstanding features such as pupils' behaviour.
- Strong and visionary leadership by the Headteacher sets high expectations for staff and pupils.
- Above average attendance.
- In general, teachers know their pupils well and use assessment effectively to plan work which extends the pupils' existing skills and knowledge.
- The rate of progress across the school, while good overall, varies. It is good in the Early Years Foundation Stage, slows to just satisfactory in Key Stage 1, and then accelerates in Key Stage 2 being particularly rapid in Years 5 and 6.
- Pupils with learning difficulties and/or disabilities are accurately identified and given good support from school staff and specialists employed from outside.

- The curriculum enables pupils to develop both academically and personally. There are strengths in aspects of music and the performing arts but a relative weakness in the use of ICT.
- The pupils' knowledge and understanding of the wider world and global issues is relatively weak.
- Pupils' voice is heard through a successful school council.
- Significant improvements have been made to the quality of the accommodation and to its security since the previous inspection.

### **Capacity to improve further**

- Ensure that the progress of pupils is consistently good or better across the school by:
  - Improving the quality of teaching and learning in Key Stage 1 so that all pupils, but particularly the more able, are suitably challenged.
- Improve the quality of the curriculum by:
  - Extending opportunities for pupils' to learn about the cultural richness and diversity of modern society and the global community
  - Making better use of computers and forging closer links between subjects to add greater relevance and excitement and to learning
  - Improving the quality of resources for outdoor learning in the Early Years Foundation Stage.

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

- Most pupils demonstrate good progress in lessons.
- Attainment at the end of Key Stage 2 has been rising over the last three years. The results of the national tests in English, Mathematics and Science are higher than they were in the previous inspections and in 2008 were above the national average for the second year running. Data held by the school indicates that results for Year 6 are likely to remain above average in the coming years. At Key Stage 1, results have been less impressive.
- Pupils are unanimous that they feel safe at school – Behaviour has much improved and bullying is virtually non-existent.

### **How effective is the provision?**

- The quality of teaching and learning is good overall, with strengths in the Early Years Foundation Stage and Key Stage 2.
- There have been rapid improvements since the previous inspection in the quality of assessment – It is now used by staff to identify underachieving pupils so that action is taken to improve progress.
- Where teaching is less than good, it is because too much time is taken by adults talking which reduces time for pupils to get on with learning activities.
- The quality of the curriculum is satisfactory.
- An important weakness in the curriculum is that there are too few opportunities for pupils to use ICT to support learning.

- Levels of care, guidance and support are outstanding – excellent link with outside agencies, such as the Hearing Impaired Service, which enables all pupils with learning difficulties and/or disabilities to be fully included in school life.

### **How effective are leadership and management?**

- Strong and visionary leadership by the Headteacher sets high expectations for staff and pupils within a very caring and supportive environment.
- The strong leadership has moved the school from being satisfactory to good with some outstanding features.
- Excellent systems are in place to maintain safety and to ensure the safeguarding of pupils.
- A strong team has been created between key staff, parents and the governing body.

### **Views of parents and carers**

- The overwhelming majority of parents and carers rate the school very highly. They feel it has improved significantly and provides a high quality of education.
- Many parents have stated strong support for the Headteacher.
- There was one expression of concern that was linked to a perception that some children do not have an equal chance to attend after school clubs. The school indicated that all pupils are able to attend but the very popular clubs can only take a set number at a time and a rolling programme is operated.

### **Early Years Foundation Stage**

- Provision in the Early Years Foundation Stage is good. It is well led and managed.
- Good teaching results in children making good progress and they attain well.
- Close links with parents and carers both before starting school and also during the first year helps children to be very settled and happy.
- Staff are imaginative in the activities they provide and good planning gives children a lot of scope to learn through their play.
- The needs of those with learning difficulties and/or disabilities are extremely well met with excellent liaison between staff and external support teachers.
- Children are well prepared for moving on to Key Stage 1.

**Overall effectiveness**

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

**Capacity for sustained improvement**

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

<b>Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>
--

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

## Outcomes for individuals and groups of pupils

### 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>1</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>3</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>3</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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>To 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>

3.3 **Westwoodside Church of England Primary School** was inspected June 2009 under Section 5.

#### **Overall effectiveness of the school**

**Grade: 2**

- This is a good school – it has outstanding provision for the children in the Early Years Foundation Stage.
- Most parents expressed high levels of satisfaction in their responses to the inspection questionnaire.
- Building on the good progress made in the Nursery and Reception classes, pupils achieve well in Key Stage 1. By the end of Year 2 they attain above average standards.
- Standards are well above average overall by Year 6 and achievement is good.
- Pupils with learning difficulties and/or disabilities achieve well mainly because of the good support they receive in lessons and the care taken to check their progress.
- Attendance is above average.
- The school's development of community cohesion is good.
- The pupils say they feel safe in school.
- Teaching is good overall, although there is some variability between lessons. A small minority of parents expressed concern about changes in staffing.
- Leadership and management are good. The governing body is actively involved in the development of the school.
- It is an inclusive school and the school is now extending this approach to parents with the establishment of a parents' forum.

#### **Effectiveness of the Early Years Foundation Stage**

**Grade: 1**

- The comment that 'every aspect of the teaching, care and structure of activities is excellent' is typical of the parents' responses to the inspection questionnaire.
- The outstanding leadership and management of this early stage of children's learning have provided a well-organised, busy and exciting atmosphere.
- Staff are knowledgeable about each child's personal and learning needs.
- Records indicate that standards are above average with a higher than usual proportion of children reaching standards that are higher than expected for their age by the time they enter Year 1.

- The mixed provision of the Nursery and Reception classes working closely together helps to ensure that children of different ages and abilities have opportunities that are well matched to their needs.
- The balance of activities is very good.
- The basic routines for safety are well understood by the children and closely watched by staff.
- The children's personal development is exceptionally good for their age.
- Teaching is outstanding.

### **What the school should do to improve further**

- Ensure the assessment and tracking system:
  - accurately identifies the ongoing progress and attainment of pupils throughout the school
  - is readily accessible to staff and,
  - provides teachers with the necessary information to plan tasks that are closely matched to pupils' differing needs.
- Develop the role of subject leaders to enable them to be more active in promoting consistently good quality teaching and pupils' progress through school.

