

Althorpe and Keadby Primary School

Station Road, Keadby, Scunthorpe, North Lincolnshire DN17 3BN

Inspection dates

17–18 April 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher leads a strong and committed staff team. The school is a calm, happy place where pupils receive the support they need to achieve well. All leaders and staff are determined that pupils succeed both in their personal and academic development.
- Leaders and governors have an accurate understanding of the school's strengths and areas for further development. They show determination and ambition to improve the school's performance.
- The headteacher, subject leaders and phase leaders all check the quality of teaching, learning and assessment closely to ensure that pupils stay on track to make good progress.
- The quality of teaching is good. Leaders ensure that staff receive appropriate training to develop their practice. As a result, pupils make good progress. Overall outcomes in 2017 were above the national average in reading, writing and mathematics in all key stages.
- On occasions, the most able pupils are not challenged sufficiently in their learning to achieve more. In 2017, too few achieved at greater depth in any subject.
- Work in pupils' workbooks and the school's assessments reflect a more positive picture this year. In all subjects an increasing number of pupils are working at the higher standard.
- Disadvantaged pupils make good progress and achieve outcomes which are in line with those of their peers and all pupils nationally.
- Teaching assistants support pupils effectively. Pupils who have special educational needs (SEN) and/or disabilities receive focused support so that they make good progress.
- Children in the early years achieve well. They benefit from effective teaching in a safe and well-organised learning environment.
- The teaching of phonics is effective. However, pupils sometimes fail to use their phonics to spell accurately when writing.
- Occasionally, particularly in mathematics, when not guided sufficiently, pupils lack the confidence to attempt higher-level tasks if left to choose from the options teachers plan.
- Pupils behave well at all times. Their personal development, behaviour and welfare are good. They thrive and flourish in the caring environment the school provides for them.
- The attendance of a few pupils is too low to ensure that they achieve as well as they could.
- Parents and carers value highly the care and support the school provides for children and their families.

Full report

What does the school need to do to improve further?

- Ensure that leaders check more closely that teachers' planning provides stretch and challenge for those pupils capable of achieving the higher standards in reading, writing and mathematics.
- Do more to promote pupils' confidence and self-belief when choosing the level of work they do independently, particularly in writing and mathematics.
- Ensure that pupils apply their basic skills of spelling, grammar and punctuation, and calculation accurately across all subjects.
- Continue to promote pupils' regular attendance and reduce persistent absence through closer work with parents.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has worked with relentless determination and passion to improve the quality of education that pupils receive. She is ably supported by highly committed staff and governors. She has high expectations of staff, pupils and parents and provides strong leadership to effect school improvement to benefit pupils and their families.
- The school is an engaging, lively environment where pupils feel safe and valued. They trust staff to look after them as they grow and flourish both in their academic and personal development. Parents speak highly of the school and all it does for children. As one parent commented, 'I wish I had been to a school like this – it is brilliant here.'
- Senior leaders, including governors, have an accurate understanding of the school's strengths and weaknesses. The headteacher ensures that staff benefit from well-targeted professional development to improve the quality of teaching and learning.
- Leaders manage the performance of staff well. They hold teachers to account for pupils' outcomes and ask challenging questions about individual pupils to check if any are at risk of falling behind. Leaders implement actions to tackle any underperformance quickly. Raising outcomes is high priority throughout. Current progress information for pupils in the school shows that the proportion making good progress is high. An increasing number of pupils are working at greater depth in all classes and all subjects.
- Leaders use additional funding effectively to support disadvantaged pupils and those who have SEN and/or disabilities. For example, funding is used to employ additional teachers and teaching assistants who provide targeted support for vulnerable pupils. Consequently, the difference in achievement between disadvantaged pupils and other pupils in the school has closed. These pupils achieve as well as all pupils nationally.
- The school uses its sport premium funding effectively to increase pupils' participation in sporting competitions and to provide additional activities that all pupils undertake on a daily basis, like running, to promote pupils' health and well-being. Sports clubs and outdoor pursuits are highly popular among pupils of all ages.
- The curriculum is broad and balanced and motivates pupils to learn effectively. Pupils particularly enjoy timed 'maths challenges' that increase their mental agility and fluency. Basic skills in literacy and numeracy are developed systematically as pupils progress through the school. As improving writing is a priority, opportunities to write at length are carefully considered to provide links with other subjects. Extra-curricular clubs offer pupils further experiences in science, reading, sewing, music and drama. These support pupils to develop a range of skills as well as their personal interests.
- Pupils' social, moral, spiritual and cultural development is promoted well. Pupils have a good understanding of British values as they prepare for life in modern Britain. In assemblies, pupils learn about mental and physical well-being, healthy eating, exercise, being considerate of one another and the whole-school ethos of high aspiration.
- Most pupils attend school regularly because they love being there. Overall attendance is close to the national average. Despite the school's best efforts to raise attendance and eradicate persistent absences, issues still remain among a few vulnerable pupils.

