

# Hibaldstow Primary School

## Inspection report

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<b>Unique Reference Number</b>	117738
<b>Local Authority</b>	North Lincolnshire
<b>Inspection number</b>	366207
<b>Inspection dates</b>	7–8 July 2011
<b>Reporting inspector</b>	Marianne Young HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	96
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Keith Davis
<b>Headteacher</b>	Mr David Hinxman
<b>Date of previous school inspection</b>	10 November 2009
<b>School address</b>	Hopfield Hibaldstow, Brigg Lincolnshire DN20 9PN
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors. The inspectors visited four lessons, three of which were jointly observed with the executive headteacher and the executive deputy headteacher. Meetings were held with members of staff, groups of pupils, members of the governing body and a representative from the local authority. They observed the school's work and scrutinised various documents, including those relating to safeguarding.

The inspection team reviewed many aspects of the school's work. It looked in detail at the areas for improvement, from the previous inspection and also at the following areas.

- How well teachers plan and deliver lessons, ensuring that these meet and challenge the needs of all learners in their classes.
- Whether the information gathered by leaders and the governing body is being used and evaluated so that it can inform changes in provision, drive and secure capacity for improvement.

## Information about the school

Hibaldstow Primary is a smaller than average size village school. There are four classes with pupils from different year groups in each one. At its previous inspection, in November 2009, the school was judged to require special measures. A broadly average proportion of pupils are known to be eligible for free school meals. However, the proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is above that found nationally. Since September 2010, the school has been federated with a primary school in a neighbouring village. Both schools share an executive headteacher, executive deputy headteacher and governing body.

**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

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Hibaldstow Primary is a good school, that has improved rapidly since its previous inspection. Although the school has gone through a period of reorganisation, which resulted in the formation of a federation with a neighbouring school, this has been viewed positively by staff and pupils and has contributed significantly to the improvements noted by inspectors. Using the helpful tracking material to identify how well pupils are doing and planning lessons that challenge and engage them in their learning, are key factors in securing pupils' good progress.

The executive headteacher has not employed a 'quick fix' approach to improving the areas highlighted at the previous inspection. Together with the executive deputy headteacher and members of the governing body, he has supported and challenged staff, implementing strategic changes thoughtfully and appropriately. Consequently, sustainability is assured, as shown, not only by Year 6 pupils' improved attainment, but also by much better attainment and progress by other pupils throughout the school. This information and inspectors' observations confirm an enhanced picture. As a result, the school demonstrates good value for money and good capacity for improvement.

Teaching has improved and teachers report that they welcome the links with the federation, which enables them to share ideas, resources and together, consider pupils' work. Helpful training and support has contributed to improving, since the previous inspection, the overall quality of teaching. Despite improving attainment, leaders have already identified the need to ensure that pupils read with understanding and use this information correctly, when they write. Currently, pupils do not always make this link and, therefore, some find it difficult to reach the higher levels.

Pupils demonstrate pride when talking to visitors about their school and are positive about the more welcoming environment created by the changes to the fabric of the building. Members of the school council take an active part in decisions affecting pupils' welfare and they are also involved in the recruitment of staff. Older pupils talked enthusiastically about promoting their school and its work during the recent visit to the Lincolnshire Show. 'It was scary talking to different people, but exciting', were the main comments from pupils. Pupils talk knowledgably about their targets and how they can improve their work. Younger pupils especially, find lessons fun with the changes to the curriculum, especially enterprise activities, pinpointed as making a difference. Leaders have worked hard to re-engage parents and carers, but know that there is more to do. Similarly, although the school itself is a cohesive community and strong links have developed with local businesses, ensuring that pupils are appropriately prepared and understand life in a multi-cultural society, are less well developed.

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

- Sharing the best practice in lessons so that more pupils reach the higher levels in reading and writing.
- Strengthening links with parents and carers by seeking their views regularly and ensuring that they are involved in their child's education.
- Expanding pupils' awareness of community cohesion and life in a multicultural society by implementing the planned national and international links with other schools and organisations.

## Outcomes for individuals and groups of pupils

**2**

The progress made by all pupils, including those with special educational needs and/or disabilities is much more consistent, than previously, throughout the school. This is due to improved quality of lesson planning, which ensures appropriate challenge for individuals. Lesson observations, book scrutiny, the unvalidated results from the recent national tests in English and mathematics for pupils in Year 6, along with school data, reveal attainment is much improved, especially in mathematics. Regular progress checks and inspection evidence confirms that attainment is improving throughout the school, from a broadly average starting point and consequently, pupils are making up for previously lost ground, with some pupils making considerable gains in their learning. Inspectors noted that pupils who are new to learning English and those who find learning challenging make the most impressive improvements. This is due in part to the careful and appropriate support they receive.

Pupils report that they feel safe in school and understand the importance of a healthy lifestyle. They welcome pupils from other ethnic backgrounds, showing good awareness for others differences and similarities. However, leaders recognise the need for more direct contact to learn about other cultures and religions, in particular. Systems of letters home and text messages are effective in ensuring positive attendance by most pupils. Pupils particularly enjoy taking part in the thriving gardening club, growing their own flowers and vegetables. Pupils are polite to other adults and behave well, welcoming the improvements that have been made recently to the fabric of the building. The rewards system is welcomed and healthy competition takes place to see which class will win the most privileges each week. Pupils are involved in enterprise activities where they create, design and sell items which help pupils improve their basic and team-working skills and their understanding of the world of business.

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*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>	3
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>2</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>	3
<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?