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

#### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>2</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>
How well does the school work in partnership with others to promote learners' well being?	<b>2</b>
The effectiveness of boarding provision	<b>NA</b>
The capacity to make any necessary improvements	<b>2</b>

#### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of pupils in the EYFS?</b>	<b>1</b>
How well do pupils in the EYFS achieve?	<b>1</b>
How good are the overall personal development and well-being of the pupils in the EYFS?	<b>1</b>
How effectively are pupils in the EYFS helped to learn and develop?	<b>1</b>
How effectively is the welfare of pupils in the EYFS promoted?	<b>2</b>
How effectively is provision in the EYFS led and managed?	<b>1</b>

#### Achievement and standards

<b>How well do learners achieve?</b>	<b>2</b>
--------------------------------------	----------

The standards reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

#### Personal development and well-being

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

#### The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interest of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

#### Leadership and management

<b>How effective are leadership and management in raising achieve and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

- 3.4 **New Holland Church of England Methodist Primary School** was inspected June 2009 under Section 8 of the Education Act 2005 under Pilot arrangements; it was also deemed a Section 5 inspection under the same Act.

### **Effectiveness**

- This is a good school – it has improved well since the last inspection and now has some outstanding features.
- Pupils' behaviour and their sense of well-being and safety are excellent.
- Strong and effective leadership by the new Headteacher has led to rapid development of leadership skills among staff.
- Standards are rising and so too is the school's reputation in the community.
- Pupils make good progress in their time in school. From starting points that are well below what is typical when they join the Early Years Foundation Stage, they reach broadly average standards by the time they leave in Year 6.
- Pupils with learning difficulties and/or disabilities are well supported to make the same rate of progress as their peers.
- Above average attendance.
- The well planned and exciting curriculum is the basis for pupils' enjoyment of school.
- While pupils make a strong contribution to their school and local community, their contact with the wider world is more limited.
- A weakness is the amount of provision for developing communication skills, which are a particular weakness when children join the school.
- The Headteacher has moved quickly to assess the needs of pupils who were apparently under-achieving.
- There has been an increase in the numbers of pupils on the register of special educational needs. These pupils are given regular specialist support and specific interventions to help them learn as well as their peers.

### **Capacity to improve further**

- Improve the consistency of marking and feedback to pupils by:
  - ensuring all marking indicates the next small steps that pupils' must make to improve their work
- Improve the development of literacy skills in the Early Years Foundation Stage, especially for those children who join the Nursery with very low levels of speech and communication by:
  - planning opportunities for talk and early mark making in all areas of learning
  - creating more opportunities for children to talk with an adult in small groups and one to one.

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

- Pupils make good progress in lessons.

- School data and inspection evidence indicate a rise in attainment in Mathematics and Science to match that of English in the current Year 6.
- Across the school pupils with learning difficulties and/or disabilities make good progress and attain well in comparison with their peers nationally.
- Pupils say they feel safe and secure in school.
- Pupils' spiritual, moral, social and cultural development is good.
- Pupils are active supporters of the local community.

### **How effective is the provision?**

- Teaching is good. Assessment procedures now give staff more accurate information about pupils' learning and they use this well to plan the next challenges.
- While teachers' marking is conscientious, teachers do not give enough written feedback through marking to help pupils make frequent small steps towards improvement.
- Pupils with learning difficulties and/or disabilities now have their needs well met through specialist support and well-targeted interventions in class.
- Vulnerable pupils, including those with learning difficulties and/or disabilities have their needs well assessed and are extremely well supported to succeed and play a full part in the life of the school.

### **How effective are leadership and management?**

- Leadership, management and governance are good.
- The Headteacher's strong leadership and clear vision have enabled the school to move forward at a good rate with rapid development of middle leadership roles.
- There are good procedures for maintaining safety and ensuring the safeguarding of children.
- Governors are very well informed and involved in the school's development
- Governors are rightly proud of the school's highly inclusive ethos which successfully promotes equality and ensures there is no discrimination.
- The school has undertaken many initiatives to involve parents more actively in its work and help them to better support their children's learning. While these have been successful in many ways for example establishment of a parent teacher association, the very close links that the school seeks with all parents have not been achieved.
- The school achieves good value for money.

### **Early Years Foundation Stage**

- Children join the Nursery with a range of skills that overall are well below those expected with some children showing significant weakness in language development and social and emotional development. All are well supported and make good progress, though the number reaching the expected goals by the end of Reception varies but is generally below average. More needs to be done to improve speaking and early literacy skills.

- Children are well cared for and guided by staff who place a strong emphasis on good welfare for the children. The children feel safe.
- Provision has improved significantly this year as a result of sustained support from the local authority for the newly appointed Early Years Foundation Stage Leader.
- While staff have developed much good practice this year the role of the key worker is still under developed.

### **Views of parents and carers**

- The overwhelming majority of parents value the school highly.
- There was one expression of concern about the creative curriculum where it was felt there was too little emphasis on English and Mathematics. All pupils have their full entitlement to these subjects.

**Overall effectiveness**

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

**Capacity for sustained improvement**

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

<b>Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>
--

**Outcomes for individuals and groups of pupils**

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

### **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>1</b>
<b>How well do pupils behave?</b>	<b>1</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>To 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>

3.5 **Alkborough Primary School** was inspected June 2009 under Section 5.

**Overall effectiveness of the school**

**Grade: 2**

- This is a good school – standards are above average and pupils make good progress in relation to their starting points.
- The school provides a very good start for its youngest children.
- Pupils say they feel safe and secure in school.
- The pupils' behaviour in lessons and around school is excellent.
- Pupils contribute well to their local and school community.
- Opportunities for pupils to progressively develop an understanding of the diversity and culture in modern Britain and the wider world are underdeveloped.
- Teaching is good overall and some lessons are outstanding.
- The curriculum is good, however curriculum planning is not as effective as it could be in planning links between subjects and activities to help pupils learn more effectively and make good progress in all subjects.
- The school has moved forward quickly under the excellent leadership of the Headteacher.