Governance of the school

- There have been a number of changes in governance since the previous inspection in order to strengthen the capacity of leadership at the school. Governors have the skills to hold leaders to account for continued school improvement and do so effectively.
- Governors have a good understanding of the strengths and areas for improvement. The headteacher provides detailed reports regarding the school's performance. Governors use this information to ask appropriate and often challenging questions of the headteacher and senior leaders. Governors know where the quality of teaching is strong and where further improvement is required. They challenge pupil performance data in depth. They are frequent visitors in school, reviewing teaching and learning and checking that school improvements are having the impact they should.
- Leaders and governors seek external verification regularly regarding the school's performance. They work with representatives from the local authority and partner schools to evaluate the quality of their work and its impact on raising pupils' outcomes.
- Governors monitor finances closely in order to inform development planning. They evaluate the impact of additional funding, including the pupil premium and sport premium allocations. They ensure that pupils receive high-quality and effective support to enable them to make good progress in their academic and personal development.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding arrangements meet all statutory requirements well. Staff ensure that pupils are safe at school and that they learn about how to stay safe outside school. For example, pupils know the dangers posed by the internet and social media sites.
- All staff and governors are up to date with their safeguarding training and understand the procedures to follow if they have any concerns about a child. Regular reminders regarding the expectations placed on them to keep children safe contribute effectively to the school's strong culture of safeguarding. Staff follow up pupil absences promptly if parents have not notified the school in advance. As a result, pupils are kept safe.
- The school works closely with other agencies to safeguard pupils' well-being. There is a sharp focus on child protection at all times. The school has a number of very vulnerable pupils who face challenging circumstances in their lives. The governors and all staff are vigilant in their duty of care responsibilities and follow all safeguarding procedures rigorously and pursue concerns with outside agencies promptly when required.

Quality of teaching, learning and assessment

Good

- The quality of teaching over time is typically good. Work in pupils' books across a range of subjects shows that most make good progress from their individual starting points.
- Teachers work well with their colleagues, including teaching assistants, to make learning interesting and engaging. Senior leaders and subject leaders support teachers in their planning to build successfully on what pupils can already do. Assessment has improved over recent years and the information is accurate and reliable. Leaders are quick to identify where pupils are at risk of falling behind their targets and organise

additional support to help them catch up. As a result, most pupils make good progress.

- Teachers use their good subject knowledge to knit learning across subjects so that pupils practise their basic skills in literacy and numeracy more frequently. These skills are taught effectively in English and mathematic lessons. However, occasionally, in their eagerness to complete tasks, a few pupils make careless errors, for example in their spelling, grammar and punctuation, or in the way they set out multi-step calculations. These failings, if unchallenged, detract from the overall quality of pupils' work.
- Staff create a positive climate for learning in all classes. Teachers' expectations of pupils' behaviour are consistently high. Most respond well to all that is asked of them and classrooms generally are a hive of discussion and thinking. Pupils particularly enjoy timed tests and elements of competition encourage them to improve their performance.
- Teachers use well-crafted questions to deepen pupils' learning, evaluate their progress and identify pupils' misconceptions. They tackle these quickly so that learning moves on swiftly. While most pupils challenge themselves well by choosing tasks at the higher levels, a number lack self-confidence to take risks for fear of failing. Pupils trust all staff and know that teachers are there to help them but a few select easier options than they are well capable of tackling if urged.
- Teachers provide suitably challenging work for the most able pupils. This enables pupils to apply their skills and demonstrate their potential. Improvements in teaching and teachers' assessments this year have been particularly effective in enabling more pupils to work at greater depth in their learning in reading, writing and mathematics. Occasionally, some of these pupils are ready for further challenge sooner. They repeat concepts they have already mastered and so their progress slows.
- Teachers have engendered a love of reading among pupils. Pupils are keen to read and they talk about their books enthusiastically. Through regular class discussions, pupils are becoming more confident in interpreting complex texts, retrieving information to demonstrate their understanding and acquiring a wider vocabulary to apply in their writing. Most read regularly at home, hence standards in reading are rising rapidly.
- The teaching of phonics is effective from the early years through to key stage 1. The school's performance in the Year 1 phonics screening check is consistently above the national average.
- Pupils have a good grounding in the 'tools' they need to write fluently and at length, for example accounts in history and reports in science. As one pupil explained, 'If you know lots of words, you can make writing more interesting and exciting, like a proper author.' However, a number find writing a challenge, so too few attain at higher levels.
- The teaching of mathematics has also been strengthened. The focus on thinking and reasoning skills is promoted effectively and pupils' mental agility in number and data handling is developing strongly. Pupils enjoy problem-solving activities and persevere even when they find new concepts difficult to grasp initially.
- Teaching assistants are well trained and use their skills effectively to tailor support for those who have SEN and/or disabilities. They are sensitive to the welfare of pupils, helping to manage their behaviour so that they continue to learn during the lesson.
- Disadvantaged pupils make good progress throughout. They are closely monitored and

