

# Humberston Cloverfields Primary School

## Inspection report

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<b>Unique Reference Number</b>	117966
<b>Local Authority</b>	North East Lincolnshire
<b>Inspection number</b>	358229
<b>Inspection dates</b>	23–24 June 2011
<b>Reporting inspector</b>	John Foster

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	231
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Pippa Blake
<b>Headteacher</b>	Mrs Carole Spruce
<b>Date of previous school inspection</b>	4 March 2008
<b>School address</b>	St Thomas Close Humberston, Grimsby North East Lincs DN36 4HS
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## Introduction

This inspection was carried out by three additional inspectors. Thirteen lessons were observed and eight teachers seen. Meetings were held with parents and carers, groups of pupils, members of the governing body and staff. 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. Analysis of the 146 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.

- Whether the school's judgement of how well pupils make progress in relation to national data is accurate.
- How well the school has promoted community cohesion to make pupils aware of other cultures nationally and globally.
- Whether the quality of teaching across the school ensures that all pupils make similar rates of progress.

## Information about the school

The school is broadly an average sized primary school. Most pupils are of White British heritage, with the remaining from a wide range of 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 is below average, although the percentage with a statement of special educational needs is broadly average. The school has gained Healthy School status, the Activemark Award and the Bronze Eco-Schools Award.

The school premises are used by a private provider for pre- and after-school care. 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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Pupils are taught well and as a result make good progress in their learning. The school is well led and managed, with the headteacher providing a strong, positive steer to the school's work. In this she is supported fully by the senior leadership team. Governance is good. Most children start in the Reception class with skills that are below those expected, but they are eager and enthusiastic to learn and make good progress throughout their time in the Early Years Foundation Stage. By the end of Year 6, most pupils have made good progress as they move through the school and their attainment is above average overall. The main reason for the good progress made is the good and occasionally outstanding teaching they receive. However, the quality of teaching is inconsistent across the school, and there are some lessons where teaching and learning are no better than satisfactory because the pace of learning is too slow.

Pupils are enthusiastic about school and say that they feel extremely safe at all times. This is the result of the outstanding arrangements the school has for care, guidance and support for pupils. Their enthusiasm for school is shown in the high attendance levels. Pupils behave well overall and this helps their learning, because for most of the time, they concentrate well on the tasks set for them. Pupils make a good contribution to the school and the local community. Their spiritual, moral, social and cultural development is good. They have well-developed social skills and strong understanding of moral issues, although their knowledge of different cultures is less strong. The school provides a good curriculum for its pupils. It is adapted well to provide for all pupils' individual needs.

This is an inclusive school where leaders ensure that all pupils can benefit from what is offered. From the Early Years Foundation Stage onwards, parents and carers are made to feel welcome and are encouraged to support their children's learning. The members of the governing body have a clear picture of what the school does well and what needs improvement. However, the governing body has not yet been fully effective in ensuring the development of community cohesion in order to make pupils aware of the wide range of cultural differences within this country and globally. The arrangements for safeguarding are outstanding. The school's records are meticulous. The improvement in pupils' attainment, the excellent care given to pupils and leaders' and managers' clear understanding of the strengths and areas for development, place the school in a good position to sustain its improvement.

## What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by:
  - maintaining the current level of monitoring and support for teachers to ensure identified weaknesses are overcome

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- improving the quality of planning so that teaching in all lessons inspires pupils to learn
- ensuring that the pace of learning challenges all pupils in all lessons.
- Develop pupils' understanding of cultures nationally and globally by:
  - implementing the school's plans for community cohesion with more rigour
  - further developing the links with schools nationally, to ensure that pupils become more aware of the rich mix of cultures found in Great Britain
  - developing links with schools globally.

