

The Humberston CofE Primary School

Inspection report

Unique Reference Number	118012
Local Authority	North East Lincolnshire
Inspection number	358243
Inspection dates	28–29 March 2011
Reporting inspector	Stephen Fisher

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	275
Appropriate authority	The governing body
Chair	Mrs Margaret Solomon
Headteacher	Mr Richard Dawson
Date of previous school inspection	17 January 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 21 lessons and 15 teachers. They held meetings with groups of pupils, governors and staff. They observed the school's work, and looked at some of its documentation, including the school development plan, a school improvement partner report, minutes from meetings of the governing body, the school's self- evaluation document, pupil progress data, lesson planning, work in pupils' books and on display around the school and policies relating to safeguarding (care and protection of pupils). They scrutinised the responses to 85 parent and carers, 14 staff and 149 pupil questionnaires.

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

- The attainment and progress pupils make in writing.
- How well the school staff use assessment information to help improve pupils' attainment.
- The effectiveness of phase leaders in improving provision and outcomes for pupils.

Information about the school

This is a larger than average-sized primary school. The proportion of pupils known to be eligible for free school meals is low. The proportion of pupils with special educational needs and/or disabilities is broadly average and the proportion with a statement of special educational needs is low. The percentage of pupils from minority ethnic groups is below average, as is the percentage that is learning to speak English as an additional language. The school has gained a number of awards that include Artsmark gold, International School award and Healthy School status.

There is on-site child care provided by the Humberston Church of England pre-school. It is subject to a separate inspection.

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

Humberston Church of England Primary is a satisfactory school. The school takes good care of its pupils who say that they feel safe and well looked after. Pupils' behaviour in lessons and around the school is good. They have an excellent understanding of how to keep healthy and demonstrate this in a range of ways, including the daily 'wake and shake' exercises that pupils organise. The extent to which pupils contribute to the school and the wider community is outstanding. For example, a pupils' collective worship group plans and leads school assemblies and services in the local parish church. At the time of the inspection, the school council was establishing a healthy snack shop. Parents and carers are very appreciative of the school and the following comment typifies the views of many: 'Not only does the school provide a positive learning environment it is a big part of the local community.' Pupils readily say that they enjoy school. This is supported by their above average attendance levels.

Pupils enter the Early Years Foundation Stage with skills that are broadly typical for their age. Good provision enables them to get off to a good start and their progress is maintained in Key Stage 1. Progress in Key Stage 2 is uneven so that by the end of Year 6, pupils have made satisfactory progress from their starting points and their attainment is broadly average. In the last three years, the school has steadily increased the percentage of pupils gaining the nationally expected level in both English and mathematics. However, during the same period, overall attainment in these subjects has not differed significantly from the national averages. Attainment in English remains broadly average because pupils' writing skills are not developed effectively enough.

Teaching and learning are satisfactory overall, though often good. In the lessons where learning is good, teachers encourage pupils to think and talk about their learning and to comment on how it might be improved. Such practice is not consistently applied and in some classes the expectations of what pupils can achieve are not high enough. Whilst pupils are praised for their efforts, they are given insufficient guidance about how well they are doing and about how they can take their work to the next level. This particularly applies to the assessment of pupils' writing. The curriculum is rich and varied and provides pupils with a wide range of creative, sporting, cultural and extra-curricular opportunities.

Leaders and managers have a broadly accurate understanding of the school's strengths and areas for development, although their evaluation of attainment is over-generous. The school has introduced initiatives to improve attainment in English and mathematics, though the systems that school leaders and governors employ for tracking pupil progress and for analysing how well pupils learn are not rigorous enough. The school has increased its strengths, most notably in its outstanding promotion of community cohesion, and has developed the effectiveness of phase leaders in improving provision and outcomes for pupils. As such, it has a satisfactory capacity for sustained improvement.

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

What does the school need to do to improve further?

- Improve attainment and progress in writing through teachers and school leaders:
 - having high expectation of all pupils
 - routinely informing pupils about how well they are doing and showing them how they can improve further
 - involving pupils in regular reviews of their learning
 - giving pupils frequent opportunities to talk about their learning in pairs, groups and to their classes.
- Improve the effectiveness of leadership and management at all levels in order to improve attainment by increasing the robustness of systems for tracking pupils' progress and for analysing how well they learn in lessons.

Outcomes for individuals and groups of pupils

3

Pupils throughout the school enjoy their learning. For example, in a Year 5 lesson focusing on the development of characters in a play, pupils worked busily, using their sketches and notes to construct paragraphs about their characters. In a Year 2 lesson, pupils collaborated enthusiastically to match pictures of items to their word endings. Pupil achievement is satisfactory. Their good behaviour and attentiveness help them to make expected progress. However, in English and mathematics lessons the pace of learning is not always fast enough because pupils are not routinely encouraged, challenged and helped to produce work of high quality. Pupils generally work carefully and with attention to detail. The quality of their art and design work throughout the school is exceptional. Pupils with special educational needs and/or disabilities receive appropriate support and make progress in line with their peers.

