

The Humberston CofE Primary School

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

Inspection dates 21–22 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils progress well in their learning from starting school with skills and knowledge which are broadly typical for their age. On leaving school at the end of Year 6, they attain standards which are above average.
- Good teaching results in pupils achieving well over time. Progress made in learning during lessons is beginning to accelerate to a very fast rate.
- The curriculum is exceptionally well designed to help pupils learn well.
- Pupils in all year groups are now making strong progress in improving their reading, writing and mathematical skills because of effective teaching. Pupils have a love of reading because they are taught to read so well in school.
- Disabled pupils and those with special educational needs make strong progress in their learning because of effective support provided by highly skilled teaching assistants. School data show most of them make similar or better rates of progress in their learning compared to other pupils.
- Pupils are exceptionally polite, well mannered and very well behaved both in classrooms and when playing on the playground, where they are very safe. This is a major improvement since the previous inspection.
- Early years is well led and managed and provides a secure start for children from where they can improve their knowledge and skills at a fast rate.
- Under the inspirational and dynamic leadership of the headteacher, the highly focused staff team who work with her exceedingly well have collectively improved the school rapidly and it continues to improve well.
- Governors have an exceptionally robust and clear understanding of pupils' performance data which show how well pupils are achieving. They use this very well to identify what they should do to improve the school even further.
- School leaders and managers are seen as very effective by the local authority and the Diocese of Lincoln who use school leaders and other senior staff to support improvement in weaker schools.

It is not yet an outstanding school because

- Very slight variations in progress in learning made between groups of pupils such as boys and girls remain in reading, writing and mathematics.
- Very occasionally, pupils are not given high quality information about what they should do to improve their learning further.
- A small amount of learning time is wasted in some lessons which slows the rate of learning for a few pupils.

Information about this inspection

- The inspectors observed teaching and learning in lessons, or part lessons.
- Meetings were held with the headteacher, school staff and two governors, including the Chair of the Governing Body. The lead inspector also met with a representative of the local authority and a representative from the Diocese of Lincoln.
- The inspectors held discussions with parents on the playground and groups of pupils in school. They also spoke informally to pupils in lessons, during break times and at lunchtime. One parent sent a message to the lead inspector via the inspection service provider.
- The inspectors scrutinised the work pupils produced during lessons and in their books over time. They also listened to a small number of pupils from Year 1 and Year 2 read.
- The inspectors observed the work of the school and looked at the latest school data on pupils' achievement and the progress they are currently making. They scrutinised development plans and information on the performance of teachers as well as safeguarding information, behaviour logs, attendance records and minutes of recent governing body meetings.
- The inspectors took account of the 46 responses to the online Parent View questionnaire as well as the 27 responses to the staff questionnaire.

Inspection team

Declan McCauley, Lead inspector

Additional Inspector

Gary Bevin

Additional Inspector

Full report

Information about this school

- This school is slightly smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is fewer than 4%, which is well below the national average.
- The proportion of disadvantaged pupils at the school is fewer than 8%, which is well below the national average. (The term disadvantaged pupils is used to describe those pupils who are known to be eligible for free school meals and those who are looked after by the local authority). These pupils receive additional support from pupil premium funding.
- Most pupils are of White British heritage.
- The school meets the government's current floor standard, which sets out the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.
- The headteacher worked with the school as a local leader of education from October 2013 and was appointed headteacher in April 2014.

What does the school need to do to improve further?

- Strengthen the quality of teaching to accelerate achievement in reading, writing and mathematics for all pupils by:
 - making sure there is no wasted learning time
 - ensuring that pupils are provided with consistently high quality information on what they should do to improve their learning further.

