

Bowmandale Primary School

Inspection report

Unique Reference Number	117812
Local Authority	North Lincolnshire
Inspection number	339080
Inspection dates	12–13 October 2010
Reporting inspector	John Foster

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	284
Appropriate authority	The governing body
Chair	Mrs J Tuplin
Headteacher	Mrs E Hinxman
Date of previous school inspection	8 March 2007
School address	Bowmandale Barton-upon-Humber Lincolnshire DN18 5EE
Telephone number	01652 633633
Fax number	01652 635539
Email address	head.bowmandale@northlincs.gov.uk

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed 13 teachers. They held meetings with governors, staff, groups of pupils, and parents and carers. They observed the school's work, and looked at the school's development planning, documents relating to safeguarding, minutes of the meetings of the governing body, pupils' records and school policies. Analysis was made of the 108 parental/carers questionnaires returned, along with those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The progress made by different groups of pupils.
- The potential anomalies that appear in the school's evaluation of its performance.
- The effectiveness of the care, guidance and support given to pupils.
- The strengths and weaknesses demonstrated in the school's leadership and management structure.

Information about the school

The school is larger than the average primary school. Almost all pupils are of White British heritage, with a few from minority ethnic backgrounds. The percentage known to be eligible for free school meals is below average. The percentage of pupils with special educational needs and/or disabilities is below average, as is the percentage of pupils who have a statement of special educational needs. Over the past three years, the school has experienced significant instability in its teaching staff. The school has gained Healthy School status, the Basic Skills Quality Mark and the Activemark Award.

The school premises are used by private providers for before and after school care provision. The setting was inspected separately and not as part of this inspection. A report of its quality can be found on the Ofsted website.

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. It has particular strengths in the Early Years Foundation Stage, the effectiveness of the senior management team and the care given to pupils. Children get a good start in the Early Years Foundation Stage and, because they are taught well in the Reception class, they make good progress. During the past three years, progress has been satisfactory between Year 2 and Year 6. Instability amongst the school's teaching staff during this time affected the progress made by pupils adversely. However, inspection evidence indicates that teaching is now of good quality overall and in most lessons pupils make good progress with their learning. Where teaching is less strong, while teachers' planning identifies the range of work for different ability groups, it does not focus clearly enough on exactly what pupils are expected to learn or how support staff are to be used most effectively. Standards are broadly average, though improving, by the end of Year 6.

The headteacher and senior management team provide good leadership. The role of middle managers in monitoring teaching and learning is improving rapidly and is now good. Senior leaders evaluate the school's performance effectively and development planning is good, clearly identifying priorities for the next three years. Governance is satisfactory. Since the previous inspection, when governance was judged as good, there has been a significant change in personnel, with many members of the governing body appointed only recently. The school's evaluation of its performance is largely accurate and it is in a satisfactory position to improve further.

The school has good procedures for pupils' care. Safeguarding arrangements are good. Pupils behave well, which helps them to concentrate in lessons. They say that they feel safe in school and that they all get on well together. They are keen to attend school and this is reflected in the high rate of attendance. Pupils' spiritual, moral, social and cultural development is good overall, with particular strengths in their moral and social development. While the school promotes community cohesion well in relation to the local area, not enough is done to make pupils aware of other cultures nationally and globally.

What does the school need to do to improve further?

- Raise attainment by:
 - ensuring that teaching is consistently of good or better quality
 - ensuring that teachers' planning focuses clearly on what pupils are to learn in lessons
 - involving support staff in the planning for lessons so that they are more aware of their role in supporting pupils' learning.

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- Develop pupils' understanding of cultures nationally and globally by:
 - helping pupils to become more aware of the cultural mix found beyond their locality, throughout Great Britain and globally
 - further developing the links with nearby schools where there is a wider range of pupils from minority ethnic heritages
 - developing links with schools in other countries.
- Improve the quality of governance by:
 - ensuring that all new governors receive appropriate training to enable them to fulfil their duties effectively
 - ensuring that the governing body is fully involved in evaluating the school's performance and in devising plans for its improvement.
- About 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.