By the time they leave Year 6, pupils attain average standards in mathematics and English, where their skills in writing are less well-developed than those in reading. Pupils' attainment in English has been broadly average for the last three years. Attainment in mathematics was above average in 2010, having been broadly average for the previous two years. Strategies such as pupils commenting on their own and each other's work in front of the class, the use of drama and 'hot seating' are helping to develop pupils' speaking skills and enabling them to feel more confident in expressing themselves in writing. However, these strategies are not sufficiently well established or widely used to bring about sustained and significant improvement in the quality of pupils' writing.

Pupils develop good personal skills and qualities. They demonstrate exceptional understanding of how to eat healthily and stay fit. They say they feel safe in school and know who to turn to with problems. Though attainment is broadly average, pupils successfully apply their basic skills and their well-developed personal qualities for a range of purposes, including contributing to the Parish magazine, writing to the local council about neighbourhood issues and helping to organise the annual village fête. Through their work on the school council, links with the church and local community groups, they have good spiritual, moral, social and cultural development. Through their links with schools in

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Europe and in Africa, including regular video conferencing activity with and a visit from pupils in their French partner school, pupils successfully develop their understanding of the different lives of people from diverse countries and backgrounds.

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	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
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?

Teachers and support staff maintain good relationships with pupils and manage their behaviour well, with the result that in most classes there is a good working atmosphere. Teachers use the class electronic whiteboards well to provide information and to help pupils understand new concepts. Pupils in a Year 1 class used the board well in a lesson on capacity, but pupils do not routinely use the boards to explain their thinking or show how they solved problems. In the better lessons, teachers expect pupils to work independently for sustained periods and they do this well. Teachers also give pupils time to talk to the class about the quality of their work, such as how they have made progress towards meeting the lesson objective and what they need to do to make their work even better. These qualities are not evident in the less effective lessons. Evidence from lessons and pupils' English and mathematics books shows that teachers do not consistently give pupils clear, helpful and timely advice about how well they are doing in relation to their targets or about how to improve their work in these subjects. Teachers plan tasks of different levels of complexity for pupils of differing needs and pupils are taught in ability sets for mathematics in Key Stage 2. However, in many lessons the level of challenge is

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insufficient to enable the pupils to develop their literacy and numeracy skills to the best of their abilities. Nevertheless, in many other respects teaching and the curriculum meets pupils' needs well and provides them with stimulating and enjoyable experiences. A wide range of physical education activity is provided and all pupils are taught to swim. All Key stage 2 pupils learn to play the violin. Art and design work has a high priority and pupils produce impressive drawings, paintings, models and sculptures. There is a good range of extra-curricular provision and of visitors to, and visits from, the school. The curriculum places a strong emphasis on learning about Britain and the wider world and on the impact of human activity on the environment.

The care, guidance and support that the school provides for its pupils enables them to flourish, particularly in the development of their personal qualities, attitudes to, and relationships with, others. There is clearly targeted support for pupils who might be vulnerable due to their circumstances or at risk of falling behind in their work. Support for pupils who have medical and/or emotional needs is particularly effective. The school has good arrangements for the transition of pupils to secondary school and is developing its existing procedures for admitting children to Reception and for their transfer to Year 1.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders are motivated to continue to improve the school; they work effectively as a team and morale is good. The procedures for monitoring the work of the school are effective in ensuring that pupils are kept safe, looked after well and given a breadth of enjoyable experiences. Phase leaders have had a positive impact and rates of progress in English and mathematics are improving. However, arrangements to monitor and evaluate the quality of teaching do not take into sufficient consideration its impact on pupils' learning and this has led to an over generous self-evaluation of attainment and progress.

Governance is satisfactory. Governors are strongly and successfully committed to the care and welfare of the pupils. They meet their statutory responsibilities properly and are very supportive of the headteacher and staff. However, the governing body's role in analysing pupil performance data and in challenging the school to ensure that all pupils make at least the expected rates of progress is not well developed.

The school places a good emphasis on providing equality of opportunity for all its pupils and has effective procedures for tackling any form of discrimination. Safeguarding procedures are good. Staff are well trained, health and safety has a high profile and there is good support for pupils' emotional well-being. The school works well with key agencies involved in the care and welfare of pupils and integrates issues about safety into the

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curriculum well, so that pupils develop a good understanding of how to keep themselves safe. For example, during the inspection, a child in Reception made it clear that, 'If you want to be a lifeguard, you have to train to swim!' Good links with local schools and agencies enhance the quality of learning experiences for all pupils. The school has positive relationships with parents and carers and there are clear systems for parents to communicate with the school. The school's work with partner organisations is effective in enabling it to provide enriching experiences for its pupils.