### **Effectiveness of the Early Years Foundation Stage**

**Grade: 1**

- Provision is outstanding and is expertly led and managed.
- Planning for children's personal development and their learning is exceptional.
- The children play and work safely in a secure setting.

### **What the school should do to improve further**

- Provide opportunities for pupils to develop a greater understanding of the cultural diversity of Britain and the world beyond.
- Improve curriculum planning to make clear the links between subjects, visits and events and how they are expected to help pupils learn and make progress.

### **Achievement and standards**

**Grade: 2**

- Most pupils with learning difficulties and/or disabilities make good progress and some make very good progress.
- Systems for tracking pupils' progress have been further strengthened.
- Year 3 pupils have responded well to focused intervention and support and have made excellent progress in numeracy. School assessments show they are on track to meet their targets.
- The school wide focus on Mathematics and target setting has supported higher achievement across all year groups.
- Teacher assessments show that most pupils in Year 6 are reaching high standards in English, Mathematics and Science
- School data shows pupils make good progress across a range of subjects.

### **Personal development and well-being**

**Grade: 2**

- Pupils' spiritual, moral and social development is good and their cultural development is satisfactory.
- Pupils feel their thoughts and ideas are listened to and are confident and happy.

### **Quality of provision**

**Grade: 2**

- Teachers know their pupils' needs and interests very well and lessons are well planned to meet them.
- Effective use is made of resources, such as ICT and the school and local area to engage and challenge pupils in interesting activities.
- Pupils say that opportunities to work with older pupils help them to learn better.
- The pupils encourage each other to do well.

### **Curriculum and other activities**

**Grade: 2**

- The curriculum has developed since the last inspection to better meet pupils' needs and interests.



- Personal plans for pupils with learning difficulties and/or disabilities meet their interests and development needs well and promote their progress.
- Pupils enjoy the wide range of extra-curricular activities and enrichment.

**Care, guidance and support**

**Grade: 2**

- The promotion of pupils' well-being and academic progress is good.
- Improved systems for tracking pupils' progress and effective guidance enable pupils to know what steps to take to meet their targets.
- Child protection and health and safety arrangements meet requirements.

**Leadership and management**

**Grade: 2**

- The overall leadership and management are good, the leadership demonstrated by the Headteacher since her appointment has been outstanding.
- Subject leaders know their roles and what is expected of them and further training is planned.
- Governors are actively involved in the school.

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

Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>2</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>
How well does the school work in partnership with others to promote learners' well being?	<b>2</b>
The effectiveness of boarding provision	<b>NA</b>
The capacity to make any necessary improvements	<b>2</b>

Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of pupils in the EYFS?</b>	<b>1</b>
How well do pupils in the EYFS achieve?	<b>2</b>
How good are the overall personal development and well-being of the pupils in the EYFS?	<b>1</b>
How effectively are pupils in the EYFS helped to learn and develop?	<b>1</b>
How effectively is the welfare of pupils in the EYFS promoted?	<b>1</b>
How effectively is provision in the EYFS led and managed?	<b>1</b>

Achievement and standards

<b>How well do learners achieve?</b>	<b>2</b>
The standards reached by learners	<b>2</b>
How well learners make progress, taking account of any significant	<b>2</b>

variations between groups of learners	
How well learners with learning difficulties and/or disabilities make progress	<b>2</b>

#### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	<b>2</b>
The extent of learners' spiritual, moral, social and cultural development	<b>2</b>
The extent to which learners adopt healthy lifestyles	<b>2</b>
The extent to which learners adopt safe practices	<b>2</b>
How well learners enjoy their education	<b>1</b>
The attendance of learners	<b>2</b>
The behaviour of learners	<b>1</b>
The extent to which learners make a positive contribution to the community	<b>2</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>2</b>

#### The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>2</b>
<b>How well do the curriculum and other activities meet the range of needs and interest of learners?</b>	<b>2</b>
<b>How well are learners cared for, guided and supported?</b>	<b>2</b>

#### Leadership and management

<b>How effective are leadership and management in raising achieve and supporting all learners?</b>	<b>2</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>2</b>
How effectively leaders and managers use challenging targets to raise standards	<b>2</b>
The effectiveness of the school's self-evaluation	<b>2</b>
How well equality of opportunity is promoted and discrimination eliminated	<b>2</b>
How well does the school contribute to community cohesion?	<b>3</b>
How effectively and efficiently resources, including staff, are deployed to achieve value for money	<b>2</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>2</b>
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>

- 3.6 **Baysgarth School** was inspected June 2009 under Section 5.  
This school is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve.

**Overall effectiveness of the school**

**Grade: 4**

- Significant improvement is required in the standards attained by students and their achievement, the quality of teaching and learning and the inconsistent practice of some middle leaders and managers in driving improvement.
- The school has above average attendance.
- Leaders at all levels have not secured improvements in standards across the school of the magnitude or rapidity that could be reasonably expected since the time of the last inspection. The school has been adversely affected by significant staffing problems especially in the English and Mathematics departments. Recent appointments to these subjects, combined with more regular and accurate tracking of students' progress, mean that students are likely to improve their performance this year.
- Strategies to improve teaching and learning, a key focus of the school's work, have been limited in their impact. Some students receive little or no advice on how to improve their work, or even recognition for the work they have produced.
- Some students, together with their parents, have mixed views about the recently introduced vertical tutor groups. This has also led to some anxiety from a small minority of parents about the lack of traditional parents' evenings with opportunities to discuss their children's progress with subject teachers.
- Independent advice about careers is provided for all students at Key Stage 4 and the electronic on-line application system encourages them to apply for further education and training.
- Established and recent links with other institutions have increased the range of work-related courses and opportunities for progression at the age of 16.
- Senior leaders have successfully established a safe and caring environment in which students develop as polite young people with a clear sense of values. However, the levels of targets set are inconsistent and often insufficiently aspirational and challenging for differing ability levels.

