

Suite 22 West Lancs
Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 123 1231
Text Phone: 0161 6188524 **Direct T** 01695 566930
enquiries@ofsted.gov.uk **Direct F** 01695 729320
www.ofsted.gov.uk **Direct email:** gtunncliffe@cfbt.com

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Mr David Hinxman
Executive Headteacher
Hibaldstow Primary School
Hopfield
Hibaldstow
Brigg
North Lincolnshire
DN20 9PN

Dear Mr Hinxman

Special measures: monitoring inspection of Hibaldstow Primary School

Following my visit to your school on 3 and 4 November 2010, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in November 2009. The most important areas for improvement which were identified during that inspection are set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – **satisfactory**

Progress since the previous monitoring inspection – **satisfactory**

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for North Lincolnshire.

Yours sincerely

Marianne Young
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in November 2009.

- Raise achievement and standards, particularly in English by:
 - ensuring that teachers use assessment information to support their planning
 - making lessons challenging, particularly for the more able
 - setting targets for individual pupils and ensure that they know what to do to improve their work
 - improve the curriculum so that pupils have more opportunities to write freely and at length in all subjects.
- Improve provision and leadership and management in the Early Years Foundation Stage by:
 - ensuring that children have opportunities to select activities independently
 - planning more activities to extend children's literacy and numeracy skills
 - developing the outdoor provision so children have free access to it.
- Ensure that leaders and managers take swift and effective action to drive school improvement by:
 - setting clear and appropriate priorities to raise standards
 - ensuring that assessments of pupils' progress are accurate and reliable and are used to inform management decisions and future planning
 - monitoring rigorously the school's work, particularly teaching and learning
 - holding all teachers to account for the progress of pupils in their classes
 - promoting pupils' understanding of diverse communities.
- Ensure that governors rigorously monitor and evaluate the work of the school and hold it to account for its effectiveness.

Special measures: monitoring of Hibaldstow Primary School

Report from the second monitoring inspection on 3 and 4 November 2010

Evidence

The inspector scrutinised a range of documents and examined pupils' work. Six part-lessons were jointly observed with the executive headteacher and the executive deputy headteacher. Meetings were held with senior leaders, teaching staff, members of the governing body and the school council. Telephone conversations were held with the School Improvement Partner and the local authority senior adviser. Informal discussions were also held with pupils in class and at social times.

Context

Since the last monitoring visit, a federation with Scawby Primary School has been established. Both schools share an executive headteacher, executive deputy headteacher and governing body. There has been a staffing restructure and an assistant headteacher and a business manager have been appointed. Due to the reduction in pupil numbers, the number of classes has been reduced to four with three of them containing pupils from different year groups.

Pupils' achievement and the extent to which they enjoy their learning

There are positive signs in lessons, in pupils' work and the school's own data that the pace of learning is now accelerating, especially for those pupils in Key Stage 2. In 2010, pupils' attainment at the end of Year 6, improved compared to the previous year and these results confirm the school's tracking information noted at the last monitoring inspection. Standards are closer to the national average in both English and mathematics; however, they are lower in mathematics compared to those in English. The school recognises that girls continue to outperform boys and only a few pupils attained the higher Level 5 in either English or mathematics. Teacher assessments indicate that no pupil reached the higher level in science. Disappointingly, standards at the end of Year 2 fell in 2010 to significantly below average. This is mainly due to the legacy of underachievement for these pupils and weaknesses in their writing. Addressing this is an urgent priority for the school. Notwithstanding this variation in attainment, progress is being made; albeit at a faster rate for pupils in Key Stage 2.

Progress since the last monitoring inspection on the area for improvement:

- raise achievement and standards, particularly in English - **satisfactory**

Other relevant pupil outcomes

Pupils are well mannered and take an active interest in school life and the opportunities provided. Fund raising for new equipment and to improve facilities is successfully led by members of the school council. Pupils report that they welcome the cosmetic changes to the building and the new planners where they can record homework, school events and activities. Parents and carers also welcome the planners as a useful mechanism for communication between them and the school.