different strategies are used to help them do as well as their classmates.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils form very good relationships with staff and each other and value their friendship. They thrive in the school's caring environment, knowing help is at hand if they are worried or upset. Throughout the school, staff show high regard for pupils' welfare and pupils follow their good example in the kindness and care they show to each other.
- Leaders know the complex challenges some pupils face in their lives and support pupils' individual needs sensitively. Support for families and pupils who have difficulties is good. One parent said, 'The school always has the best interests of children at its heart and all staff treat you with respect. They go out of their way to help you here.'
- Pupils are overwhelmingly positive about the support and care they receive from adults. They say this helps them in class when they learn. Teachers establish clear routines so that pupils work together well when they share and discuss ideas.
- Pupils have a good understanding of different forms of bullying and e-safety. They know that name-calling, inappropriate language or any form of discrimination is wrong and that teachers will deal with any incidents promptly. As one pupil explained, 'If you bully anyone, you get into trouble with the teachers and the school tells your parents and you get into more trouble.' Pupils report that on the rare occasions bullying does happen, they know exactly who to go to with their concerns.
- Pupils have many opportunities to take up roles and responsibilities such as school councillors and house captains and looking after Bramblebank Wood, where they camp and explore the natural world. Being elected for these roles gives them a good understanding of the democratic process and public service and promotes their attitudes of care and tolerance. The school raises pupils' aspirations through activities that take them beyond the local area, for example visits to London and other places, to experience the wider world in which they are growing up and their place in society.

Behaviour

- The behaviour of pupils is good.
- Pupils' conduct in lessons and around school is particularly good. Most concentrate well, complete work with enthusiasm and demonstrate good attitudes to learning. At breaktimes, pupils play safely and sensibly with others, respect those who want peace and quiet and befriend anyone on their own.
- A few pupils find it difficult to manage their behaviour and emotions at times. Staff support these pupils effectively and classmates know to be sensitive to their needs. The school maintains detailed records of the few behaviour incidents that happen. All staff know the pupils very well and so can provide the guidance and support needed.
- Pupils enjoy school and most attend regularly. Overall attendance is slightly below the national average. Despite the school's best efforts, including instigating legal action, a few pupils miss too much school and this hinders their progress. This rose to above the national average in 2017 and continues to be an improvement priority.

Outcomes for pupils

Good

- The school's current achievement information and work in pupils' books show that pupils are making faster progress than found previously in reading, mathematics and writing. An increased number are working at greater depth in all classes throughout.
- In the 2017 national assessments, a higher proportion of pupils than seen nationally attained the expected standards in reading, writing and mathematics at the end of Year 2 and Year 6. Middle-attaining pupils performed particularly well at the end of both key stages. Pupils' performance in mathematics at the end of Year 2 was in the top 10% nationally. Teaching in these subjects has improved significantly in the last two years.
- However, in all subjects in 2017 a lower-than-average proportion attained the higher standard. At the end of Year 2, no pupils attained at greater depth in writing. Basic writing skills are promoted effectively from the early years and pupils in all classes have good opportunities to write at length in English and other subjects. Outcomes are rising steadily. A few pupils lack confidence in their ability and so find writing a challenge.
- Pupils throughout are increasingly more confident in their reading. The teaching of phonics is good and following the broadly average outcomes in reading in 2017, the school has placed greater emphasis on developing pupils' comprehension skills and widening their vocabulary. Pupils are developing their reading skills effectively. Pupils use their knowledge of phonics to decode unknown words and read them correctly, subsequently. The most able pupils read fluently, with expression and enjoyment.
- Outcomes in mathematics are consistently strong for most pupils because basic numeracy skills are embedded well. For example, pupils understand the relationship between multiplication and division and know how to check their answers by applying the inverse calculation. They enjoy timed tests to speed up their mental agility and understand well why mathematics is important in their everyday lives, for example in handling money, reading timetables and calculating percentages when shopping in the sales. The most able pupils could be moved on to harder challenges earlier.
- Disadvantaged pupils progress well. The differences between their performance and that of other pupils in the school have closed as a result of the effective use of the additional funding to support them in making faster progress. Occasionally, they outperform their classmates because of the effective support they receive.
- Pupils who have SEN and/or disabilities are also supported effectively. The school has a strong reputation for working well with these pupils and as a result, some classes have a high proportion of pupils with additional needs. Staff plan for these pupils sensitively, enabling them to make progress and be ready for the next stage of their education.
- As a result of good teaching in the early years and Year 1, pupils' outcomes in the Year 1 phonics screening check have been above the national average for the past three years.
- Outcomes in science are consistently strong because pupils enjoy practical work. For example, they observe with avid interest changes in the seasons as they explore the woodland area and know the impact of light and temperature on plant growth. Investigations engage pupils effectively as they plan and carry out experiments. This develops their understanding of predicting, measuring and recording their findings.

