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17 March 2011

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

Dear Mr Hinxman,

Special measures: monitoring inspection of Hibaldstow Primary School

Following my visit with to your school on 15 and 16 March 2011, 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 third monitoring inspection since the school became subject to special measures following the inspection which took place in November 2009. The full list of the 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 previous monitoring inspection – **good**

Newly qualified teachers may be appointed.

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

Mrs Marianne Young
Her Majesty's Inspector

January 2011



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 inspection of Hibaldstow Primary School

Report from the third monitoring inspection on 15 and 16 March 2011

Evidence

Her Majesty's Inspector scrutinised a range of documents and examined pupils' work. Nine part lessons were observed, eight of these were jointly observed with the executive headteacher and the executive deputy headteacher. Meetings were held with senior leaders, teaching staff, the School Improvement Partner, selected pupils and members of the governing body.

Context

Since the last monitoring inspection the member of staff who was seconded to the local authority has returned to the school and a member of staff whose contract was temporary has left.

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

Senior leaders continue to monitor the progress made by all pupils. This information together with lesson observations and discussions with pupils indicate that more pupils than previously are making the progress of which they are capable. However, the progress made by pupils in Year 4 is less rapid, especially in English. It is pleasing to note that leaders expect more pupils to attain the higher Level 5, in both English and mathematics, by the end of Year 6 than was the case at this time last year. Pupils' improved progress in mathematics is especially noteworthy. This is the result of appropriate training and carefully planned lessons to ensure that mathematical skills are practised regularly and applied in different contexts. The progress made by all pupils in Key Stage 1 has improved. Senior leaders are cautiously optimistic that the standards attained by pupils at the end of Year 2 will improve this year, in both English and mathematics. Overall, progress for all pupils is now more consistent.

Other relevant pupil outcomes

Pupils continue to behave well and many show a mature approach to their learning. Interesting and colourful displays of pupils' work are evident throughout the school and pupils were keen to talk to the inspector about their achievements. Recently, the whole school was involved in an enterprise week where pupils created and sold their own products. Profits from this venture are being used to buy new equipment for the playground. The investigative and entrepreneurial skills developed by pupils during this week were much enjoyed and gave them a good understanding of the business world.

The effectiveness of provision

The quality of teaching continues to improve. Inspection evidence and leaders' monitoring of teaching and learning point towards a more-consistent approach by teachers when they plan lessons, give feedback to pupils and engage them in learning. In the best lessons, pupils know what they are learning and how this links with what they have done before. The impact of recent training is evident in the challenge provided for all pupils, especially the more able. Teachers' expectations of pupils' capabilities are raised and as a result most pupils are keen to be involved in lessons and to do their best. Pupils generally know how to improve their work and thus reach higher standards. They are reminded, via various helpful mechanisms, about their targets so that using them is becoming common practice. Pupils cooperate well with each other and evaluate generously, but helpfully, each other's work. Some changes have been made to the curriculum and these enable pupils to write regularly and develop their writing skills in different subjects. For example, younger pupils especially enjoy practising their writing and describing different events in their 'busy books'. This helps to promote their independence, a skill which is developed well as pupils move through the school.

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

- raise achievement and standards, particularly in English – **good**

Most children in the Early Years Foundation Stage are making the progress expected in most areas of learning. Activities are carefully planned with an emphasis given particularly to children's mathematical development, which is a focus for the whole school. Careful notes are made regularly to record children's achievements and their interaction with different activities. Although plans to continue to improve the external area are in place, leaders have not managed to implement these as much as they would want due, in part, to recent poor weather and financial uncertainties. However, partnership links with a local construction firm have been forged recently so that improvements and planned developments can now continue.

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

The executive headteacher and the executive deputy headteacher continue to provide strong leadership. Their expectations are clearly articulated and other leaders are rising to the challenges provided as they start to fulfil their roles and responsibilities, for example, when leading and developing their particular subject areas. The school's action plan is well defined and used as a working document to measure the progress already made by the school and what still needs to be done. Consequently, additional priorities are identified and

considered together with those already known. Pupil progress meetings, teaching observations and discussions with staff are commonplace to identify areas of concern or where particular pupils need additional support. This knowledge of pupils' individual capabilities, together with improvements in the overall quality of teaching, is a significant feature in the improved progress made by pupils and observed during this visit. It is pleasing to note that although, overall, the school is moving forward as expected, it has made faster progress than expected, since the last visit. There are some vacancies on the governing body, but its members are well organised and make regular visits to observe and monitor the work of the school. However, the evaluation of this work is less well developed. Governors acknowledge that the training they have received has been pertinent and enables them to have an informed and clear understanding of the school. This allows them to see how pupils are performing and to ask appropriate, challenging questions to clarify particular issues. A community cohesion action plan has been developed since the last monitoring inspection. However, senior leaders and governors recognise that links with the local community are underdeveloped and, together with pupils' understanding of diverse communities, remain challenges for them to address.

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

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

External support

Leaders have sought to identify particular training that best suits their needs. As a result the local authority consultants together with the School Improvement Partner have supported the school successfully. Teachers report that this work has enabled them to be more reflective about their practice and how they can use it to have a suitable impact on pupils' progress. Links with staff within the federation enable teachers and support staff to learn from each other and to share resources when appropriate.

Priorities for further improvement

- Provide more opportunities to develop pupils' understanding of diverse communities.
- Identify clearly how the three main strands of community cohesion can be integrated into the work of the school.