

# The Humberston C of E Primary School

Church Lane, Humberston, Grimsby, Lincolnshire, DN36 4HZ

**Inspection dates** 12–13 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		Requires improvement	3
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

- Pupils do not achieve well enough from their starting points because teaching is not consistently good.
- Pupils are not always clear about what they are meant to learn and how to do it.
- Their work is not often enough set at the right level to help pupils of all abilities, especially those capable of reaching higher levels, to make at least good progress.
- Pupils' individual literacy and numeracy targets are not enough of a focus in all lessons to help pupils to concentrate on what they most need to do to speed up their progress.
- Behaviour in lessons is too variable because not all teachers' expectations of behaviour are high enough.
- The behaviour policy is not always used consistently throughout the school.
- Checks of the quality of leaders' monitoring and their effectiveness in improving progress, teaching and behaviour are not always regular or systematic enough to provide a full and accurate picture of the school's performance.
- Findings from checks on the school's work are not always addressed promptly enough to quicken pupils' progress.
- Although the school regularly collects information about pupils' progress, it is not clearly enough presented to staff, governors and parents so that they are clear about the standards that pupils achieve and their progress.

### The school has the following strengths

- Pupils' progress in English through Key Stage 2 is good.
- Pupils feel safe in school.
- Attendance is above average.
- Information and communication technology (ICT) supports pupils' learning well.
- Pupils are becoming global citizens through the school's international links.

## Information about this inspection

- The inspectors observed 20 lessons of which three were observed jointly with the headteacher. The inspectors also listened to pupils read, attended an assembly and observed break and lunchtimes.
- They took account of the 33 responses to the online questionnaire (Parent View) and the 11 staff responses to their questionnaire.
- The inspectors held meetings with a group of pupils, governors, school leaders and a representative of the local authority.
- They observed the school’s work, including information about the achievement of all groups of pupils in each year group, the school improvement plan and samples of pupils’ work. They also looked at reviews of the quality of teaching, minutes of governing body meetings and policies relating to safeguarding, behaviour and attendance.

## Inspection team

Lynne Blakelock, Lead inspector

Additional Inspector

Karen Foster

Additional Inspector

Jane Salt

Additional Inspector

## Full report

### Information about this school

- This school is larger than the average-sized primary school.
- Most pupils come from White British backgrounds and speak English as their first language.
- The proportion of pupils entitled to support through the pupil premium (additional government funding for looked after children, pupils known to be eligible for free school meals and those from service families) is well below the national average. The school has no looked-after children on roll, nor any from service families.
- The proportion of disabled pupils and those who have special educational needs supported at school action is well below the national average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- No pupils spend any time educated away from the school.
- An after-school club, Cheeky Monkeys, held each week day during school terms, is managed by an outside provider.
- The school has partnerships with a secondary academy and several primary schools in order to strengthen teaching, learning and leadership.

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

- Improve teaching throughout the school in reading, writing and mathematics so that it is at least consistently good and speeds up pupils' progress, by making sure that:
  - pupils always know what they are expected to learn and how to achieve it
  - tasks are set at the right level to enable pupils of all levels, and particularly those capable of reaching higher levels, to achieve the very best that they can
  - pupils' individual literacy and numeracy targets are a major focus in lessons so that pupils know what they should most concentrate on.
- Make sure that behaviour is always good or better in lessons through ensuring that:
  - staff always have the highest expectations of behaviour
  - the behaviour policy is used in the same way throughout the school so that pupils are clear about how they should behave.
- Strengthen the effectiveness of leaders and managers at all levels by making sure that:
  - the headteacher checks very regularly the quality of leaders' practices and their impact on the quality of teaching, pupils' rate of progress and standards of behaviour
  - senior leaders ensure that all findings are addressed promptly in order to speed up pupils' progress
  - the school's information about pupils' achievement is always presented in a way that enables staff, governors and parents to understand what it is saying about pupils' standards and their progress in each year group.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils do not make progress quickly enough throughout the school because the quality of teaching is not consistently good. At the end of Year 6, standards are average.
- In the Reception Year, from levels and skills on entry that are typical for their age, the children make expected progress across a wide range of activities. They are starting to develop their thinking and enquiry skills, and they discuss their ideas and thoughts with other children and learn together cooperatively. By the end of the Early Years Foundation Stage, they achieve average standards.
- Pupils develop secure skills in pronouncing accurately the sounds that letters and groups of letters make (phonics) because from the Reception Year, reading and writing skills are taught daily and practised through the day. Pupils scored above average scores in the Year 1 phonics test last year and the school's predictions are similar this year.
- Throughout Key Stages 1 and 2, pupils make expected progress and reach average levels. Progress accelerates in Key Stage 2 in English and is good because teaching is regularly good.
- Not enough pupils reach higher levels in Key Stages 1 and 2 because work does not challenge them often enough to develop the skills in using and adapting what they know in a range of situations.
- All groups of pupils achieve similarly, including disabled pupils and those with special educational needs, the few pupils from minority ethnic groups and those who speak English as an additional language. Boys have performed less well than girls over time in English and mathematics, although the school's predictions for 2013 suggest a narrowing of the gap. In lessons where teaching does not interest boys, their progress is slower than girls. However, in a Year 4 lesson, boys concentrated hard, because like the girls, they enjoyed using IT to resource their learning about the origins of place names.
- The school uses pupil premium money to enable the pupils in Years 3 and 4 who are known to be eligible for the funding, to improve their writing skills and their behaviour. The school has no information available yet about whether the support is narrowing the gap between them and pupils not supported by extra funding. However, their attitudes to writing have improved and those who struggle to manage their conduct are behaving better because of the staff's support.