**Outcomes for individuals and groups of pupils****2**

Pupils' attainment has improved over recent years and most pupils attain above average standards. They achieve well, make good progress and clearly enjoy their learning. This has come about as a result of improved teaching and a well developed curriculum. Pupils, including those with special educational needs and/or disabilities make good progress in their learning throughout their time at the school. In the best lessons, pupils are enthused about what they are learning and because of this they make good progress. For example, in a Year 4/5 lesson, pupils had been researching aspects of the Second World War. In their groups they had prepared work to present to the other pupils about topics, such as 'The Blitz', 'Women's Work at War' and 'Rationing'. They were enthused by the topic and as a result, undertook their research in depth and worked on their tasks eagerly. In another lesson, Year 6 pupils had prepared games for Year 3 pupils to help them to develop their skills in numeracy. The preparation for these tasks was a good learning experience for the Year 6 pupils and the Year 3 pupils' knowledge of working with number was greatly enhanced through their experience.

Pupils told inspectors they feel totally safe at school and, should they have a problem, there is always an adult to whom they can talk, knowing that they will be listened to sympathetically. They know that they should eat healthy food and take regular exercise. The daily 'wake and shake' sessions help them to achieve this. Pupils' behaviour is good overall and at times is exemplary. Where their behaviour is particularly good in lessons they make good or better progress. Occasionally, however, when lessons are not as inspiring, they do not concentrate as well as they should. The school council represents the pupils well. Pupils readily undertake tasks around the school for the benefit of other children. They appreciate their local environment, helping to maintain the local roundabout they pass on their way to school. Pupils have a well developed sense of moral issues. They know that they should respect each other in order to gain respect themselves. Pupils have well- developed social skills and they all play well together at break times and work well together when required to do so in lessons. While their knowledge of different cultures found locally is good, they have limited knowledge of the wide cultural mix to be found in this country and globally.

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

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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 observed during the inspection ranged from satisfactory to outstanding, though overall it is good. The strongest teaching stems from the teacher's enthusiasm for the subject and the ways in which pupils are inspired to learn. In a Year 6 English lesson, for example, pupils were encouraged to use the best language they could to describe the emotions felt when learning about the Holocaust as part of their topic work. The learning moved forward at a fast pace and the relationships between the pupils and between pupils and their teacher were important elements of the outstanding learning. Pupils concentrated well, knew what was expected of them and reacted accordingly. Where teaching is less effective, planning does not identify clearly enough what is to be learned and this results in a slower pace to pupils' learning.

The school has recently revised the curriculum to make it more relevant to pupils' needs. The major change is the practical elements of the curriculum and the ways in which pupils have a greater say in what, and how, they are to learn. Pupils say that the new approach is a positive move and that they enjoy their work more than they did previously. The work done in school has encouraged pupils to undertake research at home to support their work in school. Information and communication technology is used well to support pupils' learning across the curriculum. While English skills are developed in other lessons, such as the history topic, the development of mathematical skills in other subjects is less effective. The school uses visits and visitors well to give pupils a greater understanding of their

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work. The school provides a good range of activities beyond the school day to support school work, and the take up of these activities is good.

The care, guidance and support provided for pupils are outstanding. The staff know pupils well and ensure that they are fully supported in their learning and in their pastoral care. Pupils are happy in school. This is shown in the high attendance figures. Care for those pupils whose circumstances make them potentially vulnerable is excellent. The school works very well with a range of outside agencies to ensure that pupils are supported well. Arrangements for transition are excellent. The school enjoys very good relationships with the receiving school and pupils are well prepared for the change. This was demonstrated when pupils who had left the school wrote to thank the staff for the support they had been given and to say how well they had settled into their new school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Leaders and managers share a positive vision for moving the school forward at a fast pace. The headteacher and senior leadership team monitor the work of the school well and give good support to the staff. The management of teaching and learning is good. Subject leaders monitor their subjects well, and support is given where weaknesses in teaching are found. The school recognises that this support needs to be maintained if the quality of learning in all lessons is to be good or better. The governing body is effective in monitoring the school's performance. Members of the governing body visit the school regularly, reporting back to fellow members on their findings. They know the strengths of the school and readily identify where improvements need to be made. They are fully involved in strategic planning for the school's future. The school enjoys good links with parents and carers. They are encouraged to take an active part in their children's education. Parents and carers have a very positive view of the school. This is an inclusive school where all pupils are given an opportunity to participate in the activities provided. Arrangements for tackling discrimination are good.