**Effectiveness of the sixth form**

**Grade: 3**

- The sixth form's effectiveness is satisfactory.
- Students enter Year 12 with standards below those usually found nationally and achieve satisfactorily in line with their abilities.
- Results of AS and A level examinations in 2008 were below average, especially at grades A and B. However the large majority of students completed the courses they began and gained pass grades.
- Plans are well advanced to increase the range of learning opportunities from September 2009 to meet more individual needs.
- Extra-curricular opportunities are good.

### **What the school should do to improve further**

- Raise standards in all subjects and eradicate underachievement.
- Improve the quality of teaching to increase the proportion of lessons in which students make good or better progress especially by:
  - challenging all students appropriately in lessons
  - marking work regularly so that students know how well they are doing and how to improve their work.
- Increase the rigour of monitoring, especially by middle managers, and use the outcomes of this process more effectively in order to raise expectations, improve the quality of teaching and learning and meet challenging targets.
- Ensure that achievement is consistently good in all subjects in the sixth form.

### **Achievement and standards**

**Grade: 4**

- Although the 2009 Key Stage 4 results predicted by the school's tracking data show significant improvement, Mathematics has not improved as rapidly as English and Science and consequently remains a priority for further improvement.
- There has been some improvement in standards in Mathematics in the recent Year 9 standard assessment tests that the school has voluntarily undertaken but English results are low especially at the higher level.
- There is too much flexibility in the process of target setting to ensure a concerted drive to improve achievement and standards.
- The school has new arrangements in place to allow students with learning and behavioural difficulties to attain an appropriate range of qualifications.

### **Personal development and well-being**

**Grade: 2**

- Behaviour has improved with most students behaving well.
- Students and parents agree that incidents of bullying and racism are rare and are promptly dealt with if they do occur.
- Students have a good understanding of the dangers associated with substance misuse.
- Students' spiritual development is underdeveloped because opportunities to promote it are limited but their understanding of Britain as a diverse society is increasing well.
- Students are able to express their views and make an effective contribution to the school community.

### **Quality of provision**

**Grade: 3**

- Whilst the quality of teaching and learning is satisfactory overall, the proportion that is good or better is not high enough to lead to good achievement or raise standards substantially.
- In most successful lessons planning is thorough and based on a good knowledge of students' needs.
- Lessons are too teacher-led with activities that are mundane so students are insufficiently engaged in their learning.

- Homework is not well used to develop learning and few teachers mark work regularly and provide comments which help students understand how to improve their work,

### **Curriculum and other activities**

**Grade: 3**

- The school has introduced an increased range of vocational subjects for students in Key Stage 4 to better reflect their needs and to promote clear progression routes to local colleges and the sixth form.
- The school provides a wide range of extra-curricular activities which are well attended and valued by many students.
- Curriculum choice for vulnerable students and those with learning difficulties and/or disabilities is appropriate and personalised to their specific needs and abilities.
- Another strength is work-based learning where students, especially those who find traditional lessons challenging, undertake learning out of school and are then generally able to re-engage successfully into class lessons.
- However, opportunities to develop students' basic skills especially in literacy and numeracy, which underpin their future economic well-being, are not delivered or planned coherently.

### **Care, guidance and support**

**Grade: 3**

- Safeguarding and child protection procedures are in place and meet current Government requirements
- Students have confidence in approaching adults if they have particular concerns.
- Students who are at risk of failing to enter education, employment or training when they leave school are successfully identified and helped to find appropriate avenues after the age of 16.

### **Leadership and management**

**Grade: 3**

- Overall, the pace of change has been too slow and the actions of senior leaders have not been robust enough to rectify weakness in students' academic progress.
- Inconsistency, especially at middle leadership level, has been prevalent throughout the school despite the introduction of a comprehensive range of systems to monitor progress. Senior leaders have sought external advice and support to provide examples of good practice for all leaders.
- The school satisfactorily promotes community cohesion.
- The governing body are hard working and bring a range of skills to support the development of the school.

<p><b>Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b></p>
---

Overall effectiveness

	School overall	16-19
<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>4</b>	<b>3</b>
Effective steps have been taken to promote improvement since the last inspection	<b>No</b>	<b>Yes</b>
How well does the school work in partnership with others to promote learners' well being?	<b>2</b>	<b>2</b>
The effectiveness of boarding provision	<b>N/A</b>	
The capacity to make any necessary improvements	<b>3</b>	<b>3</b>

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>3</b>	<b>IE<sup>2</sup></b>
<b>How well do the curriculum and other activities meet the range of needs and interest of learners?</b>	<b>3</b>	<b>3</b>
<b>How well are learners cared for, guided and supported?</b>	<b>3</b>	<b>3</b>

## Leadership and management

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

3.7 **Priory Lane Junior School** was inspected June 2009 under Section 8 of the Education Act 2005 under Pilot arrangements; it was also deemed a section 5 inspection under the same Act.

### Effectiveness

- This is a good school with outstanding aspects to the school's work, notably in the excellent care, guidance and support that pupils receive and the extent to which they feel safe and nurtured.
- Attendance levels have improved and are above the national average.
- Pupils' spiritual, moral and social development is good.
- Pupils are aware of cultural diversity and value the similarities that pupils share despite differences in culture or background.
- This highly inclusive school is particularly successful in removing barriers to learning for many groups of pupils, including those with learning difficulties and/or disabilities, emotional or behavioural difficulties, traveller pupils, children in care and those new to learning English.
- Some middle to higher-attaining pupils do not always reach the higher levels of which they are capable – one reason for this is that the school's tracking system is not sufficiently accurate to identify precisely the progress that pupils are making. A new system for assessing pupils' progress has been implemented which is still to be embedded across the school.
- Teaching and learning are good across the school and occasionally teaching is outstanding.
- Parents and carers agree that their children are very well looked after and feel happy and safe in school.

- The successful nurture group created to help pupils improve their confidence and social skills is typical of this school's continual search to support the most vulnerable pupils.
- The school provides a good curriculum, well adapted to meet the needs of all pupils, particularly the high proportion of pupils with learning difficulties and/or disabilities.