The school promotes community cohesion exceptionally well. Its actions have had a very positive impact on pupils' involvement in their school and local community, their understanding of British culture and of the lives of people around the world. The school can provide a wealth of examples of how it helps others. For example, during the inspection and as a result of fire damage to the Parish Church, the school was being used for church services and choir practices, and a baptism was held there.

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	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	1
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress in their learning and social development. They take interest in the activities and resources provided for them and demonstrate the ability to sustain concentration when playing and working. Children make good progress in the development of their literacy skills. For example, most know the names of letters; they can name fairy stories and recall events from them. One of the children accurately read the story of 'The Enormous Turnip'. Two others proudly showed the 'thank you' card that they had produced for the Vicar. As well as demonstrating their kindness, the message written inside the card showed how well children in the Early Years Foundation Stage are developing their writing skills. The good quality art work on display elsewhere in the school is also present in Reception, as seen in the children's careful drawings of daffodils.

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Adults have a good understanding of the children's needs and ensure that they are kept safe and are well supported. Leadership ensures that planning is detailed, based on continuous assessment of children's achievements and that it takes good account of their wide-ranging abilities. The school recognises that it needs to refine its procedures for admitting children to the school and on transfer to Year 1 if it is to make its provision even better. Teaching is good and the curriculum is rich and interesting. This, together with generous staffing levels that enable teaching groups to be kept small, results in good outcomes for children. By the time they leave Reception, most reach the age-related expectations and many exceed them.

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

The parents and carers of nearly a third of pupils returned an inspection questionnaire. All agreed that their children enjoy school. Almost all agreed that their children are kept safe and stated that they were happy with their children's experience of school. Parents and carers were particularly fulsome in their praise for how well the staff take care of their children. A small minority raised concerns about how the school deals with unacceptable behaviour and about the challenge that the school offers to their children. Inspectors investigated and discussed these issues with school leaders. Inspection findings are that the school has effective procedures for promoting good behaviour and for managing inappropriate behaviour. Parental concerns about levels of challenge are addressed in the main body of the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Humberston CofE 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 85 completed questionnaires by the end of the on-site inspection. In total, there are 275 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	73	23	27	0	0	0	0
The school keeps my child safe	59	69	25	29	1	1	0	0
My school informs me about my child's progress	38	45	43	51	4	5	0	0
My child is making enough progress at this school	43	51	38	45	4	5	0	0
The teaching is good at this school	48	56	31	36	3	4	0	0
The school helps me to support my child's learning	39	46	39	46	5	6	1	1
The school helps my child to have a healthy lifestyle	50	59	31	36	4	5	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)	42	49	38	45	0	0	1	1
The school meets my child's particular needs	44	52	39	46	2	2	0	0
The school deals effectively with unacceptable behaviour	43	51	30	35	6	7	1	1
The school takes account of my suggestions and concerns	35	41	41	48	5	6	0	0
The school is led and managed effectively	48	56	32	38	3	4	1	1
Overall, I am happy with my child's experience at this school	51	60	32	38	1	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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.



30 March 2011

Dear Pupils

Inspection of The Humberston CofE Primary School, Grimsby, DN36 4HZ

Thank you very much for making us feel so welcome when we visited your school recently. We appreciated your help and enjoyed talking to you and listening to your views about the school. This letter is to tell you what we found out.

This is a satisfactory school that enables you to reach similar results in English and mathematics to other children around the country. You get off to a good start in the Reception, where you enjoy the activities and learn well. There are many other good features. In particular, we were impressed by your knowledge of how to keep healthy and by the many ways that you help to run the school, such as the work of the school council, the worship group and the 'Wake and Shake' leaders. You behave well in lessons and around the school. We were also impressed by the way that you take an interest in the people who belong to different communities, not just locally, but in Britain and around the world. We hope that you continue to enjoy your friendships with children in France. The adults in the school take good care of you. These things happen because your headteacher, the staff and governors want you to achieve well in your lives.

Given the good start that you make at Humberston, your positive attitudes and your good attendance, we judge that you can do better in your learning. We have asked your headteacher, governors and teachers to work on the following things:

- to have higher expectation of you all, give you good advice about how well you are doing, regularly involve you in how you can improve further and give you more frequent opportunities to talk about your learning in lessons
- to improve the systems for tracking your progress and for analysing how well you learn in lessons.

Best wishes

Yours sincerely

Stephen Fisher

Lead inspector

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