Early years provision

Good

- Children enter the pre-school setting with a wide range of skills and experiences. Many children enter with skills that are well below those expected for their age, especially in communication; literacy and language; and personal, social and emotional development.
- The provision for two-year-olds is highly effective in preparing these children for life in the Nursery. They learn routines expected of them as they relate to others and develop confidence in managing themselves appropriately as they learn and play. As children's communication skills are generally less well developed when they start in the school, staff continually encourage them to talk about their learning as they play.
- Leadership of the early years is good. Staff carry out frequent assessments which enable them to plan activities to meet children's needs and interests effectively. Strong teamwork supports teachers' planning to meet the needs of every child. Home visits, before children start school, are highly informative about children's starting points. Individual needs are identified early and staff act promptly if concerns arise regarding any child's well-being or development. Care of children is high priority for all staff.
- Teaching is consistently good and this enables all children to make good progress. The strong emphasis on learning phonics helps children to be able to read and write accurately. Staff focus on developing children's speech and language skills. Children learn to tell stories and engage in imaginative play in free-flow and outside spaces. This supports the development of these skills effectively. The proportion of children achieving the expected standard at the end of the Reception Year has typically been above the national average; a number of children are exceeding expectations this year.
- Children behave well and respond appropriately to instructions and guidance. They play sensibly and safely with each other, sharing toys and other equipment generously. As a result, they learn to become independent and relate to others confidently.
- Children of all ages come together regularly to work and play. These times highlight how far they have progressed from starting as two-year-olds to preparing for Year 1. Some make exceptional strides in their learning in literacy and numeracy as well as their personal development. They are safe and happy at school and enjoy being there.
- Provision in the early years both inside and outside is well planned to engage and entice children. Staff make sure children experience everything on offer and monitor children's responses closely. Children go on nature walks in Bramblebank Wood looking for Gruffalo footprints and Stickman's family. The campfire pit provides a venue where they can see marshmallows melting and experience the warmth and smell of burning wood. They understand that fires can be dangerous and destructive if not contained.
- Parents are well involved in their children's education in the pre-school and early years classes. The school's 'family links' provision and 'book chat' sessions give parents an insight as to how they can support their children's learning at home. They know their children are safe and well cared for at school and value the support the school provides to families. Summer holiday events and other social occasions the school offers add further enrichment to the lives of children and their families.

School details

Unique reference number	117726
Local authority	North Lincolnshire
Inspection number	10048190

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

Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	234
Appropriate authority	The governing body
Chair	Kathryn Russell
Headteacher	Sarah Tate
Telephone number	01724 782344
Website	www.althorpe.northlincs.dbprimary.com
Email address	admin.althorpekeadby@northlincs.gov.uk
Date of previous inspection	16–17 March 2016

Information about this school

- The school is smaller than the average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils supported through the pupil premium is above average.
- The proportion of pupils who have SEN and/or disabilities is average.
- The proportion of pupils who have an education, health and care plan is above the national average.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.
- Children start the early years with part-time education in the new two-year-old provision. Part-time education continues in the Nursery for children who are three years old. In Reception, children receive full-time education.

Information about this inspection

- Inspectors observed teaching and learning across the school, with senior leaders joining them on a number of occasions. They also looked at pupils' work in books, records of children's learning in the early years and other information about pupils' attainment and progress with senior leaders.
- Inspectors listened to pupils read and held discussions with two groups of pupils. They also talked informally with pupils around the school.
- Inspectors met a group of four governors, including the chair of the governing body. They also had discussions with staff in the school, including the leader responsible for the provision for pupils who have SEN and/or disabilities, the leader for the early years and the leaders for English and mathematics.
- Inspectors met with two representatives of the local authority.
- Inspectors examined a range of documents. These included information about pupils' attainment and progress, the school's reviews of its own performance and records of monitoring visits by other providers. They also examined safeguarding documentation and various records of pupils' attendance and behaviour.
- Inspectors considered the 23 responses to Ofsted's online survey, Parent View, and talked informally with parents at the start of the school day. They also took into consideration the 32 responses to Ofsted's staff survey and the 18 responses to Ofsted's pupil questionnaire as well as talking with staff and pupils.

Inspection team

Rajinder Harrison, lead inspector

Ofsted Inspector

Lee Haynes

Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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