### **What does the school need to do to improve further?**

- Improve the level of challenge for middle to higher attaining pupils so that they achieve more and standards are raised, particularly in English.
- Improve the overall tracking system by assessing pupils' progress more frequently, using a consistent methodology which compares like with like and acting upon the information provided.
- Sharpen management systems for evaluating critically the impact of actions taken by:
  - rigorously monitoring the impact of teaching on learning
  - monitoring all development planning so that improvements are clear and measurable
  - working with governors to help them better understand attainment data to support and challenge the school robustly.

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

- Most pupils achieve well, relative to their starting points.
- Pupils who experience difficulty with their learning are provided with the support needed to overcome barriers to learning and make good progress.
- Pupils new to learning English, Traveller pupils and children in care all make good progress because of the consistently strong support they receive.
- The school is working hard to close the gap in the attainment of boys and girls with some success.
- Nearly half of the pupils in the school have learning difficulties and/or disabilities and their starting point is below, and in some cases well below, average.
- The school has been successful in raising attainment in Mathematics where more pupils are reaching the higher level 5. This is not yet the case in English which remains a key priority for improvement,
- Effective partnerships with other agencies provide pupils with a clear understanding of how to maintain personal safety.
- Pupils have a good knowledge of their local community.

### **How effective is the provision?**

- Teachers plan lessons effectively.
- A range of resources are used well from the interactive whiteboards through to displays on the wall.
- Occasionally, there are some inconsistencies in the quality of teaching.
- Teaching Assistants are experts in their field.
- Every child feels safe and welcome.



- Attendance is above average.
- Good links with local infant and secondary schools ensure that pupils are well prepared before they arrive and when they leave.

### **How effective are leadership and management?**

- Overall leadership, including governance, impacts well on pupils' good achievement and very good personal development.
- However, systems for evaluating the impact of actions taken sometimes lack rigour, with a concentration on consistent implementation rather than the impact on pupils' learning.
- Safeguarding measures are exemplary.
- The school has good links in the local community and recently gained the International School Award as a result of its increasing links with schools in Africa and India.
- Pupils gain a deepening understanding of citizenship and a good awareness of major world faiths. However, the school is not currently monitoring the impact of its provision here and knows that there is more to do.

### **Views of parents and carers**

- The overwhelming majority of parents and carers rate the school very highly.
- Parents are confident they can approach the Headteacher and all the staff with any concerns that they might have and know they will be quickly dealt with.
- Two parents expressed concern about behaviour and one felt that there is an unacceptably large class. Discussion with the school and inspectors observations showed that behaviour is good and that all classes are well managed.

### **Overall effectiveness**

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

### **Capacity for sustained improvement**

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

<b>Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>
--

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

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

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>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>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>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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</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>3</b>
<b>To effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

3.8 **Haxey Church of England Primary School** was inspected May 2009 under Section 5.

**Overall effectiveness of the school**

**Grade: 2**

- This is a good and improving school with some outstanding features:
  - the care, guidance and support it provides for its pupils
  - pupils' excellent social, moral, spiritual and cultural development which is underpinned by strong Christian values
  - the clear and determined leadership of the Headteacher which has been pivotal in bringing about improvement.
- The talents of all pupils are valued and nurtured in this very inclusive school.

- Pupils with learning difficulties and/or disabilities and the most vulnerable are particularly well cared for.
- Good relationships with outside agencies, partner schools, parents, the local community and the church all support pupils' learning and contribute to the good progress they make.
- All pupils achieve well – they make good progress through the school to reach above average standards when they leave.
- The school uses the results of tests and assessments well to track the progress of its pupils very carefully. Those who need extra help are quickly identified and given appropriate support.
- The curriculum has been reviewed and is now well suited to the needs of the pupils.
- Teaching and learning are improving and standards are rising.

### **What does the school need to do to improve further?**

- Deliver consistently good or better teaching and learning and accelerate pupils progress by:
  - ensuring that tasks are well matched to pupils' needs so that all are sufficiently challenged.
  - improving the quality and consistency of marking and further developing ways to enable pupils to assess their own and each other's learning.
- Develop the role of middle leaders so they are more involved in evaluating the work of their areas, initiating change and bringing about improvement.

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

- All groups of pupils achieve well.
- The school's detailed monitoring data shows that Year 6 pupils are on track to meet their targets in both English and Mathematics.
- Pupils with learning difficulties and/or disabilities are well supported and make equally as good progress as their peers.
- Above average attendance.
- Pupils say they feel very safe and well protected by the systems the school has in place.
- Older pupils know where support is available to deal with issues of cyber-bullying.
- The spiritual, moral, social and cultural development of pupils is an outstanding element of their personal learning.

### **How effective is the provision**

- Pupils enjoy learning because teaching is good.
- In most lessons teachers use a variety of interesting resources, including information and communication technology to engage the interest of pupils.
- The school recognises through its own careful monitoring of the quality of lessons that some satisfactory teaching and learning remains. In these lessons, pupils' progress is slower because work is not as challenging and well matched to the needs of individual pupils.

- The curriculum has been reviewed and has improved significantly since the previous inspection.
- Pupils' work is marked regularly and, although largely good, the quality of written feedback about pupils' progress varies between subjects and classes.
- The Christian ethos shapes the excellent care the school takes of all groups of pupils including the most vulnerable.
- Tracking of pupils' progress is extremely detailed and thorough in picking up where pupils may not be coping well, and very well targeted support is put in place at an early stage.

### **How effective are leadership and management?**

- Leadership and management are good; consequently standards are rising and the rate at which pupils make progress is increasing.
- The Governors, Headteacher and senior team monitor the work of the school carefully and are clear about its strengths and areas for improvement.
- All safeguarding procedures are very robust and staff are very well trained in assessing risks and protecting children.
- The school has worked very hard to keep parents informed about its work and involve them in their children's learning.
- The school makes a good contribution to community cohesion.
- Resources are well deployed and the school provides good value for money.