Inspection judgements

The leadership and management are outstanding

- The headteacher has successfully driven rapid and secure improvement with determination and guile since taking up her appointment in April 2014. There has been exceedingly fast improvement in all areas of the school's work since she took the reins. Before taking up the headship, the headteacher supported the school very effectively as a local leader of education.
- Senior leaders and those responsible for managing subjects such as literacy and numeracy are tenacious in their approach to securing further improvement and together with the headteacher they have an exceedingly determined focus on bringing about as much improvement as they possibly can. The leadership of teaching is strong and has been a key element in improving achievement for pupils. Middle leaders are exceedingly effective in their roles, having contributed successfully to the many improvements in school.
- School leaders have very successfully created a rich and stimulating learning environment in which pupils thrive. There is a clear focus on ensuring good teaching is supporting pupils well in their learning. The highest standards of behaviour are insisted upon and result in classrooms which are calm and ordered, where pupils are able to progress well in their learning.
- School leaders and managers work effectively to promote equal opportunities and foster good relations between all pupils and adults in school. There is no discrimination in school either in lessons or on the playground because it would not be tolerated by pupils or staff.
- The small proportion of disadvantaged pupils are well supported in school through the well focused spending of the pupil premium.
- The curriculum has been radically overhauled by senior leaders and staff. It is exceptionally well designed to enable pupils to develop their skills well in a wide range of subjects. Pupils display a mastery of skills which they are able to use exceedingly well in other subjects. This enables them to become successful learners.
- Pupils are well prepared for living in modern Britain by the values which underpin all learning which takes place in school. Pupils' spiritual, moral, social and cultural development is well promoted by the curriculum.
- The school has in place exceptionally robust and strong processes for keeping pupils safe in school. These more than meet statutory requirements and are exceedingly effective.
- The local authority supports the school well. It provides a low level of support to the school because it is confident the school leaders will maintain, and further build upon, the current good standards. The local authority see this as a flagship school and arrange for many teachers from other schools to visit to help them improve their own schools. Likewise, the Diocese of Lincoln use school staff to support other schools very effectively.
- Additional funding provided to develop school sport is being used effectively in school. Pupils report they are involved in many extra sports, such as badminton before school. Coaches are supporting teachers in developing their sports teaching skills so they can teach additional sports in the future.
- **The governance of the school:**
 - Governance is exceptionally effective. Governors have an exceedingly accurate view of the strengths and weaknesses within school. They have clear plans for improving the quality of teaching so it becomes outstanding. They regularly undertake training with school staff on nationally published data which tell them how well pupils are achieving. This gives governors the opportunity to ask very challenging questions of staff about any identified slight underperformance. The performance of staff is carefully overseen by governors and strong processes for managing staff performance are fully in place. Weaker teaching, at the time of the previous inspection, has successfully been eradicated and governors reward strong performance well. Governors have worked with the headteacher on ensuring effective changes to the teaching staff since her appointment to ensure that only those teachers with a desire for the best for all pupils are teaching in the school. Members of the governing body are seen as a powerful catalyst for change and school improvement.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding.
- Around school pupils are exceedingly polite both towards each other and all adults. They welcome visitors and display a tangible sense of pride in their school. Regularly they hold doors open for each other and visitors and exchange cheery greetings. They display a real sense of pride in their appearance, in their smart uniforms and in their school.
- Pupils in school report a total transformation in behaviour since the new headteacher started at the school. They say they are now able to learn much better because pupils behave very well in lessons. Parents and staff agree pupils behave exceptionally well in school. This has had a positive impact on achievement which has improved well.
- Lessons proceed well without interruption because pupils understand how important it is that they behave exceptionally well and allow the rest of the class to learn. They show respect towards each other and would not entertain the idea of disturbing the learning of others.
- The school hall is an exceptionally orderly place at lunchtime where pupils eat and enjoy socialising.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils are kept exceptionally safe throughout their time in school because leaders, managers and all staff work diligently to ensure they are totally safe.
- Pupils have an exceptionally good understanding of how to keep themselves safe both in school and in the community. They understand clearly how to keep themselves safe when using the internet because of how well they have been alerted to the potential hazards by school staff.
- Before anyone is permitted to work at the school they undergo rigorous employment checks. Systems for recording these checks have been carried out fully, are diligently maintained and kept up to date.
- All child protection training is up to date and senior staff have an exceptionally clear understanding of what to do if any concerns are shared with them.

The quality of teaching is good

- Teaching over time has resulted in good achievement for pupils in reading, writing and mathematics. From starting school with skills and knowledge which are broadly typical for their age pupils make good progress throughout their time in school and leave Year 6 attaining standards which are above average.
- The quality of teaching has improved well since the previous inspection. Pupils are now making much faster progress in their learning because of better teaching. The teaching of mathematics and reading is particularly strong within school. Pupils enjoy learning when activities interest and excite them, so their passion for learning is ignited.
- Groups of pupils such as disabled pupils and those with special educational needs and disadvantaged pupils achieve well because their very specific and individual needs are so well catered for. The systems which are in place in school to track pupils' progress are used very precisely to measure rates of progress and anyone identified as falling slightly behind is given additional support to bring about faster improvement.
- School data show those pupils who are most able are now making fast progress in their learning. This is because they are challenged well to do their best. Learning takes place in a culture of high expectation and pupils rise to this, explaining that only their very best work is acceptable.
- Many teachers are expert at enabling pupils to master the use of skills in a range of subjects empowering pupils to become successful in their learning and secure a good level of understanding. Displays are used well around classrooms to support learning in lessons as pupils know where to look if they are unsure of anything. Pupils explain they enjoy learning in the bright, stimulating classrooms. The building was totally renovated during the summer of 2014. It is now exceptionally clean and bright and promotes effective learning well.
- Pupils in a younger class were observed successfully creating posters using a wide range of adjectives which would encourage others to eat fruit and vegetables. They carefully explained that if they saw a poster saying, 'please eat soft, juicy, delicious plums' they would be more likely to eat plums than if the poster just read 'please eat plums'. Pupils are questioned well by teachers who consider pupils' responses carefully to help them understand how well their teaching is helping pupils to progress in their learning.