Thorough marking, ensuring that pupils know and understand their targets, together with lessons that are planned appropriately to meet and challenge individuals, are key contributors to pupils' improved progress. Regular monitoring of teaching has been undertaken and a thorough programme of training provided. Consequently, inspection evidence and previous monitoring visits have noted that the quality of teaching has improved. Teachers' expectations of pupils' capabilities, including the presentation and content of their work, has increased. Pupils are enabled regularly to discuss their work in pairs or small groups. The deployment of teaching assistants together with their understanding, and that of the pupils, regarding the purpose of lessons, is much clearer.

Leaders have made changes to the curriculum that have ensured that pupils have more opportunities to improve their writing skills, both in their literacy lessons, but more importantly during other subjects. The culture and background of pupils from other countries are positively appreciated in school displays and curricular activities. Discussions with pupils indicate that all basic skills are now systematically developed in many subjects, especially through the external events, for example, during the visit to the Lincolnshire Show. Clubs and out-of-lesson events are popular and well attended and give pupils of different ages the chance to mix together.

Staff are sensitive and skilful in identifying and responding to the particular needs of individuals, particularly those who need particular support, for example, to develop their

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language development. Close monitoring of pupils' progress together with targeted support, especially for those who have fallen behind in literacy and numeracy, has resulted in accelerated progress. Good arrangements ensure that Year 6 pupils are well informed about the move to the next school. Welcoming new pupils and their families is a high priority for the school and as a result they settle easily into school routines.

*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>2</b>

## How effective are leadership and management?

The executive headteacher has been instrumental in changing the culture of the school and improving individuals' life chances and ambitions. New systems and procedures have been introduced, which clearly focus not only on the areas identified at the previous inspection, but also ensure that other aspects of the school's development are not neglected. He is very well supported by the executive deputy headteacher who has introduced a comprehensive and thorough pupil tracking system in the school. Following effective training, staff are able to use the information to inform their planning and to discuss knowledgeably, with leaders, how their pupils are doing during the regular meetings. This approach, together with staff taking responsibility for developing subject areas and initiatives, has strengthened accountability and ensured that staff are determined and able to improve pupils' attainment. This united approach also includes members of the governing body. They bring rigour and understanding to their role. Committees are well organised and through their visits, members of the governing body monitor and evaluate the work of the school regularly, enabling them to gather a realistic and accurate view.

Equal opportunities are developed thoroughly because leaders and teachers have a good understanding of individual pupils' capabilities and this has led to improvements in their attainment. Senior leaders demonstrate recommended good practice in the school's safeguarding systems. They are alert to potential risks and are proactive in collaborating with other agencies to reduce any risk to pupils. There is an effective strategic community cohesion plan for strengthening and developing further links with the community. Connections with Ghana and a school in Barnsley are, on the other hand, at early stage of development. Strenuous efforts are being made to involve parents and carers, who are more positive, in the life of the school. However, leaders recognise that seeking parents' and carers' views and involving them in their child's education is underdeveloped. The federation has, however, been a strong medium by which staff can share information and to moderate pupils' work.

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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>3</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>2</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**

From a starting point that is broadly typical for their age, children in the Early Years Foundation Stage, make good progress. Almost all exceed the goals expected, by the end of the Reception Year, in the different areas of learning, a similar picture to that found last year. School data and inspection evidence show that the current children have made better progress this year because planning and the quality of teaching has improved. Monitoring children's development, academically, emotionally and socially, have a high priority and are used well to plan next steps in their learning. Turn taking and sharing resources is encouraged successfully by adults as well as developing children's self-confidence and independence. Consequently, children are well cared for and integrate well with their peers, including those pupils in Year 1. Developing children's literacy and numeracy skills has had a high priority this year. A number of different strategies are employed, which has resulted in children enjoying and succeeding in these activities. They are able to write and count successfully because learning has a clear focus and they are proud to have their work displayed in the classroom. Leaders have improved considerably the external learning environment, an area for improvement at the last inspection. As a result, children are able to learn and play independently inside and outside, even in inclement weather. Senior leaders are monitoring closely the quality of provision, because currently the class is without a substantive leader. Nevertheless, it is evident that during this time, day-to-day systems run smoothly, provision continues to be developed and adapted to address individuals' particular needs so that children's skills continue to develop positively.



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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

Questionnaires for parents and carers are not normally distributed by Ofsted for special measures monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## 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.**



11 July 2011

Dear Pupils

**Inspection of Hibaldstow Primary School, Lincolnshire, DN20 9PN**

Thank you for making me and my colleague so welcome when we inspected your school last week. I have got to know the school well during my regular visits to check the progress being made and I am delighted to say that your school no longer requires special measures. It is providing you with a good standard of education. We both enjoyed talking to some of you and hearing about all the exciting events that you have been involved in, such as the Lincolnshire Show. Preparations for the Summer Fair were taking place last week and we were interested to see how you were using this event as a basis for your numeracy work, for example.

We noted that you are well cared for and enabled to contribute your ideas to improving the school. We know that many of you welcome all the hard work that has been done by your teachers and others painting the classrooms and improving the computer room. These cosmetic changes are important but there has been a team effort which means that many more of you are making the progress of which you are capable. Lessons are more exciting and you are working hard to reach and exceed the targets set for you.

Mr Hinxman, together with all staff and members of the governing body are determined that the school will continue to improve. I have agreed with him that there are some things that still need to happen. First, it is important that you understand what you are reading and use this information in your writing. He also wants to find ways of involving your parents and carers in your education; you can help by talking about school and getting them involved. Finally, he has some exciting plans so that you get to know about life in other schools.

I wish you every success and good wishes for the summer holidays.

Yours sincerely

Marianne Young

Her Majesty's Inspector

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