### **Early Years Foundation Stage**

- Standards in the Reception class are now rising and current pupils, both boys and girls, were seen to be reaching at least average and sometimes above average standards.
- Children with learning difficulties and/or disabilities are equally included.
- Routines are well established especially for personal hygiene and moving around safely.
- Parents are very positive about the way children settle into school.
- The outdoor area has been transformed since the last inspection.
- The Headteacher has played a key role in improvements since the last inspection and shares with staff a clear understanding of where to next focus their attention.

### **Views of parents and carers**

- Of the parents who returned the questionnaire most were supportive of the school and appreciated the good quality of education it provides.
- Parents also commented on how safe their children felt.
- Approximately a third of the questionnaires returned expressed some dissatisfaction over the school not authorising holidays during term time except in exceptional circumstances.

### **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

2

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

<b>cohesion</b>	
<b>To 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>

3.9 **Burton-upon-Stather Primary School** was inspected June 2009 under Section 8 of the Education Act 2005 under Pilot arrangements; it was also deemed a Section 5 inspection under the same Act.

### **Effectiveness**

- This is a satisfactory but improving school with some strong features, notably the care, guidance and support provided for pupils.
- The Early Years Foundation Stage is outstanding.
- Pupils generally leave school with standards which are above the national averages.
- Progress across Key Stages 1 and 2 is satisfactory because the quality of teaching and of the curriculum is variable.
- Too few opportunities are provided for pupils to use ICT and reinforce their skills in literacy and numeracy across the curriculum.
- Pupils feel safe and well cared for.
- With local authority support, senior leaders have improved the systems for monitoring and evaluating the school's work but these are not yet rigorous enough to secure good progress for pupils.
- Governors have increased the challenge they offer since the last inspection.
- Strategic planning by senior leaders and governors is underdeveloped.

### **Capacity to improve further**

- Ensure the national requirements for the size of infant classes are met.
- Accelerate the rate of pupils' progress from Years 1-6 through consistently high quality teaching including:
  - sharpening the use of assessment to plan learning.
  - ensuring that teachers have high expectations of what pupils can achieve, and
  - integrating the use of ICT into lessons.
- Develop a more coherent curriculum to provide pupils with well-planned opportunities to consolidate their skills in literacy, numeracy and ICT and improve progress across all subjects.
- Build on existing strengths in relationships with parents to develop the effectiveness of communications between home and school.

- Increase the rigour with which the school's work is monitored and evaluated using the outcomes to inform strategic as well as development planning.

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

- Pupils' academic progress across Key Stages 1 and 2 is satisfactory overall, but erratic.
- Pupils with learning difficulties and/or disabilities make good progress.
- The school has improved its provision for pupils with dyslexia.
- Pupils are not making similar progress across all curriculum areas, because the teaching and the curriculum are not as strong in other subjects as in English, Mathematics and Science.
- Pupils' behaviour is usually good and sometimes outstanding.
- Pupils feel safe in school and know there is someone to turn to if they need help.
- Pupils' spiritual, moral, social and cultural development is good overall.

### **How effective is the provision?**

- Teaching assistants support the learning of different groups very effectively.
- The school has yet to secure teaching which is consistently good or better to enable pupils to make the good progress of which they are capable.
- The adaptation of aspects of the curriculum for pupils with learning difficulties and/or disabilities, including targeted programmes, contributes to their good progress.
- Higher ability pupils benefit from curriculum links with the high school.

### **How effective are leadership and management?**

- Senior leaders show clear commitment to raising standards and improving the quality of provision.
- Governors increasingly hold the school to account for aspects of its work.
- The school demonstrates satisfactory promotion of equal opportunities.
- There is a sound Action Plan to promote community cohesion.
- The school's arrangements for safeguarding pupils meet government requirements.

### **Views of parents and carers**

- Most parents commented very positively on the work of the school and the care provided by all staff.
- A small number of parents noted concerns over the way in which bullying was handled; although other parents noted that it had been handled well.
- A significant proportion of parents commented on the large class sizes in both Reception and Year 5 and inspectors reviewed the impact of this.
- A concern raised by 10% of parents who completed the questionnaire was the effectiveness of the school's communications with parents.

## **Early Years Foundation Stage**

- Children make outstanding progress and many are working beyond the level expected nationally by the time they start Year 1.
- Teachers and support staff work together closely to assess and record children's progress.
- The leadership and management of Early Years by the coordinator are outstanding in securing the high quality of provision and outcomes for children.
- However, the school has not met the requirements for infant class size for this class.

### **Overall effectiveness**

<b>3</b>
----------

### **Capacity for sustained improvement**

<b>3</b>
----------

<b>Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>
--

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

<b>3</b>
----------

#### **Pupil Outcomes**

*These are the grades for pupils' outcomes.*

Pupils' attainment	2
The quality of pupils' learning and their progress	3
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>3</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>1</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>3</b>
The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</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>3</b>
<b>To effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

#### *Early Years Foundation Stage*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>1</b>
<b>The quality of provision in the Early Years Foundation Stage</b>	<b>1</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>1</b>

3.10 **Sir John Nelthorpe School** was inspected June 2009 under Section 8 of the Education Act 2005 under Pilot arrangements; it was also deemed a Section 5 inspection under the same Act.

#### Effectiveness

- Sir John Nelthorpe School provides satisfactory education for its students.
- Attendance rates and behaviour of the pupils is notably good.
- The Headteacher with active support from the senior leadership team and the governing body is promoting a shared vision for improvement across the school. There is insufficient focus on areas of priority and a lack of urgency in the actions undertaken.
- Most teaching is now good, however in some lessons tasks are not sufficiently well matched to the learning needs of all students; as a result not all students progress as well as they should.
- Curriculum provision is improving and meets most students' needs.
- Students' moral, social and cultural awareness is satisfactory.
- Subject leaders of English and Mathematics, with support from the local authority, are now able to collect and use data effectively to inform their planning and develop the work of their departments and are more accountable for the outcomes of their departments. Accountability for middle managers across the rest of the school is not as robust or consistent.

- The school has satisfactory capacity to improve and is being effectively supported by the local authority in strengthening this.

