

Worlabby Primary School

Inspection report

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|--------------------------------|---------------------|
| Unique Reference Number | 117754 |
| Local Authority | North Lincolnshire |
| Inspection number | 358188 |
| Inspection dates | 24–25 February 2011 |
| Reporting inspector | Jim Alexander |

This inspection of the school was carried out under section 5 of the Education Act 2005.

| | |
|--------------------------------------------|------------------------------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 5–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 56 |
| Appropriate authority | The governing body |
| Chair | Mr Davin Coleman |
| Headteacher | Mrs Joanne Milnes |
| Date of previous school inspection | 5 February 2008 |
| School address | Low Road Worlabby, Brigg Lincolnshire DN20 0NA |
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Introduction

This inspection was carried out by two additional inspectors. Inspectors visited six lessons taught by four teachers and support staff. They held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, and looked at a range of documentation, including policies for health and safety, the school's assessment records, reports to the governing body, development plans and safeguarding. The 45 questionnaires returned by parents and carers were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The rigour with which the school tracks the progress and attainment of pupils, particularly those with special educational needs and/or disabilities.
- Whether the curriculum meets the needs and aspirations of the more-able pupils.
- The effectiveness of action taken by the school to promote good attendance.
- The impact of leaders at all levels, including the governing body, to raise attainment and accelerate progress across the school, particularly in the Early Years Foundation Stage.

Information about the school

This primary school is smaller than average. All pupils are from White British backgrounds. The proportion of pupils identified with special educational needs and/or disabilities is broadly average. In 2010, a well above average number of pupils had a statement of special educational needs, although this has now fallen in line with the national average. The number of pupils known to be eligible for free school meals is below the national average. The school has gained a number of awards including Healthy School status, Artsmark Gold, Activemark, Sportsmark, and the Silver Global Dimension award. Since the time of the last inspection, the school has faced a number of significant staffing issues. Three new teachers have been recently appointed.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**3****The school's capacity for sustained improvement****3**

Main findings

This is a satisfactory school. Pupils enjoy coming to school and say 'it is fun as we do something new every day'. They are well behaved, courteous and keen to talk about their work. Pupils have a good understanding of how to stay fit and well. They make a good contribution to their community and many have roles and responsibilities that help in the smooth running of school life. The majority attend well. Overall attendance, however, is broadly average as there are a number of pupils who are difficult to engage, their attendance is poor and consequently their academic progress is much more limited.

Attainment by the end of Year 6 has remained broadly average for a number of years, representing satisfactory progress from pupils' starting points at school. Although pupils' learning and progress in lessons are satisfactory overall, this varies. While an increasing number of lessons are good, too many are satisfactory and a number for the children in the Early Years Foundation Stage are inadequate. As a result, progress in some classes is better than in others. Since the last inspection, the school has successfully addressed some areas of inadequate teaching and in a number of classes pupils are learning at a good rate and catching up on missed work. There are, for example, an increasing number of pupils in Year 5 who are now on track to meet their targets in mathematics. The curriculum has been redesigned and planned to offer more opportunities for pupils to practise their writing skills across other subject areas. The newly appointed English subject leader, together with the headteacher, has very recently developed improvements to the system to mark pupils' work, set targets for them to reach and to assess the progress they make. This recent improvement has not yet been monitored to assess its impact on accelerating progress and raising attainment.

The school has a determination to succeed and has adequate systems to evaluate its own work and as a result, knows its strengths and areas to improve. The governing body has offered both support and challenge to the school, as well as overseeing improvements to the building, grounds and classroom environments. Together this demonstrates the schools' satisfactory capacity to improve further.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- In order to raise attainment by the end of Year 6, improve the quality of teaching to good or better, by:
- - providing learning activities that are suitably demanding for all abilities in
- every class

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- - improve the consistency in marking and guidance offered to pupils, so they know how to improve their work, and then provide opportunities for them to practice these skills
- - increase the pace of lessons so pupils spend less time listening to teachers'
- talk and more time actively engaged in structured learning activities
- - ensure that good quality, well-structured learning activities are available for children in the Early Years Foundation Stage to access at all times and not just when working in a teacher-led group.
- Ensure leaders monitor the effectiveness of the new system for setting targets and assessing pupils' progress.
- In liaison with parents and carers, improve outcomes for the minority of pupils who remain difficult to engage and fail to attend regularly by emphasising the relationship between attendance and achievement.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy school and achievement is satisfactory. They are keen to rise to the challenge when lessons are precisely pitched for their individual abilities. Pupils in a Year 5/6 mathematics lesson, for example, were helped to make good progress; good relationships and finely tuned challenge ensured everyone was fully engaged and able to ask for help when their understanding was stretched. Information and communication technology was used by the teacher and pupils to support both teaching and learning. Pupils ended the lesson with a genuine sense of success in their achievement.