### The quality of teaching

### requires improvement

- The quality of teaching is inconsistent. Although there is some good teaching in several classes, in others it needs to improve and therefore the pace of pupils' progress is variable.
- Where teaching needs improvement, it does not always make clear to pupils what they are meant to be learning so progress is not as quick as it could be.
- Pupils are not regularly provided with tasks that match equally well the different levels at which they work. In particular, it is regularly not challenging enough for the more-able pupils.
- In good lessons, such as in English in Key Stage 2, teachers' high expectations, interesting tasks and lots of opportunities for pupils to learn for themselves, speed up their progress and increase their enjoyment of learning.
- Marking very often tells pupils what they have done well. In Year 6, marking matched very closely the aims of the lesson and provided particularly helpful advice to pupils on the next steps to take.
- Teaching focuses on improving pupils' literacy skills, especially writing, and including across subjects. Pupils in Year 6 enjoyed writing a formal letter about whether sand can be separated from grit, and in doing so, developed well their scientific vocabulary. However, the more-able pupils could have been challenged more.
- Pupils have individual targets, which are used with variable effectiveness to quicken the rate of

pupils' progress. Although in some classes, pupils use their target cards to remind them of their goals and to check their progress, targets are not consistently built into learning.

- Pupils enjoy using technology, including hand-held devices, to help them to learn, from the Reception Year onwards.
- Teaching supports pupils' spiritual, moral, social and cultural understanding, with regular chances for pupils to learn about the lifestyles, beliefs and traditions of others, through topics. Good international links have raised pupils' awareness of the fast changing world and the lifestyles of others.

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

### **requires improvement**

- Pupils' behaviour in lessons is variable. A few pupils in several classes become restless and off-task when teaching does not interest or challenge them accurately. However, many pupils always behave well in lessons and are a credit to the school. Pupils' behaviour is always good when teaching is good.
- Teachers' expectations of behaviour in lessons also vary and the behaviour policy is not always used in the same way or quickly enough to ensure pupils behave well in all lessons.
- Behaviour around the school is good and pupils get on well together and support each other at break and lunchtimes.
- Pupils like having responsibilities. Children in the Reception Year, for example, are proud to be monitors and carry out their jobs very sensibly. The school council, following requests from other pupils, have improved lunchtime play by making and displaying prominently five rules for playing football.
- Pupils feel safe because the school makes sure that they have a good understanding of possible dangers and how to avoid them. In particular, pupils speak confidently about how to use the internet carefully and safely.
- The school has a zero tolerance of bullying and this supports pupils' good security. Both pupils and parents say that that the school provides a safe and supportive environment.
- Pupils' attendance has been above average for several years and attendance rates of all pupils are checked regularly to ensure this continues.

### **The leadership and management**

### **requires improvement**

- Leaders' impact on the quality of teaching and the curriculum has not been sufficient to enable pupils to make good progress throughout the school.
- Nevertheless, the headteacher knows the school's needs and the school development plan reflects the right priorities to help it to improve. They link accurately to teachers' performance targets in the school's efforts to drive pupils' progress more consistently. Teachers are not given pay increases unless there is good evidence over time that they have met their targets.
- The school's judgements of teaching during the inspection matched those of the inspection team. However, over time, its judgements of the proportion of good teaching are too generous in some cases and do not match its own data about the pace of pupils' progress.
- Since the previous inspection, the school has introduced a new leadership structure and leaders are getting to grips with their demanding monitoring roles. All of the staff show great commitment to the school in their efforts to improve it.
- Appropriate systems have been established by the headteacher to check the school's performance. However, inspection evidence shows that it is not always systematic or regular enough. It means that the school does not always have a fully accurate picture of its performance and leaders' impact on the pace of pupils' progress and the quality of teaching and behaviour.

- Information about pupils' achievement is collected regularly. It is not yet analysed or presented to staff, parents and governors in a way that means they understand what it says about pupils' standards and their progress. Yearly pupil reports do not give specific enough information about pupils' performance and levels.
  - The school has made learning more enjoyable. Pupils enjoy topics, which provide broader learning and enable them to use their writing and mathematics skills in other subjects. Rightly, most learning is based around literacy and numeracy. Interesting and meaningful links have been made with pupils living in other countries, which have led to their growing cultural understanding. Information and communication technology (ICT) is used imaginatively as a resource for learning. However, the curriculum needs to improve because work is not regularly a good enough match to the levels at which pupils are working to raise standards.
  - The school's links with parents provide increasing opportunities for regular communication about pupils' academic development and their well-being. This includes the quite recent extension of workshops for parents which offer them more opportunities to support their children's progress.
  - The local authority continues to provide very appropriate advice and support for leaders and also to teachers in strengthening their teaching. Partnerships with local schools enable staff to observe, for example, good and better teaching and to see how other schools teach specific skills.
  - Safeguarding procedures meet the statutory requirements.
  - **The governance of the school:**
    - The governors regularly challenge the school's actions. They are increasingly effective in doing this because they know a lot about the school and are finding out more for themselves about its work. Several governors know what national data are saying about pupils' progress in comparison with all pupils in the country. They also know that pupils' work is not consistently challenging enough. Members of the governing body have started observing lessons. This has been an aspect which until recently they have been dependent on the headteacher to provide. They regularly visit school to view different aspects of its work. Governors do not agree to pay rises for teachers unless they have evidence that over a period of time, targets have been met and pupils' progress accelerated.
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## 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>	118012
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	405738

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	263
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Margaret Solomon
<b>Headteacher</b>	Richard Dawson
<b>Date of previous school inspection</b>	28 March 2011
<b>Telephone number</b>	01472 813474
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