

East Halton Primary School

Inspection report

Unique Reference Number	117736
Local Authority	North Lincolnshire
Inspection number	367412
Inspection dates	8–9 June 2011
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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	59
Appropriate authority	The governing body
Chair	Mr Simon Halliwell
Headteacher	Miss Jill Robinson
Date of previous school inspection	1 May 2008
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Introduction

This inspection was carried out by two additional inspectors. Six lessons were observed and five teachers were seen. The inspectors observed the school's work and looked at the school's development planning, documents relating to safeguarding, minutes of the governing body's meetings, pupils' records and school policies. Meetings were held with parents and carers, groups of pupils, members of the governing body and staff. Analysis of the 15 parental questionnaires was made along with those of the pupils and staff.

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

- The precision with which the school judges the quality of its own work, particularly within the Early Years Foundation Stage.
- The potential differences between the quality of teaching and learning as pupils move through the school.
- The effects of the introduction of the new curriculum on pupils' learning and progress.

Information about the school

The school is much smaller than the average sized primary school. Most pupils are of White British heritage, with a few from other minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is low compared to national figures. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs is higher than average. The school has gained Healthy School status, the Sports Activemark and the Warwick Award for Excellence in Enterprise.

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. Some aspects of the school's work are good, in particular care, guidance and support, which result in pupils feeling exceptionally safe. Children start in the Early Years Foundation Stage with skills that are below those expected for their age. They make good progress during their time in the Early Years Foundation Stage so that by the time they start in Year 1 their attainment is broadly average. Throughout Key Stages 1 and 2, they make satisfactory progress so that their attainment in English and mathematics by the end of Year 6 remains average. A major reason for the satisfactory progress is the satisfactory quality of teaching pupils receive. While relationships between pupils and teachers are good, pupils are not always provided with work that challenges them to achieve their best.

Pupils told inspectors that they feel extremely safe and secure at all times and that the staff are always there to help them if they have a problem. Pupils' views are fully supported by the parents and carers. Pupils' behaviour is good overall and at times is exemplary. They understand well the need to lead healthy lifestyles. Pupils contribute effectively and enthusiastically to their school and within the local community. Attendance varies year by year, but overall it is average. Pupils' spiritual, moral, social and cultural development is good, with particular strengths in their moral and social development.

The curriculum provided is satisfactory. The school has very recently revised its curriculum to incorporate more creative elements through individual learning packages. Some pupils find the new arrangements difficult to manage and, as a result, their progress slows.

Leadership and management, including governance, are satisfactory. The headteacher has a clear vision for moving the school forward and this is shared by staff and the governing body. However, while members of the governing body support the school well, they are over-reliant on the headteacher for information and are not involved well enough in planning for the school's future. The contribution of subject leaders to school improvement is limited. The school has the full support of parents and carers. A good range of partnerships has been developed to enhance pupils' welfare and learning. Arrangements for community cohesion are satisfactory. The school's evaluation of its performance is largely accurate. This has enabled staff to focus successfully on areas of weakness, for example, developing the curriculum to make it more relevant to pupils' needs. Systems are sufficiently embedded to continue developing and capacity to improve is satisfactory.

Up to 40% of 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 attainment in English and mathematics by:

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- ensuring that the quality of teaching is consistently good or better in all lessons
- providing challenging work for all pupils in all lessons.
- Improve the curriculum by:
 - evaluating the effectiveness of the revised curricular arrangements on pupils' learning and progress and taking appropriate action to eliminate any weaknesses identified.
- Improve the quality of leadership and management by:
 - involving the governing body more fully in evaluating the school's performance and in strategic planning for the school's future
 - improving opportunities for subject leaders to undertake lesson observations in order to evaluate the quality of teaching and learning in their subjects.