Children enter the school with skills that are broadly similar to those expected for their age. By the time pupils leave Year 6, they generally attain broadly in line with the national average. This represents satisfactory progress from their given starting points. In 2010, the national test results fell to significantly below average but this was due to a much higher than average number of pupils with special educational needs and/or disabilities in that particular year group. There is clear evidence, however, that although attainment was low the progress these pupils made was satisfactory. Pupils identified as having special educational needs and/or disabilities and the more-able pupils make progress similar to others in the school.

Pupils are helped to grow in confidence as they move through school and they recognise that teachers are 'here to help us'. Consequently by the time they leave Year 6 they are caring and independent young people. Many take an active part in school life. The 'Fab Five' and play leaders, for example, have focused on creating safe and caring playtimes. The school has a relatively high number of pupils who find it difficult to attend school for a number of reasons. In partnership with the local authority, leaders have worked with parents and carers to reduce this absence with some success, although attendance for a few pupils remains too low.

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These are the grades for pupils' outcomes

| | |
|-------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: | |
| Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is satisfactory overall and improving quickly. There remains, however, some variation in the quality across the school. In the best lessons, teachers make good use of the time available. They plan activities that interest and engage pupils of all abilities, developing their knowledge and enabling them to apply the skills they have learnt in a relevant way. As a result, these lessons move on at a cracking pace and much is achieved. In other lessons, however, the level of challenge is pitched at one level and consequently some pupils either find the work too easy or are left confused. On occasions, teachers talk for extended periods of time and pupils become passive in their learning. The quality of marking also varies across the school. In some classes, there are examples where pupils' good work is not only recognised but constructive suggestions are made on how the work can be improved. In other classes marking, while celebratory, does not always guide the pupils as to what they should do to improve. When pupils are given guidance about how to improve their work they are then not provided with sufficient opportunity to practice or improve these skills.

The curriculum adequately meets the needs of all pupils and is broad and balanced. It has been developed recently to enable the teaching of topics across a range of subjects. Pupils are finding this creative approach 'interesting and fun'. The balance of cross-curricular links and the focus on specific subjects has been well planned, but has not yet had time to

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impact on learning. This small school offers an adequate range of after-school clubs to enrich the curriculum and pupils enjoy the activities offered.

The school places a strong emphasis on providing a warm, welcoming, family atmosphere, which fosters pupils' respect for one other. One pupil, sharing the views of many said, 'the school makes me feel at home'. Pupils with special educational needs and/or disabilities are supported through structured individual plans and tailored programmes of work. The school works very well with families of these pupils to ensure they do the best they can. However, the school has not managed to spread the message fully to parents and carers of pupils whose attendance is poor that it is their children that are losing out.

These are the grades for the quality of provision

| | |
|----------------------------------------------------------------------------------------------------------------|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 3 |

How effective are leadership and management?

Staff and the governing body share the headteacher's commitment to raise achievement further. The school has recently appointed staff with a good track record, recognised their strengths and equipped them to lead specific aspects of school improvement. There is clearly a shared and strong determination to further improve. The school's current system to monitor the progress pupils make is satisfactory. The improved system for setting targets and measuring progress designed by the newly appointed English subject leader will actively involve both parents and carers and pupils. This will need careful monitoring to ensure that it has the desired impact on raising attainment and accelerating progress for all pupils, especially the more able.

The school is inclusive, adequately promoting equality of opportunity and ensures there is no discrimination. The school has effectively evaluated its provision for community cohesion. It plays a strong role within the local community and is proud of its achievements, winning various awards at the Lincolnshire Show. The school recognised that more needs to be done, however, to enrich pupils' appreciation of life in a multi-faith and ethnically diverse world. Consequently they have plans in place to improve this aspect over the coming months.

The governing body cares greatly about the school and together with the headteacher has worked to secure a firm foundation for future improvements. The school has accurate self-evaluation procedures and sound development plans for future improvement. Safeguarding is satisfactory and leaders respond quickly to any concerns. The designated child protection officer and the governing body have received up-to-date training.