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

In the lessons seen during the inspection, the learning observed was good overall, allowing pupils to make good progress. However, this quality is not consistent across the school. In the best lessons, the pupils and the staff enjoy good relationships. This is shown in the mutual respect and the ways in which pupils work hard to produce good work for their teachers. In a Year 5/6 mathematics lesson, for example, one of the pupils enthused about the subject, telling the inspector, 'Maths is fun!' The pupils concentrate well when they are clear about what they are to learn and work well together to move their learning forward. Where learning is less secure, pupils' learning slows because they are not sure what the teacher expects them to do in the lesson. Children start in the Reception class with wide-ranging skills that, overall, are broadly as expected for their age. By the end of Year 6, pupils' attainment is broadly average, although it is significantly above average in science. Most pupils enjoy their learning, but their achievement is currently satisfactory, in part due to rapid changes amongst the teaching staff that have now been tackled. Pupils with special educational needs and/or disabilities make similar levels of progress to other groups of pupils. The inspectors' judgements for pupils' attainment and achievement match those of the school closely.

The pupils behave well in lessons and as they move about the school. They say that they enjoy school and this is reflected in the very high attendance rates. The pupils feel safe in school. They know that there is always an adult in whom they can confide if they have a problem and that they will be listened to sympathetically. The pupils have a good understanding of the need to live healthy lifestyles and that they should eat healthy food. The majority of pupils eat school dinners. Dinner times are good social events, with older pupils serving the younger ones as a family. The pupils are keen to contribute to life within the school. The school council is effective in ensuring that pupils have a say in what they think should happen at school and the older pupils care for younger ones well, for example, when they organise games for them at break and lunch times. The pupils take part in activities within the town community and several play instruments in the town's youth brass band. They participate keenly in musical and artistic activities. While pupils'

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spiritual, moral, social and cultural development is good overall, their cultural understanding is less well developed than the other areas, particularly in relation to multicultural aspects.

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	1
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?

The quality of teaching is good overall, although it is inconsistent across the school. Children in the Early Years Foundation Stage are taught well and, because of this, they make good progress. In some Key Stage 1 classes, the rate of pupils' progress slows, affecting their progress throughout the school. From Year 2 onwards, however, teaching improves and pupils begin to make better progress. At its best, the teaching is inspirational and enables pupils to make excellent progress. In a Year 5/6 English lesson, for example, even though the pupils had to write diary entries in the character of a girl, the boys were stimulated to produce high-quality work. Towards the end of the lesson, the boys were keen to read their writing, as girls, to the rest of the class, without fear of ridicule. In the better lessons, the staff ensure that pupils' work is based on the pupils' previous learning and that the pupils have a clear understanding of how they can progress. Effective questioning encourages pupils to participate in lessons and they do so enthusiastically. In these good lessons, support staff are used well, but, in some lessons, they are insufficiently involved in supporting learning. While teachers' planning largely identifies different work for pupils of different abilities, it does not always focus well

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enough on precisely what the pupils are to learn. The teachers assess pupils' work well, but the results are not always used well enough to let the pupils know how they can improve their work.

The school has managed to maintain its good curriculum, in spite of the turbulence it has experienced in staffing. Focus days and mini-projects have helped to support learning across a range of subjects. A good range of out-of-school activities, visits and visitors is used well to enhance the curriculum and support pupils' learning. The current settled staffing situation means that the curriculum is effective in supporting pupils' learning.

The school cares for its pupils well. Its inclusive ethos provides pupils with good support, advice and guidance ensuring that they learn and play well together. Transition arrangements for moving to secondary education are well established, giving older pupils a feeling of security about the next stage of their education. Good links to local pre-school providers help Early Years Foundation Stage children to settle into school well. Pupils with special educational needs and/or disabilities are supported well and make similar progress to other groups of pupils.

These are the grades for the quality of provision

The quality of teaching	2
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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The quality of leadership by the headteacher and senior management team is good. Working closely together, the senior leaders have reviewed the work of the school effectively and established firm priorities for its future development. However, their work has been hampered by the disruption to staffing, resulting in pupils making satisfactory rather than good progress and maintaining rather than raising standards. The current settled situation means that, now, the staff work together more effectively to ensure good teaching, learning and progress, and improving standards. The recently appointed governors are still in the process of receiving their training for the role. Although the chair and vice-chair provide strong leadership to the governing body, the governing body is not yet fully involved in evaluating the school's performance or in planning its future.