### **What does the school need to do to improve further?**

- Improve students' rates of progress and raise standards by:
  - ensuring more effective use is made of assessment information, to enable teachers to plan learning activities that better match students' learning needs.
  - ensuring that, in all subjects, teachers' marking provides clear guidance to students on how to improve.
- Improve the effectiveness of leaders and managers at all levels by:
  - developing a more focused, ambitious and urgent approach to improvement.
  - ensuring systems of accountability for middle managers are robust and consistent.
- Improve students' personal development and well-being by:
  - enabling students to more effectively participate in decision making affecting the life of the school.
  - strengthening the spiritual and cultural dimensions of students' learning.

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

- Students' progress over time is satisfactory.
- Assessment information is collected and analysed at regular intervals and, although it is being used appropriately at Key Stage 4 to identify students at risk of underachievement, it is not fully and consistently informing classroom practice.
- Students with learning difficulties and/or disabilities are well supported in lessons and progress as well as their peers.
- Students generally feel safe around the school and feel they have someone they can turn to for support.
- Whilst students acknowledge that there is some bullying, most are confident that it will be sorted by the staff.
- Students understand the dangers of smoking, drug and alcohol misuse, sexual health risks and factors which may lead to emotional difficulties.
- Arrangements for work experience and careers guidance are good. Still lower than expected attainment in basic skills and insufficient opportunities to engage in enterprise activities suggests provision is not robust enough to ensure good preparation for the workplace.

### **How effective is the provision?**

- Arrangements for students starting the school are effective. The school engages appropriately with external agencies to provide additional support for those students who may require it.
- The quality of teaching is good overall.

- Although marking is good, it is inconsistent across the subjects and does not always explain to students what they need to do to improve.
- Since the last inspection, the school has broadened its curriculum to ensure it more effectively meets the differing needs and aspirations of all its students.

### **How effective are leadership and management?**

- Leadership and management of the school have been strengthened since the last inspection by additions to the senior team, and by enhancing the role of middle managers.
- The school's promotion of community cohesion is satisfactory, however, students' understanding of Britain's diverse communities is limited.
- Governors carry out their duties appropriately and supportively.
- The impact of the school's actions to secure equality of opportunity for students is satisfactory.
- Safeguarding procedures related to recruitment and child protection are in place and sound.

### **Sixth form**

- Students achieve satisfactorily overall in the sixth form. Teaching is good.
- Attainment in A Level examinations is broadly in line with national averages.
- The progress of students has increased significantly over the past three years and this is likely to rise again, a consequence of good leadership and management.
- The robust monitoring systems enable key areas of weakness to be tackled effectively.
- Effective tracking procedures to monitor the progress of students have been implemented.
- Objective guidance is given to ensure that students are on the right course.

### **Views of parents and carers**

- In their responses to the questionnaires, the overwhelming number of parents expressed their satisfaction with the work of the school.
- Although the school seeks their views, a number of parents expressed concern about a lack of communication between themselves and the school.

**Overall effectiveness**

<b>3</b>
----------

**Capacity for sustained improvement**

<b>3</b>
----------

<b>Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>
--

<b>3</b>
----------

## Outcomes for individuals and groups of pupils

### Pupil Outcomes

*These are the grades for pupils' outcomes.*

Pupils' attainment	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	3
<b>How well do pupils achieve and enjoy their learning?</b>	<b>3</b>
<b>To what extent do pupils feel safe?</b>	<b>3</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>3</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>3</b>
<b>What is the extent of pupils' spiritual, moral, social and cultural development?</b>	<b>3</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	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

*These are the grades for leadership and management.*

<b>The effectiveness of leadership and management in communicating ambition and driving improvement</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>To effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Sixth Form

<b>Outcomes for children in the sixth form</b>	<b>3</b>
<b>The quality of provision in the sixth form</b>	<b>2</b>
<b>The effectiveness of leadership and management of the sixth form</b>	<b>2</b>
<b>Overall effectiveness of the sixth form</b>	<b>3</b>

3.11 **Melior Community College** was inspected 30 June -1 July 2009 under Section 8 of the Education Act 2005 under Pilot arrangements; it was also deemed a Section 5 inspection under the same Act.

### Effectiveness

- This is a good and rapidly improving school with outstanding care, guidance and support.
- In 2009, school data indicates a likely further increase in the proportion gaining five good GCSEs including English and Mathematics.
- Students with learning and/or disabilities, who make up a large minority of the school population, make good progress, although their progress is not as strong in English and mathematics.
- Behaviour in lessons is good and students feel safe in school.
- The nurture groups provide excellent support for the learning of the most vulnerable students.
- There is little bullying and this is dealt with effectively.
- Students' moral, social and cultural development is good, however, the spiritual is less well developed.
- Attendance is now satisfactory.
- The number of students who are persistently absent has reduced but remains above the national average.
- The school council has a limited role and there is not enough communication between the school council and students.
- The quality of teaching has improved and the curriculum is good with outstanding features.
- The school is exploring further ways of communicating with and engaging with its new community of parents.

### What does the school need to do to improve further?

- Raise attainment and improve progress by:
  - closing the gap year-on-year between attainment at Melior Community College and the national average.
  - ensuring that students make consistently good progress in all subjects.
- Further improve attendance so that:
  - it rises above the national average.
  - persistent absence falls below the national average
- Increase the contribution students make to the school by:

- increasing communication between the school council and students.
- increasing the ways of finding out students' opinions.
- Improve the effectiveness of the school's engagement with parents by:
  - increasing the communication with parents about student achievement.
  - getting more parents involved in the development of the school.

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

- The quality of students' learning and progress is good.
- Students with additional needs receive outstanding personalised support from the team of support staff which enables many of them to achieve success.
- School data indicates that the current Year 11 students are likely to achieve results well above that expected at age 11.
- In 2008, at Key Stage 3, teaching and learning were affected by staff instability following the amalgamation and students made satisfactory progress in English and science but there was some underachievement in Mathematics. These problems were tackled effectively and, in 2009, teacher assessment indicates that the current Year 9 made good progress in English, Mathematics and Science.
- The number of exclusions is beginning to reduce. Referrals for misbehaviour have also reduced.
- Students in 'nurture' and other support groups make good progress in developing their self-awareness, self-esteem and relationships.
- The number of students leaving school and not entering education, employment or training halved in the last year.