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These are the grades for leadership and management

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 3 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

Children enjoy their time in the Early Years Foundation Stage and are adequately prepared for Year 1. They are helped to settle quickly, understand the routines of school life and behave appropriately. They talk happily to visitors and explain clearly what they are doing. Leaders have worked hard to create a well-resourced and attractive learning environment. Due to staffing levels, children are not able to freely access outdoor provision but enjoy the opportunities that are provided on a daily basis. Children make satisfactory progress, although opportunities to extend learning activities and accelerate progress at a faster pace are sometimes missed. This limits what the children can achieve. In lessons observed, while the member of staff worked with a small group of children, other children were not always given access to well-structured learning activities and, as a result, made less progress in the time available. Assessment procedures are much improved. This is providing leaders with a more accurate picture of what the children are able to do. Next steps, however, are not always identified, which again limits the progress children make. The school leaders have worked in partnership with the local authority to improve the provision. Much has been achieved and plans are in place for further improvements.

These are the grades for the Early Years Foundation Stage

| | |
|-----------------------------------------------------------------------------------|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation | 3 |

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Stage

Views of parents and carers

A very large majority of parents and carers who responded to the questionnaire express positive views about the school. They say their children enjoy school and the vast majority believe the school keeps their children safe. A very small minority of parents and carers do not feel the school deals effectively with unacceptable behaviour. During the inspection behaviour was good. Inspectors looked at the way in which incidents of unacceptable behaviour were dealt with and, on all occasions noted, these were effective and appropriate. A very small minority of parents and carers also feel that their children are not making enough progress. Inspectors found that pupils make satisfactory progress during their time at school. Progress is, however, better in some year groups than others. A very few parents and carers also raised individual concern over specific issues. Following the correct procedure and taking suitable care to ensure confidentiality, inspectors investigated these concerns thoroughly.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Worlabby Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 45 completed questionnaires by the end of the on-site inspection. In total, there are 56 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 32 | 71 | 13 | 29 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 38 | 84 | 6 | 13 | 0 | 0 | 1 | 2 |
| My school informs me about my child's progress | 26 | 58 | 17 | 38 | 1 | 2 | 0 | 0 |
| My child is making enough progress at this school | 23 | 51 | 20 | 44 | 2 | 4 | 0 | 0 |
| The teaching is good at this school | 28 | 62 | 14 | 31 | 1 | 2 | 0 | 0 |
| The school helps me to support my child's learning | 29 | 64 | 14 | 31 | 0 | 0 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 21 | 47 | 22 | 49 | 1 | 2 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 21 | 47 | 16 | 36 | 1 | 2 | 0 | 0 |
| The school meets my child's particular needs | 25 | 56 | 19 | 42 | 1 | 2 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 18 | 40 | 21 | 47 | 2 | 4 | 0 | 0 |
| The school takes account of my suggestions and concerns | 27 | 60 | 14 | 31 | 2 | 4 | 0 | 0 |
| The school is led and managed effectively | 31 | 69 | 12 | 27 | 2 | 4 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 28 | 62 | 17 | 38 | 0 | 0 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

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. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| 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. |

Overall effectiveness of schools

| | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---------------------------------------------------------|------|--------------|------------|
| Type of school | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

| | |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| 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 and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 February 2011

Dear Pupils

Inspection of Worlabby Primary School, Brigg, DN20 0NA

Thank you for your very warm welcome when we came to inspect your school recently. I would like to let you know our views of your school. Yours is a satisfactory school and you are helped to make adequate progress in your work. This helps you reach standards that are broadly average by the end of Year 6. You are given many opportunities to contribute, for example, through being school councillors. You obviously enjoy school and most attend well, although a few need to be better at coming to school every day. This is something we have asked your school to improve.

We saw how hard your teachers are working to ensure all your lessons are enjoyable. Some lessons, like the mathematics lesson in Year 5/6 that I saw, are better than others, and I have asked the school to make sure all of your lessons are good so that you can make even faster progress to reach higher standards by the time you leave school.

The school has a number of new teachers and your headteacher is working with them to plan more improvements. One example of this is developing a better way to involve you in assessing your work and agreeing targets for you to meet. I hope this goes well, and to ensure it does I have asked the leaders to keep a very careful eye on how it is going.

We were impressed with how polite, friendly and caring you are. One child said that Worlabby Primary School was like 'a big happy family'. We agree! Thank you for completing the pupil questionnaire and taking time to talk with us. Your contribution to the inspection was extremely helpful.

Yours sincerely,

Jim Alexander

Lead Inspector

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