

Scunthorpe CofE Primary School

Inspection report

Unique Reference Number	118016
Local Authority	North Lincolnshire
Inspection number	358245
Inspection dates	5–6 May 2011
Reporting inspector	Lynne Blakelock

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	285
Appropriate authority	The governing body
Chair	Rev J Thacker
Headteacher	Mrs Jennifer Fullwood
Date of previous school inspection	19 November 2007
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Introduction

This inspection was carried out by three additional inspectors who observed nine teachers in 20 lessons. Meetings were held with subject leaders, representatives of the governing body and with groups of pupils. The inspectors observed the school's work, and looked at its analysis of pupils' attainment and achievement and its projections for the future, the school improvement plan and a range of policies and procedures to ensure pupils' safety. They analysed pupils' questionnaires and the 77 questionnaires returned by parents and carers.

- How extensively is the teaching challenging pupils to attain their potential, especially those capable of reaching higher levels?
- How effectively the Early Years Foundation Stage is providing a full range of learning opportunities?
- How successfully school leaders and managers have involved parents and carers in their children's learning and well-being?

Information about the school

Scunthorpe Primary School is larger than other schools of its type. The proportion of pupils are from minority ethnic groups is well above average, as is the proportion of pupils who speak English as an additional language. This includes pupils who are at the early stages of learning to speak English. Eleven languages are represented in the school. The proportion of pupils are known to be eligible for free school meals is also well above average. Over the last two years the school has grown significantly, with large numbers of Polish, Lithuanian and Portuguese children joining. The percentage of pupils have special educational needs and/or disabilities, most of whom have moderate learning difficulties is well above that found nationally. A much higher proportion of pupils than is typical join or leave the school at other than the expected times.

The school is part of a designated children's centre and works with the West Street Families Centre, offering wrap-around care for children from birth to 16. Within the school, a nurture facility provides specialist education for a group of children with specific needs. The school has been awarded the Marjorie Boxhall award for excellence in nurture provision. The school provides a breakfast club. There is also an after-school club operated and privately run by Gosling's Kids Club but this provision was not subject to this inspection.

Since the previous inspection, a new senior leadership team has been appointed, including the headteacher, who took up her post in the summer term of 2009.

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

The schools provides a satisfactory standard of education enabling all groups of pupils to achieve satisfactorily. It has a number of good features, in particular the cohesive community it promotes through its values, beliefs, nurturing and empowerment of pupils. The school's effective care, guidance and support are founded on strong pastoral systems, which also promote pupils' good behaviour. While attainment is broadly average, it varies from year to year. This variation is accentuated by the above -average mobility of pupils across the school. However attainment is steadily improving lower down the school, as strategies to improve pupils' attainment in reading, writing and numeracy take effect. The senior leadership team is driving improvement increasingly effectively. Self-evaluation is accurate and used satisfactorily to address weakness in pupils' performance and the quality of provision. However, the monitoring of teaching and learning is not specific enough to address fully some inconsistencies in practice. Subject leadership is developing with some aspects stronger than others, including leaders' accountability for achievement in their areas. While the governing body is supportive and well informed about the school, it does not have enough independent knowledge to be able to influence the school's direction. Overall, the school's capacity for further improvement is satisfactory.

Within the diverse community, the school works constructively in partnership with parents and carers, seeing them as important partners in their children's education and valuing their involvement. Through regular communication, workshops based on what their children are learning, and very regular invitations to school events, parents and carers are far better placed than at the time of the previous inspection to promote their children's achievement and well-being. Attendance, which shows a four -year improvement, is average, and owes much to parents' and carers' greater awareness of the importance of regular attendance, as well as to the initiatives by staff to ensure that pupils attend school.

There is variability in the quality of teaching, but overall it is satisfactory. In the Early Years Foundation Stage, children have a good range of activities to engage them, and where there is good teaching, their progress is accelerated. In this key stage, as through the rest of the school, there is not always appropriate challenge in the tasks children are given, including for those capable of reaching higher levels. There is also some inconsistency throughout the school in the quality of some other practices, especially in the quality of questioning to extend learning and in the regularity and focus of teaching assistants' dialogue with pupils. However, there is increasing good practice, as seen in the good range of activities in most lessons and their positive impact on pupils' progress. Pupils are increasingly benefiting from the satisfactory curriculum, because of more opportunities to learn independently and through enterprise activities and the contributions they are encouraged to make throughout the school. All of these promote pupils' good personal development and enjoyment of learning.

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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?

- Raise pupils' attainment throughout the school and accelerate their progress, by ensuring that teaching is consistently good by:
 - using assessment information more effectively to ensure that tasks always offer an appropriate level of challenge for pupils of all abilities
 - making sure that teachers and teaching assistants provide good quality questioning to extend pupils' learning
 - making sure that teaching assistants engage regularly and purposefully with pupils in order to support their learning.
- Strengthen the effectiveness of leadership and management by:
 - ensuring that the school acts promptly and effectively to implement findings from regular and focused monitoring, especially of teaching and learning, to support raising pupils' attainment
 - making sure that members of the governing body find out more for themselves about the school's work in order to influence its direction
 - further developing the roles of subject leaders so that all are more accountable for pupils' achievement.

