

# East Halton Primary School

College Road, East Halton, Immingham, Lincolnshire, DN40 3PJ

**Inspection dates** 28 February–1 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching does not promote good progress for all pupils.
- Not all pupils make expected progress in some year groups by the end of Key Stage 2.
- Too few pupils attain the higher levels in national tests and assessments.
- Pupils do not always build on their skills as they move from class to class, particularly in mathematics.
- Pupils do not always have clear enough guidance on how to improve their work.
- During a period of significant change in leadership the prime focus has been to ensure the smooth day to day management of the school. As such, school leaders have not been able to focus sufficiently on the progress pupils make in lessons and so have not been able to improve how well all teachers teach.
- Although current school leaders have a clear view of the school's strengths and areas in need of improvement, the monitoring of teaching has not been rigorous or regular enough since the previous inspection.

### The school has the following strengths

- In Years 5 and 6 pupils make or exceed the progress expected of them because of effective teaching.
- Many pupils are making faster progress in reading, because they enjoy a wide range of books and some improved teaching.
- The school provides a caring harmonious community. Pupils are polite and well-behaved, they feel safe and secure.
- The school has improved due to the committed staff team, effective governing body and the enhanced leadership skills gained through the collaborative partnership with a local primary school.

## Information about this inspection

- The inspector observed eight lessons, all of which were joint observations with the interim executive headteacher. The inspector also made several additional visits to lessons, scrutinised pupils' work, observed break times and listened to pupils reading.
- Meetings were held with pupils, school staff, senior leaders, members of the governing body and a representative from the local authority.
- A number of documents were examined. These included the school's own self-evaluation, the school improvement plan, information about pupils' progress and records relating to behaviour, attendance and safeguarding.
- The inspector took account of the views of parents through informal discussion with parents. Responses to the on-line questionnaire (Parent View) could not be accessed because there were not a sufficient number of parental responses.

## Inspection team

Fiona Gowers, Lead inspector

Additional Inspector

## Full report

### Information about this school

- East Halton Primary school is smaller than the average-sized primary school.
- The proportion of disabled pupils and those with special educational needs supported at school action, school action plus, or with a statement of special educational needs, is broadly average.
- Most pupils are of White British heritage.
- The proportion of pupils known to be eligible for the additional pupil premium government funding is below average.
- The proportion of pupils who join or leave the school during Key Stages 1 and 2 is greater than that found nationally.
- The school meets the government's current floor standards, which sets the minimum expectations for pupils' attainment and progress.
- The school has had several changes in leadership since the previous inspection.
- The school has recently entered into a collaboration arrangement with a local primary school, whose headteacher has been performing the role of the interim executive headteacher of East Halton Primary since September 2012. A consultation process is currently underway with a view to forming a hard federation between the two schools.

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

- Improve the quality of teaching to good or better by:
  - ensuring no learning time is wasted in lessons and between lessons
  - matching learning activities more precisely to the needs of all pupils
  - increasing how quickly pupils learn in all lessons
  - ensuring pupils consistently receive clear enough guidance on how to improve their work and that they are given time to act upon the feedback and marking provided.
- Improve achievement in every class by:
  - ensuring pupils systematically improve and extend their skills as they move from one class to the next, particularly in mathematics
  - ensuring all pupils make or exceed expected progress in all year groups
  - increase the proportion of pupils reaching the higher levels.
- Strengthen how well leaders and managers improve the quality of teaching by:
  - increasing the rigour and regularity of the monitoring of teaching and ensuring it focuses more precisely on how well teaching is helping pupils learn
  - increasing opportunities to share the best teaching practice within East Halton school and with other schools.

## Inspection judgements

### The achievement of pupils

### requires improvement

- When children start school their skills vary significantly from year to year. Typically children's starting points are generally in line with those expected for their age, but for some year groups they are below those expected.
- Levels of attainment at the end of Key Stage 1 and Key Stage 2 fluctuate. This is partly due to the differing starting points of the very small number of pupils in each year group.
- The above-average proportion of pupils who join and leave the school during Key Stages 1 and 2 can depress attainment in some year groups. However, inspection findings confirm that the majority of pupils make expected progress over time. Attainment at the end of Key Stage 1 and Key Stage 2 is broadly average, although attainment in mathematics remains just below the national average by the end of Year 6.
- The proportion of pupils who attain the above average levels in national tests and assessments is below that found nationally.
- The rate of progress made by pupils varies significantly from year group to year group, because the quality of teaching is inconsistent. In Years 5 and 6 most pupils make faster progress because of particularly effective teaching.
- Pupils make better progress in reading because they enjoy a wider range of books and some aspects of teaching have improved. Many pupils are developing into confident and enthusiastic readers by the end of Year 6.
- Pupils supported by additional pupil premium funding, including those known to be eligible for free school meals achieve as well as and sometimes better than other pupils because of the additional support and resources they receive. The standards they attain are in line with their peers. This is because the additional funding is used to help provide additional one to one and small group support, as required.
- Disabled pupils and those with special educational needs, including those supported at school action or school action plus, generally make expected progress because of the caring support provided. Equality of opportunity is promoted for these groups and helps them do as well as others in school.