### **How effective is the provision?**

- Most lessons are good and some of these are outstanding.
- The good curriculum is broad and balanced and meets statutory requirements except in the case of Religious Education at Key Stage 4. Plans are in place to correct this.
- Attendance strategies have resulted in improved attendance and persistent absence has been reduced.
- Behavioural and referral information is tracked assiduously with regular reviews of the impact of interventions.
- Regular strategy meetings with external agencies are effective in sharing information about students and their families.
- Work with selected parents to help them support children at risk of underachieving is exemplary.
- Transition arrangements with primary schools are highly effective.
- Careers guidance is good and students are well supported to make option choices.

### **How effective are leadership and management?**

- The outstanding leadership of the Principal, with the support of an increasingly effective senior management team, conveys an ambitious vision for the school and sets high expectations of staff and pupils.
- The quality of the middle leadership in the school is good and improving in consistency.
- Governors have used their good range of expertise effectively to help the school to secure improvements.

### **Views of parents and carers**

- There was a low response to the parent questionnaire. The great majority of those that replied were very positive about the school.
- A very small number expressed concerns about a few lessons with supply teachers and communication with staff.

### **Overall effectiveness**

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

### **Capacity for sustained improvement**

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

<b>Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>
--

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

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

#### **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>3</b>
Pupils' attendance	3
<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>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>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>3</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>To effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

3.12 **Kirmington Church of England Primary School** was inspected July 2009 under Section 8 of the Education Act 2005 under Pilot arrangements; it was also deemed a Section 5 inspection under the same Act.

### **Effectiveness**

- Kirmington Church of England provides a satisfactory education and has some good features.
- The school and staff work well together to ensure that pupils feel very happy, safe and secure in school.
- Pupils' behaviour is exemplary both in lessons and around the school.
- Levels of attendance are good.
- Pupils' spiritual, moral, social development is good.
- Pupils' cultural development is satisfactory.
- Teaching, learning and progress are satisfactory overall.
- Progress and attainment are weaker in writing than in Mathematics and Science, especially for the older pupils.
- Since the last inspection the quality and effectiveness of provision in the Early Years Foundation Stage and the use of ICT to support learning and teaching have been improved considerably.
- Although systems to assess and track pupils' progress and set targets have been developed, the school is aware that these are still not used consistently effectively.

### **What does the school need to do to improve further?**

- Raise standards further in writing especially in Key Stage 2 by:



- using assessment information more effectively to identify what gaps in learning need to be filled.
  - using targets more precisely to ensure that all pupils are closely focused on what they need to do to improve.
  - providing further opportunities for pupils to practise and improve their writing through subjects across the curriculum.
  - ensuring that pupils have the opportunity to respond to teachers' guidance in the marking and make improvements to their work.
- Improve pupils' awareness of the diversity of multi-cultural Britain by providing more opportunities for pupils to find out about and communicate with people from cultures and backgrounds other than their own to reflect the diversity of cultures within the UK and globally.

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

- The school's data on pupils' progress and work in pupils' books shows that learning and progress are satisfactory overall, and are more rapid in Key Stage 1 than in Key Stage 2. Attainment in the current Years 6 is broadly average and is stronger in Mathematics and science than in English, in particular writing.
- Overall pupils with learning difficulties and/or disabilities achieve similarly to other pupils.
- Those pupils with a very high level of difficulty or disability make very good progress in their personal and academic development.
- Pupils make a good contribution to the school and the wider community.
- Pupils' good ICT skills, their secure basic literacy and numeracy skills and their very good social skills prepare them well for the future.

### **How effective is the provision?**

- Learning tasks are well matched to the different Year groups in each class but assessment information is not always used to ensure tasks and targets match individual pupils' needs.
- The curriculum has improved since the previous inspection and more use is made of local resources.
- The school makes good use of local agencies to ensure that the needs of pupils with learning difficulties and/or disabilities are met.

### **How effective are leadership and management?**

- Leaders and governors work well as a team to ensure that staff share the common purpose of caring and supporting for pupils and improving standards
- The school gives appropriate priority to safeguarding and pupils' welfare. Arrangements for safeguarding pupils are in line with government requirements. Staff have received suitable training.
- The school's policy for community cohesion sets out its awareness of how it needs to develop community cohesion within school, the locality, nationally and globally.

## Early Years Foundation Stage

- All children respond well to the good levels of care and support they receive and make good progress, especially in their personal development.
- By the time they leave Reception most children reach at least levels of development expected for their age with some reaching higher levels in communication, language and literacy and mathematical development.
- Monitoring of progress and provision is rigorous and results in well-targeted provision and clear priorities for improvement.

## Views of parents and carers

- The good proportion of parents who responded to the questionnaire are overwhelmingly supportive of the school.
- They feel they get plenty of information about how their children are doing in school.
- They find staff are approachable.
- A small number of parents expressed concern about the effect of disruption to staffing in Key Stage 2 on their children's progress. The inspector understands parents' concerns and agrees that there is an impact on the progress that pupils make.

**Overall effectiveness**

**3**

**Capacity for sustained improvement**

**3**

**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' attainment	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	3
<b>How well do pupils achieve and enjoy their learning?</b>	<b>3</b>
<b>To what extent do pupils feel safe?</b>	<b>1</b>
<b>How well do pupils behave?</b>	<b>1</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>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</b>	<b>2</b>

development?	
--------------	--

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

<b>The quality of teaching</b>	<b>3</b>
The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>3</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>3</b>
<b>To effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</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 FOR CHILDREN'S SERVICES (DCS)

Hewson House  
Station Road  
BRIGG  
North Lincolnshire  
DN20 8XJ  
Author: Jo Moxon/Kate Wilkinson  
Date: 19 May 2009

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

Ofsted published report

**Where appropriate the report has been seen and commented on by (3 or n/a)**

Cabinet Member	Human Resources	Legal & Democratic	Finance	Property	IT	EMT
	x	n/a	x	n/a	n/a	n/a
<b>Approved by Service Director</b>				x		

## 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.