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

Inspection evidence, based on the school's data and current work, shows that pupils, including those with special educational needs and/or disabilities, achieve satisfactorily, enjoy their learning and make satisfactory progress. Children start in the Early Years Foundation Stage with skills that are generally below those expected. They make good progress enabling them to reach average levels by the time they start in Year 1. For the remainder of their time at the school they make satisfactory progress so that by the end of Year 6 attainment remains average. In lessons all groups of pupils make sound progress. One of the strengths of the school, because of the small number of pupils, is that the staff are able to focus on individual learning needs and pupils are moved between groups to support their learning. The school's arrangements for managing learning for the wide age ranges in each class, occasionally result in periods when all pupils are not challenged sufficiently well to make better than satisfactory progress.

Pupils are acutely aware that their actions affect others and that they should always take special care. They have a very good understanding of the dangers of drugs and alcohol. Pupils behave well overall though occasionally in lessons they do not make as much progress as they could because some time is lost in talk that is not related to their work. Pupils participate keenly in physical activities provided for them and eat fresh fruit at break times. The school council is very effective. Members of the council work tirelessly alongside their peers to make their school a better place. Almost all pupils have specific tasks within the school in order to support each other and to help the staff. They are aware of their environment and work with different groups within the village to improve their local area. Pupils' social skills are well developed. They get on well with each other, are considerate to adults and always polite. Pupils were adamant when they told inspectors that there is 'no bullying at our school!' They have a clear understanding of right and wrong and this is displayed in the good relationships that exist between pupils and between pupils and adults.

The school has effective procedures for monitoring attendance. However, the very small number of pupils, where each pupil represents almost two per cent of the total school population, makes data unreliable, with a small number of days' absence making an unduly large difference to overall attendance figures.

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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	1
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?

The quality of teaching is satisfactory overall. There are some strengths to be seen but these are not consistent across the school. An important element in pupils' learning is the good relationships that teachers have with their pupils. In Key Stage 2, the school has very recently developed arrangements for pupils to take more responsibility for their own learning within lessons. They arrange their own work schedule and are given specific tasks to complete throughout the course of a week. These arrangements are too recent to be firmly embedded into the school's practice and have not yet had time to influence the quality of learning. However, pupils have adapted to the arrangements well, though at times some of them do not concentrate on their work as well as they should. Teachers' planning is sound and identifies what is to be learned and how this is to be achieved. Teachers assess pupils' work satisfactorily, and the results are used to plan for the next stage of learning.

The school has recently undertaken an evaluation of its curriculum, and has developed a new plan based on creativity and enterprise. This new plan has only been implemented very recently and the school has yet to evaluate its effects on learning and progress. Inspection evidence shows that pupils' needs are catered for effectively through individual work packages. The tasks set within these packages are designed to give greater challenge to pupils and to help them to make improved progress. While this is achieved well by most pupils, some find this new way of working difficult to manage. Within the

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new curriculum, visits and visitors are used well to extend learning. For its size, the school provides a good range of activities beyond the school day to enhance pupils' learning.

The small size of the school means that staff know their pupils extremely well. Pupils are given good support and high levels of care. The school has developed good relationships with parents and carers, and close links exist to enable them to support their children in their learning. Pupils told inspectors that they are extremely confident that if they have a problem there is always an adult in whom they can confide, knowing that it will be dealt with sympathetically. The school has developed good links with the receiving secondary schools and, as a result, effective transition arrangements are in place. Pupils with special educational needs and/or disabilities are supported well and make similar levels of progress to other groups of pupils.

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?

The staff and the governing body share a clear vision for moving the school forward and this is reflected in the school's development planning. Within this small school setting, much of the school development work is undertaken by the headteacher rather than a senior leadership team. Subject monitoring is satisfactory. While teachers maintain a watch on standards and progress in their subjects, particularly in mathematics and English, they do not undertake observations to establish the quality of teaching and learning in the subjects. Governance is satisfactory. Members of the governing body are very supportive to the headteacher and school, but are not fully involved in evaluating its performance or in planning for its future. They recognise the strengths of the school but are not as sure about what needs to be done to improve attainment or the progress made by pupils.

The school has developed good links with parents and carers. They say that the school cares for their children well and that if they have any concerns the staff are always available to discuss these with them. Good partnerships have been developed to support learning. The school enjoys solid links within the cluster of small schools in the area and has developed links with a large primary school in a nearby town to help pupils from both schools become aware of the differences other children experience in their school lives.