### The quality of teaching

### requires improvement

- The quality of teaching varies significantly between classes. Most of the teaching requires improvement; however the older pupils in school receive good quality teaching.
- In the better lessons learning gets off to a fast pace and pupils enjoy a wide range of fun and stimulating activities. They work hard and respond enthusiastically to the teachers' high expectations. During one lesson some older pupils in school really enjoyed having to think hard as they carried out a range of practical activities to extend their understanding of fractions. A group of pupils agreed: 'We like doing hard work. It really helps us learn. Can we do it again please?'
- In lessons where the teaching is not as strong, learning activities are not matched so well to meet the needs of all pupils. Too often pupils of differing abilities are given the same tasks, so they are either too easy or difficult for many pupils. Too much time is wasted by pupils listening to the teacher talk for too long or whilst other pupils finish off their work. Expectations of what pupils can achieve are lower and the pace of learning in such lessons is slower.
- The teaching of reading has improved. In particular the school has established a library and purchased a much wider range of books and reading material since the previous inspection. This is motivating both boys and girls to read more widely.
- An increased emphasis on providing more opportunities for pupils to talk about their ideas is

starting to improve the quality of their writing.

- The teaching of mathematics is not always effective because teachers do not always take account of what a pupil already knows, understands or can do. This means pupils do not always consistently build on their mathematical skills as they move from class to class.
- Some more-able pupils get the opportunity to work with older pupils in the next class. This sometimes helps them make faster progress. However, too often the work provided for more-able pupils is too easy and this slows their rate of progress.
- The quality of marking is variable and its impact is limited. Pupils do not have clear enough guidance on how to improve their work or time to reflect and act upon feedback provided.
- Pupils with special educational needs receive caring support and this helps them perform at the same rate as other pupils in the class. However, learning activities for these pupils are not always adapted well enough to meet their interests and learning needs, and this can prevent them making faster progress.

### **The behaviour and safety of pupils** are good

- Pupils are friendly, polite and courteous. They nearly always behave well in lessons, although a few pupils occasionally lose interest a little if they have to sit and listen for too long to the teacher.
- The school provides a warm, nurturing environment. It fosters good relations and tackles discrimination.
- Each pupil is very much known as an individual. This helps pupils feel happy and grow in confidence. A group of pupils explained: 'We get on well with each other here because we are a small school and everyone knows each other'.
- Pupils are keen to do well and they maintain positive attitudes to learning. Their enjoyment of school is shown in the trend of above average attendance.
- Pupils who join the school during Key Stages 1 and 2 say they feel welcomed and well supported. One pupil explained: 'I really liked the school from the very first day I came here'.
- The school fosters pupils' spiritual, moral, social and cultural development well. Pupils show good levels of respect for each other and listen politely to the ideas of others. In the playground older pupils take the initiative to look after the younger pupils and they enjoy carrying out a range of roles of responsibility with maturity.
- Pupils say they feel safe in school. They say that bullying is rare, but add that if any unkind behaviour does occur then it is swiftly dealt with by adults at school.
- Those parents who made their views known to the inspector are positive about behaviour and safety and say that their children are happy to come to school.

### **The leadership and management** requires improvement

- The school has experienced several changes of leadership since the previous inspection. As a result, the monitoring of teaching and learning has lacked rigour and this has led to some inconsistencies in rates of pupil progress and in the quality of teaching.
- The effective self-evaluation of the interim executive headteacher and senior leader ensures plans for improvement have focused on the key areas of need.
- Despite undergoing a period of significant change the school has successfully maintained many of its existing strengths, such as: the strong caring ethos; good behaviour and an above average attendance trend. In addition some aspects of teaching have improved, the curriculum continues to improve and many pupils are making faster progress in reading.
- School leadership has been significantly strengthened through the more recent and developing collaborative practice with its partner school. The school is benefitting from the sharing of

expertise in many key areas, such as assessment, subject leadership, teaching and the curriculum. However the school acknowledges that there is even more scope for sharing of the best teaching practice both within school and with its partner school.

- The curriculum is improving. Increased opportunities to engage in learning activities around a particular theme, such as dragons and knights, is motivating pupils to learn. For example, pupils agreed that they enjoyed making the large scale class dragons and considering where the 'alien's egg' might have come from! Staff are working with leaders from their partner primary school to ensure that such activities continue to extend pupils' learning as well as enhance their enjoyment.
- Arrangements for keeping pupils safe in school meet current requirements.
- The local authority has provided appropriate support for the school during a period of significant changes in leadership. In particular the local authority has worked with the interim headteacher and governors and to ensure the school benefits from the developing collaboration with its partner school.
- **The governance of the school:**
  - The governing body has played a key role in developing the collaboration and then subsequent federation proposal with a local primary school. This has helped enhance and stabilise the leadership of the school since the previous inspection. Governors are developing a clearer view of the school's strengths and areas in need of improvement and are increasing their skills to both challenge and support the school in its school improvement drive. They are aware that the focus of performance management is now more sharply concentrated on ensuring teachers become more accountable for the progress of pupils in their class.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	117736
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	405718

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	55
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simon Halliwell
<b>Headteacher</b>	Caroline Breslin
<b>Date of previous school inspection</b>	8 June 2011
<b>Telephone number</b>	01469 540273
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