The effectiveness of provision

Progress in lessons is variable, mainly in relation to the quality of teaching. This variation was confirmed during the inspection where the tasks set did not always match individual needs. Sometimes more-able pupils had similar work to the rest of the class and then had additional work to complete while waiting for the next task. Despite annotating planning so that teachers can record what has been achieved and what needs to be addressed, meeting the needs of the more able pupils is not always evident. Marking is completed regularly identifying what pupils have done well and what they need to do to improve. The best examples of helpful marking are evident in pupils' literacy books. Pupils have targets to achieve in different subjects which they understand. They explained clearly to the inspector how they should improve their work. Pupils are more involved in assessing their work in lessons and identifying what they have achieved. Speaking and listening skills are promoted well through opportunities for working in pairs and groups. The opportunity for pupils to write at length in different subjects has increased and much of this work is displayed around the school. The content and quality of this work has improved. Some writing is word processed with others decorated with pictures and diagrams. Inconsistent practice still exists, for example, in the way teachers explain what pupils are to do and learn in lessons. However, the inspector noted that the overall quality of teaching has improved since the last monitoring inspection.

Children in the Early Years Foundation Stage are getting off to a good start and have settled quickly to the class routines and understand teachers' expectations. The older pupils take a helpful role in setting an example for the new children. Resources are well organised and children choose different activities sensibly under the watchful eye of the staff. In 2010, school data indicate that, although reading was a weaker area, overall, children reached the levels expected for their age and in many cases exceeded them considerably. This is because activities are carefully selected to meet their individual needs and data regarding their progress are collected regularly by teachers through formal and informal monitoring. Regular and systematic teaching of phonics (the sounds that letters make), on a daily basis, through games and rhymes which interest and motivate children, together with additional reading material are being used to support and develop reading. The external area continues to be developed and is well used. The new play house is welcomed by children and plans are ongoing to improve this environment further.

Progress since the last monitoring inspection on the area for improvement:

- improve provision and leadership and management in the Early Years Foundation Stage - **good**

The effectiveness of leadership and management

Since September 2010, the school has been part of a federation with a local primary school. This has brought considerable benefits to the school and is providing stability and focus. The executive headteacher has, in a short period of time, ensured that staff are consulted, clear about their roles and responsibilities and have confidence in the future of the school. Following the staffing restructure, steps have been taken to ensure that subject leaders understand their roles. In this respect, the executive headteacher has taken steps to build leadership capacity throughout the school and appropriate training and support is already in place. The executive headteacher, together with the executive deputy headteacher, recognise there is much to do in order to drive the school forward and they have set in place appropriate monitoring and evaluation cycles, for example, lesson observations and pupil progress meetings. Consequently, staff are more accountable for the progress made by their pupils, have an opportunity to contribute to school development and through the federation links are able to exchange and share ideas with other staff. Staff report that they welcome this accountability and the opportunities to develop their skills. In a short time, leaders have gained a clear understanding of the school's strengths and weaknesses. However, as yet, the resulting action plan does not define with precision the measurable targets so that improvements can be recorded. Leaders are aware that promoting pupils' understanding of diverse communities is underdeveloped and happens spasmodically, plans are in place for this to be developed systematically throughout the school.

Changes to the constitution and roles within the governing body, mean that governors have not been able to monitor the work of the school. The governing body is now fully established and committee and full governing body meetings are scheduled. However, governors have won the support of parents, ensured a smooth transition in leadership together with other staff changes since the last monitoring visit. This has resulted in staff feeling valued together with pupils and parents appreciating and being supportive of the changes. Parents especially welcome the ease of communication with staff and the opportunity to meet leaders at the start of the school day. Governors recognise that a positive start has been made and much is still to be done, especially providing appropriate challenge to leaders as well as evaluating the work of the school.

Progress since the last monitoring inspection on the area for improvement:

- ensure that leaders and managers take swift and effective action to drive school improvement – **satisfactory**.
- ensure that governors rigorously monitor and evaluate the work of the school and hold it to account for its effectiveness – **satisfactory**.

External support

The local authority has continued to support the school well and this has been confirmed by staff who are appreciative of the training and support received, particularly from the local authority consultants. They also welcome the partnership work in science with teachers from local secondary schools

Priorities for further improvement

- Ensure that teachers use the assessment data and plan appropriate work for more-able pupils in all subjects.
- Improve achievement and standards in mathematics throughout the school.