The school ensures that all pupils have equal opportunities to participate in all activities although children in the Early Years Foundation Stage make better progress than in other key stages. Arrangements for tackling discrimination are satisfactory. Safeguarding procedures are satisfactory. Appropriate policies are in place but the maintenance of records is not as meticulous as it could be. Staff are appropriately trained and understand

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their role in safeguarding pupils in their care. Arrangements to promote community cohesion are satisfactory. The school has good links with the local community and has recently developed links with a school in Uganda, although pupils' awareness of the wide range of cultures found in Great Britain is less well developed.

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	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 get a good start in Early Years Foundation Stage. They start school with skills that are generally below those expected for children of their age. They are given many opportunities to develop their skills through well-planned activities, and encouraged to participate in these by the staff. As a result, by the time they start in Year 1 most have reached the expected learning goals. Children come into school eager to start work and thrive in the stimulating environment. They continue to improve their social skills and play well together. The staff support children well and work alongside them to develop their skills in language and numeracy. The indoor and newly-developed outdoor learning areas are used well for children to participate in both adult-led and child-initiated activities. For example, children play on large toys, experiment with growing plants in their garden area and join together in role play activities which help to extend their speaking and listening skills. Children know about health issues and readily wash their hands before snack time and after using the toilet.

The Early Years Foundation Stage is well led. The leader is supported well by the Key Stage 1 teachers. The Early Years Foundation Stage leader maintains good records of children's progress. The information gained is used well to plan for their future learning. The staff enjoy good relationships with the parents and carers who appreciate the ready access to the staff at the beginning and end of the school day.

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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

Parents and carers overwhelmingly support the school and its work. They told inspectors that they could not wish for a better start for their children. They said that their children received high quality support whatever their abilities. Inspectors found that children make good progress in the Early Years Foundation Stage, but satisfactory progress overall. They found that children are cared-for and supported well, which helps them to feel exceptionally safe.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at East Halton 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 15 completed questionnaires by the end of the on-site inspection. In total, there are 59 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	73	4	27	0	0	0	0
The school keeps my child safe	13	87	2	13	0	0	0	0
My school informs me about my child's progress	8	53	7	47	0	0	0	0
My child is making enough progress at this school	10	67	5	33	0	0	0	0
The teaching is good at this school	8	53	7	47	0	0	0	0
The school helps me to support my child's learning	10	67	5	33	0	0	0	0
The school helps my child to have a healthy lifestyle	10	67	5	33	0	0	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)	9	60	6	40	0	0	0	0
The school meets my child's particular needs	8	53	7	47	0	0	0	0
The school deals effectively with unacceptable behaviour	7	47	7	47	1	7	0	0
The school takes account of my suggestions and concerns	5	33	9	60	1	7	0	0
The school is led and managed effectively	5	33	10	67	0	0	0	0
Overall, I am happy with my child's experience at this school	12	80	3	20	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

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.



10 June 2011

Dear Pupils

Inspection of East Halton Primary School, Immingham, DN40 3PJ

Thank you for the welcome you gave the inspectors when we came to visit your school recently. I would like to thank you for the help you gave us and let you know what we found out about your school.

You are given a satisfactory education. By the time you leave the school most of you reach standards that are about right for your age. Children in the Early Years Foundation Stage have a good start in their learning, but this slows down a little as you progress through the school. Your headteacher and the staff have introduced a new curriculum for you to help you to make better progress, but this is too recent to have helped you yet. The staff care for you and look after you well. You told us that you feel extremely safe at all times at school. You know that you should live healthy lives and you take part keenly in the sporting activities provided for you. You told us that you get on together very well. We were impressed by the work that the school council is doing on your behalf. Your behaviour is good overall, but occasionally some of you talk about other things when you should be working.

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

- help you to reach higher standards, particularly in English and mathematics
- make sure that the new curriculum is effective in helping you to make better progress
- make sure that all staff and the governing body are fully involved in checking what is good about the school and devising ways to improve it further.

You can help by attending school regularly and continuing to behave well.

Yours sincerely,

John Foster

Lead Inspector

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