Parents and carers support the school well. Almost all parents and carers, overwhelmingly, praise the school and what it does for their children. As one parent/carer wrote, 'Teachers treat the children as individuals and so make them feel cherished and special.' This is an all-inclusive school and all pupils are given the opportunities to participate in the wide range of activities available to them. Safeguarding arrangements are good and meet the requirements fully, with relevant records maintained meticulously. The staff have received appropriate training and successfully fulfil their role in ensuring the safety and welfare of pupils. The school's arrangements for promoting community cohesion are satisfactory.

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While the pupils have a good understanding of their local community, opportunities to enhance their knowledge of other cultures nationally and globally are limited.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
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 start in the Reception class with skills levels that are expected for their age. They are taught well and because of this they make good progress in all areas of learning. A wide range of activities is prepared for the children, through which they are able to learn well. Although very early in their school life, the children are already aware of the routines they should follow. They play well together, talking animatedly about what they are doing. When searching for 'treasure' in the sand tray, for example, they share their finds excitedly with their friends. At the end of the session, they pack away their equipment carefully and join the older pupils for worship. They have learned quickly about health issues and that they should wash their hands after using the toilet or before they eat. By the end of the Early Years Foundation Stage, most children reach, and some exceed, their learning goals. The opportunities for indoor learning are good and better than those for learning outdoors where space is limited, particularly for using large equipment.

The Early Years Foundation Stage manager is an effective leader. Planning is undertaken to ensure that all areas of learning are covered in order for children to progress well. This planning has resulted in a stimulating learning environment for the children. The staff work together well and the children are confident with them. They enjoy good relationships with parents and carers and encourage parents and carers to talk about their children's work and progress when they come to collect them.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A very large majority of parents and carers support the school and what it does for their children. There were very few negative responses to the questionnaire. The inspection evidence endorses the positive views about the care and education provided for pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bowmandale 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 108 completed questionnaires by the end of the on-site inspection. In total, there are 284 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	60	40	37	2	2	0	0
The school keeps my child safe	69	64	35	32	2	2	0	0
My school informs me about my child's progress	43	40	54	50	8	7	0	0
My child is making enough progress at this school	47	44	54	50	2	2	1	1
The teaching is good at this school	49	45	52	48	4	4	0	0
The school helps me to support my child's learning	40	37	56	52	8	7	0	0
The school helps my child to have a healthy lifestyle	52	48	53	49	2	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)	43	40	54	50	3	3	0	0
The school meets my child's particular needs	42	39	61	56	3	3	0	0
The school deals effectively with unacceptable behaviour	41	38	52	48	8	7	1	1
The school takes account of my suggestions and concerns	38	35	54	50	9	8	1	1
The school is led and managed effectively	46	43	52	48	6	6	0	0
Overall, I am happy with my child's experience at this school	58	54	46	43	2	2	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



15 October 2010

Dear Pupils

Inspection of Bowmandale Primary School, Barton-upon-Humber DN18 5EE

Thank you for the welcome you gave to the inspectors when we came to inspect your school recently. I would like to thank you for helping us with our work and to tell you what we found out about your school.

Your school provides you with a satisfactory education overall, but there are signs that it is improving. You are taught well now and this is helping you to make good progress with your learning. This has not always been the case in the past and, as a result, some of you have not made as much progress as you could have done so that your attainment at the moment is broadly average. Children get off to a good start in the Early Years Foundation Stage. The staff care for you all well and you told us that you are happy at school, which shows through the way you attend regularly. Your behaviour is good and you told us that you get on well with each other and with the staff.

In order to make the school even better, we have asked the headteacher, staff and governors to:

- help you to reach higher standards in your work
- ensure that the governing body works together to improve the education you receive
- make you more aware of how people live in other parts of this country and in other countries across the world.

You can help them by continuing to behave as well as you do and by working hard to produce the best work you can.

Yours sincerely

Mr John Foster

Lead inspector (on behalf of the inspection team)

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