Outcomes for individuals and groups of pupils

3

In the Early Years Foundation Stage, children make satisfactory progress from their below expected starting points, especially in language and communication. Due to regular, focused individual and small group support for literacy and numeracy skills throughout the school, pupils with special educational needs and/or disabilities achieve satisfactorily. Short, very regular sessions on a specific topic, such as sentence construction, reinforce the understanding of pupils who find aspects of learning difficult. This gives them a secure base to move further forward. The increasing numbers of pupils who speak English as an additional language make satisfactory and accelerating progress as they move through the school and gain greater mastery of reading and writing skills. In Year 6, gaps in pupils' learning are being rapidly closed, because of effective teaching for that year group. In a Year 6 mathematics lesson, for example, pupils made good progress in their understanding of why data are sometimes grouped together. Pupils made decisions about how best to organise the data, because of the teacher's very focused questions and well-matched and interesting problem-solving activities for all groups. More-able pupils made good progress because the tasks enabled them to apply their skills in an unfamiliar situation. Literacy skills were also promoted well, through pupils articulating their thoughts and evaluating their choices. Pupils in a Year 1 and Year 2 English lesson made rapid progress in learning letters and sounds through the lively stimulus provided by the teacher and the imaginative, amusing ways of recalling sounds. Learning was less enjoyable and slower in a lesson where pupils had to listen for too long and tasks were mundane. This particularly has an impact on more-able pupils whose achievement is not always as good as it should be in such lessons.

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Pupils enjoy school. They respect their peers, and each others' similarities and differences, resulting in a harmonious community. Pupils' tolerance and understanding is promoted well through a regular cultural and multi-cultural programme, which is reinforced through the ethos of the school and everyday routines. Pupils take on responsibilities willingly and enthusiastically in both the school and the community, that enable them to acquire qualities such as fairness, trust and friendship. The school council is a meaningful voice in the school, extending to regular involvement in the curriculum and including initiating fund-raising. Throughout the school, the regular promotion of the importance of safe, healthy lifestyles results in pupils' good understanding of how to keep safe. While there is enthusiasm for keeping fit, and sporting activities are popular, fewer pupils adopt healthy eating habits. Pupils' broadly average attainment and attendance reflect their satisfactory preparation for secondary education.

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	3
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?

Classrooms and corridors provide a bright and motivational environment for learning. Good relationships between staff and pupils and good classroom management promote pupils' positive attitudes to learning. While there is much appropriate information about the levels at which pupils work, it is not taken into account regularly or carefully enough in all classes when preparing tasks, so that lessons do not always provide accurate challenge for pupils. Sometimes all pupils have the same work, which restricts some pupils' progress,

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especially the more able. Where teaching is good, questioning by teachers and teaching assistants further promotes pupils' progress but again, there is variability in its quality. In most lessons, marking is effective in literacy. It is less helpful in mathematics in explaining to pupils the next steps in their learning. The more engaging curriculum and teachers' effective stimulus at the start of the lesson, together with more opportunities for pupils to take ownership of their work, is strengthening the quality of teaching and its impact on learning. For example, most pupils know their targets and in some lessons, they are a focus, encouraging pupils to take good ownership of their learning.

The curriculum is satisfactorily extending pupils' experiences, knowledge and understanding of themselves and the world. Pupils enjoy the broader opportunities of learning through themes. Links across subjects are also developing, with information and communication technology used to support learning in many lessons, and with literacy and numeracy links helping pupils to practise their reading and writing. Pupils spoke enthusiastically of a wide range of visits, visitors and an interesting and popular range of after-school clubs, which are a strength of the curriculum. Enterprise activities, such as the Easter chocolate market, promote a wide range of business skills, including the importance of good planning. Provision for pupils with special educational needs and/or disabilities, and those at the early stages of speaking English, is satisfactory. Opportunities for gifted and talented pupils are not yet regularly built into lesson planning.

The breakfast club provides a nutritious start to the day, as well as preparation for the day's learning. Staff know pupils' individual needs and circumstances well, display highly effective team-work and have tailored plans in place to support and guide pupils, which lead to pupils' good well-being and growing self-esteem and confidence. In particular, the strong partnership with the children's centre ensures that school staff have an excellent knowledge of pupils' needs before they join. The nurture unit is a strength because of its specific focus on pupils' issues. Pupils are prepared carefully for the next stage of their education over a considerable period and secondary schools are made aware of individual needs and circumstances to ensure the best possible start for them.

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	2

How effective are leadership and management?