- Teaching assistants are highly skilled at supporting pupils in their learning. They make a strong impact and play an important role in enabling pupils to achieve well.
- Pupils' books show that many teachers mark pupils' work regularly and well, giving them high quality information about what they should do to improve their learning further, although this is not totally consistent throughout the school. Occasionally, a small amount of learning time is wasted for a few pupils when they sit for too long waiting for a teacher to move to them and explain what their learning task is all about.

The achievement of pupils

is good

- Throughout school, pupils are now achieving well because of the strong improvements in the quality of teaching.
- From children's individual starting points with knowledge and skills which are broadly typical for their age they progress well through early years and continue to make good progress in Key Stage 1 and Key Stage 2, resulting in above average standards at the end of Year 6 in reading, writing and mathematics.
- Pupils are taught to read particularly well. They learn the sounds which letters make (phonics) well. Compared to other pupils nationally, they attain well when tested. In 2014, in the national phonics screening check, they were above average. Pupils speak with a real passion about their reading and how well they are taught to read at school. They also speak confidently about how they learn well in mathematics. They are positive and keen about having many more opportunities to produce longer pieces of writing.
- In 2014, there was a very small proportion of disadvantaged pupils in Year 6 and it is not possible to make a reliable comparison with the attainment and progress of other pupils in school or nationally.
- Disabled pupils and those with special educational needs achieve well. They are well supported in their learning by teaching assistants and teachers who meet their learning needs well through a range of additional learning tasks which are designed to accelerate progress in their learning.
- The rate at which pupils are learning is now accelerating. School data show that the proportions of pupils who are at, or predicted to exceed, expectations for their age are increasing well because of the exceptionally well designed curriculum and good teaching.
- The most able pupils achieve well overall. At the end of Year 2 in 2014, the proportions of these pupils attaining the highest levels were above average in reading, writing and mathematics. At the end of Year 6 in 2014, the most able pupils attained above average standards in writing and average standards in mathematics. Their attainment was slightly less strong in reading, grammar, punctuation and spelling although school data show this is not the case for pupils in school now and school predictions for 2015 are much stronger.
- There remain very slight variations in the rates of progress which boys make compared to girls in their learning in reading, writing and mathematics.

The early years provision

is good

- When children start school they quickly settle into school routines and get a good start to their learning and development because of the effective arrangements which the school has for working closely with local nurseries and parents. In the early years, staff work as an effective team with the interest of the child at the centre. Similarly, when pupils move into Year 1, they are well supported in their transition by the caring, nurturing and supportive staff team.
- Early years is well led and managed. There is a strong sense of an effective team who ensure the best possible learning and development opportunities are provided for all children. The classroom and outdoor areas are used well to promote effective learning. The quality of teaching across early years is good.
- Children behave well at all times; they are exceedingly polite and caring towards each other which supports their effective learning and development. The outdoor area is used well; children socialise with each other well while enjoying their learning.
- School data show children make strong progress from the time they start in early years and many are well prepared to make the move into Year 1 at the end of the Reception year. The proportion of children reaching a good level of development in 2014 was just above average and has increased over the past three years. This shows the early years is successful at preparing children well for the next stage of their education.
- Confident children explained to an inspector, over breakfast in their play kitchen, how fruit such as bananas are much healthier for you than a burger as a banana would be one of your 'five a day'.
- Children are kept safe at all times in early years because this is a high priority for the staff team.

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

Unique reference number	118012
Local authority	North East Lincolnshire
Inspection number	453757

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	250
Appropriate authority	The governing body
Chair	Tracey Andrews
Headteacher	Jo Everitt
Date of previous school inspection	12 March 2013
Telephone number	01472 813474
Fax number	Not applicable
Email address	office@hcep.co.uk

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