

CfBT Inspection Services
Suite 22
West Lancs Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 1231231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566868
Direct F 01695 729320
Direct email:
pnuttie@cfbt.com



11 July 2013

Mr Richard Dawson
Headteacher
The Humberston CofE Primary School
Church Lane
Humberston
Grimsby
Lincolnshire
DN36 4HZ

Dear Mr Dawson

Requires improvement: monitoring inspection visit to The Humberston CofE Primary School, North East Lincolnshire

Following my visit to your school on 10 July 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit I held meetings with you and other members of the senior leadership team, members of the Governing Body and a representative of the local authority. A representative of the diocese of Lincoln attended the oral feedback at the end of my visit. Accompanied by you, I made a series of brief lesson visits. I evaluated the school's action plans and looked at information about performance management and the written feedback leaders give to teachers after they have observed a lesson.

Context

One member of the senior leadership team and one class teacher are due to leave the school at the end of this term. The senior leadership team is being restructured ready for September.

Main findings

Leaders have started to take action to improve the school. The phase leaders are taking effective steps to use the information they have about the quality of teaching to plan how they can drive improvements. The written feedback they give to teachers makes helpful comments but it is not clear enough about how teaching is having an impact on learning. The phase leaders offer appropriate help when they spot teachers are not performing as well as they could. However, this is not always done with sufficient urgency and this has the potential to slow down the rate of the school's improvement.

Leaders, teachers, pupils, parents and governors have all contributed to a new behaviour policy. Each classroom displays the expectations of pupils' behaviour clearly so everyone knows the rules and what is expected of them. Teachers do not always make best use of the expectations by routinely reminding pupils if they become distracted.

In past years leaders have put in place several innovations to support improvement but these have not always succeeded because checks were not regular or demanding enough. Leaders and governors are now acutely aware of the need to make sure they are tenacious in securing rapid and sustained improvement. There is now an increased appetite for improvement in the school. The headteacher has recently used what he learned from a recent leadership seminar to adjust the school's action plan. This now identifies clear 'milestones' when leaders will check on the progress the school is making. This is a helpful document because it outlines what leaders expect to see at different points in time. Leaders are continuing to work on these to make them even more precise so that governors and teachers have a clear picture of what success will look like.

Governors continue to make regular visits to the school but these are not always tied tightly to checking the impact of leaders' actions on improving the school. They have sound plans to refine the focus of their visits next term. Teachers' performance is linked to how they are rewarded and governors check targets are met. However, some of the targets are not sufficiently challenging or linked clearly to the progress made by pupils.

Leaders have implemented a new phonics policy and this is already reaping benefits and pupils are making better progress with their reading in Key Stage 1. The school's monitoring checks show that reading lessons have also improved as a result of recent training.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- Refine the 'milestones' in the school's action plan to make it clear to leaders and governors exactly what they are looking for when they monitor the progress the school is making.
- Review the way targets are set for teachers' performance to take account of pupils' progress.
- Make sure regular and rigorous checks actions to improve the school are used to respond swiftly to emerging issues to sustain a rapid rate of improvement.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority has increased its involvement with the school and this has been effective. For example, phase leaders have completed joint observations with a representative of the local authority and as a result are more confident in spotting what needs to improve in teaching and giving feedback to teachers. A local leader in education is due to start work with the school to enhance the quality of leaders' checks on pupils' work and the quality of teaching.

I am copying this letter to the Chair of the Governing Body, the diocese of Lincoln and the Director of Children's Services for North East Lincolnshire

Yours sincerely

Joan Hewitt

Her Majesty's Inspector