Staff share the vision, ambition and clear focus of the senior team. This has resulted in continuing improvement, for example, the rise in Year 1 pupils' attainment. Improvements in attainment in Key Stage 2 have not been as strong because some inconsistencies in the quality of teaching and learning have yet to be fully addressed. The roles and responsibilities of staff both reflect pupils' needs and the school's commitment to equality

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of opportunity. This is reflected in the satisfactory progress of all groups of pupils and the involvement of many in after-school activities. The school's ethos and its daily practices minimise instances of discrimination. The good promotion of community cohesion has much to do with this, because learning incorporates regular, planned opportunities for pupils to understand the socio-economic, religious and ethnic make-up locally and nationally. However, international links are at an earlier stage of development. The school's safeguarding systems are thorough and meet requirements, as evidenced in the good policies and procedures in place, which are regularly reviewed and adapted to help to ensure pupils' safety.

Governance is satisfactory overall. However, members of the governing body are insufficiently aware and have too little information through their own enquiry about the school's performance. This restricts their ability to determine and support school improvement. Subject leaders are enthusiastic and committed, but some are still at an early stage of being accountable for achievement in their subjects.

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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

From the start, the school values parents' and carers' opinions and ensures that they have access to information to enable them to support their children's learning and well-being. The school's comprehensive induction arrangements lead to the quick identification of children's needs and to them settling in happily. Children enjoy learning and there is a varied range of activities for them to choose from which takes into account both boys' and girls' interests. The large outdoor area provides opportunities to practise a wide range of skills, even though some of the resources are old and out-dated. It is not yet, however, used fully as an extension of classroom learning. There is a satisfactory balance between teacher-led learning and children discovering for themselves, with children becoming

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increasingly confident and independent and also co-operating sensibly with other children. Tasks do not always challenge children as effectively as they could, including for those who are more able. Neither is questioning by staff a regular enough feature of learning, missing opportunities to move children's learning forward. Children make satisfactory progress by the end of the Early Years Foundation Stage because provision is satisfactory overall. It is good in teaching letters and sounds.

There are clearly understood routines, which together with the safe environment and good safeguarding procedures promote children's sense of security and their good behaviour. Leaders and managers have a developing understanding of data regarding children's starting points and use this increasingly accurately to monitor their progress. Children's learning is recorded regularly in their folders, shows satisfactory coverage of the different aspects and provides appropriate information to plan for future learning.

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 Stage	3

Views of parents and carers

Over a quarter of parents and carers responded to the questionnaire. Almost all said that their children enjoy school and feel safe. Most parents and carers agreed with all of the other statements although a small minority felt that behaviour was not always dealt with acceptably and that the school did not always take account of their suggestions and concerns. These concerns were investigated and the outcomes are contained elsewhere in the report. One parent understandably referred to, 'the friendly and caring staff'. Another comment related to there being no discrete groups for more-able children. Inspectors found that this is a developing aspect of the school's work in the organisation of learning in lessons.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Scunthorpe 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 285 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	55	34	44	0	0	0	0
The school keeps my child safe	40	52	35	45	1	1	0	0
My school informs me about my child's progress	35	45	32	42	7	9	1	1
My child is making enough progress at this school	29	38	40	52	8	10	0	0
The teaching is good at this school	37	48	37	48	3	4	0	0
The school helps me to support my child's learning	28	36	39	51	8	10	0	0
The school helps my child to have a healthy lifestyle	29	38	44	57	1	1	3	4
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)	39	51	24	31	6	8	0	0
The school meets my child's particular needs	30	39	40	52	5	6	0	0
The school deals effectively with unacceptable behaviour	27	35	33	43	10	13	3	4
The school takes account of my suggestions and concerns	22	29	36	47	11	14	5	6
The school is led and managed effectively	30	39	36	47	6	8	1	1
Overall, I am happy with my child's experience at this school	38	49	36	47	2	3	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



9 May 2011

Dear Pupils

Inspection of Scunthorpe CofE Primary School, Scunthorpe, DN15 6HP

Thank you for making us welcome when the team inspected your school recently and for your friendliness and helpfulness. We enjoyed the two days that we spent with you. In particular, we enjoyed watching you learning, and listening to your views about the school and what you learn there.

This is a satisfactory school. You make satisfactory progress from the Early Years Foundation Stage onwards. Teaching varies and overall is satisfactory. When it is good, you make good progress. You told us that you like learning, especially through themes, and enjoy the visits, visitors and after-school clubs that help to broaden your learning. The school cares for you well, helps you with any issues that you have and provides regular support to help you with your learning. It also gives you opportunities to develop a range of skills that you will need when you are older. You like taking on responsibilities and the school council has an important role. You behave well and treat each other with respect. We were delighted that attendance keeps on improving and is now in line with the national average.

The headteacher and senior team are working hard to move the school forward. On behalf of the inspection team, I have asked the headteacher to make sure all teaching is good in order to raise your attainment. To do this, tasks must offer you a good level of challenge, including for those of you capable of reaching higher levels, and teachers and teaching assistants must make sure that their questions help you to make progress. I have asked the headteacher and senior team to make sure that they always act quickly on their findings, when they check the school's work, in order to help you to reach higher levels and make quicker progress.

I hope that you will help the staff to make these improvements by continuing to work hard and by attending school every day that you should.

Yours sincerely,

Lynne Blakelock
Lead Inspector

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