The arrangements for safeguarding pupils are outstanding. All statutory requirements are met and the records are of the highest quality. Training is up-to-date and relevant to pupils' needs. A realistic and thorough approach to safeguarding permeates school life. Arrangements for community cohesion are satisfactory. While pupils know about the range of cultures to be found locally, they are less aware of the rich mix of cultures found in the United Kingdom or worldwide. The school is aware of this and plans are in place to improve pupils' understanding of national cultures through links with a school in Nottingham.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Although children start in Reception with skills that are generally below those expected for their age, they are ready to learn and, because the Early Years Foundation Stage is well-organised and provides a stimulating environment, they make good progress in their learning. By the end of the Early Years Foundation Stage they are well prepared for their work in Key Stage 1. Children are taught well and quickly become confident learners. Teachers plan a range of exciting activities that capture children's interest and makes them want to learn. The children know the routines well and work with good levels of concentration and show a willingness to work with other children. They know that they should take good care of equipment and look after themselves while at school. The outdoor learning area is used well, but further development would ensure that this environment provides similar learning opportunities to the indoor area.

The Early Years Foundation Stage is managed effectively. Copious records are maintained of children's progress and learning and the information is used well to plan for future learning. The staff enjoy good relationships with the parents and carers. As a result, parents and carers make a significant contribution to their children's learning.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 the work it does for their children. A much larger than average percentage of parents and carers than is usual for primary schools returned the questionnaire and almost all had positive views of the school. For example, only two questionnaires indicated that their children did not like school and just one felt that the school did not keep children safe. A very small minority held other negative views, but inspectors' findings support the very large majority of parents and carers who held positive views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Humberston Cloverfields 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 146 completed questionnaires by the end of the on-site inspection. In total, there are 231 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	85	58	59	40	2	1	0	0
The school keeps my child safe	88	60	55	38	1	1	0	0
My school informs me about my child's progress	62	42	76	52	7	5	0	0
My child is making enough progress at this school	63	43	70	48	8	5	0	0
The teaching is good at this school	65	45	76	52	2	1	0	0
The school helps me to support my child's learning	57	39	75	51	10	7	0	0
The school helps my child to have a healthy lifestyle	62	42	75	51	6	4	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)	60	41	71	49	10	7	0	0
The school meets my child's particular needs	66	45	71	49	5	3	1	1
The school deals effectively with unacceptable behaviour	59	40	67	46	12	8	2	1
The school takes account of my suggestions and concerns	50	34	78	53	6	4	1	1
The school is led and managed effectively	68	47	69	47	5	3	0	0
Overall, I am happy with my child's experience at this school	77	53	57	39	6	4	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



27 June 2011

Dear Pupils,

**Inspection of Humberston Cloverfields Primary School, Grimsby, DN36 4HS**

Thank you for the welcome and help you gave the inspectors when we came to visit your school recently. This is what we found out about your school.

You are fortunate to attend a good school where the staff care for you outstandingly well. The arrangements to ensure that you are kept safe are excellent. You told us that you feel totally safe at all times and there is always an adult to talk to if you have a problem. You make good progress because for much of the time you are taught well and enjoy learning. This is clear from the way you come to school regularly. Occasionally, however, some of you lose concentration when the lessons teachers plan are not enjoyable enough for you. The new arrangements to organise what you are taught are good and you have more say in what, and how, you learn. You take good care of yourselves and of each other and you told us that there is no bullying at your school.

Your headteacher, the staff and the governing body all work together to give you the best education they can. However, while they have plans to give you more awareness of different cultures, these are not yet fully in place.

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

- make sure that you are always taught well
- make you more aware of different cultures in this country and in other countries.

You can help by continuing to attend school regularly and working as hard as you can.

Yours sincerely

John Foster

Lead Inspector

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