

Alkborough Primary School

Whitton Road, Alkborough, Scunthorpe, Lincolnshire DN15 9JG

Inspection dates

11–12 September 2018

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

Summary of key findings for parents and pupils

This is an outstanding school

- The ambition of the governing body and the headteachers' high expectations have led to high standards in pupils' achievement and behaviour. The school has an excellent culture for learning.
- Senior leaders' professional expertise has maintained and developed high-quality teaching, learning and assessment.
- Pupils' attainment at key stage 1 was high in 2017 and higher in 2018.
- Leaders' decisive action and effective professional development have overcome a dip in performance at key stage 2 following the introduction of the new national curriculum and assessment.
- In 2018, pupils at the end of key stage 2 made very good progress in mathematics and writing. Attainment was high in mathematics, especially in arithmetic. Pupils make strong progress in all year groups.
- Children develop rapidly in Reception due to high-quality assessment and teaching in the early years.
- Pupils behave with a high level of maturity and mutual respect.
- The very well-planned curriculum and extensive extra-curricular activities enrich and extend the learning and development of all pupils.
- Excellent personalised support for pupils' individual needs promotes pupils' welfare and development extremely well.

Full report

What does the school need to do to improve further?

- Make sure that pupils consistently make as much progress in reading as in mathematics by the end of key stage 2.
- Ensure that children get off to a faster start in Nursery by encouraging parents to send their children to school for more sessions.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher's high expectations of learning and behaviour have created an excellent environment for learning and for high achievement. Senior leaders give expert leadership for teaching and learning. Staff work together as a strong and coherent team and share high aspirations. The headteacher and the school are rightly held in high regard by parents.
- Following the introduction of the new national curriculum and assessment, outcomes dipped at the end of key stage 2. Decisive action and effective professional development in the last two years have improved the teaching of mathematics and are rapidly improving the teaching of reading. As a result, outcomes are outstanding at the end of key stage 1 and at least good at the end of key stage 2, with outstanding attainment and progress in mathematics. Current pupils have made strong progress in all year groups.
- Leaders have a very well organised system for recording the progress of pupils against the learning goals for each subject across the curriculum and in each year group. This gives an exact picture for staff, pupils and parents. Targets set high expectations for pupils' achievement. Leaders analyse test results promptly and scrupulously. This term, the highly proactive senior leaders have already implemented actions arising from the 2018 tests to improve aspects of learning rapidly.
- Parents are extremely positive about leaders' support for children who have special educational needs (SEN) and/or disabilities or other vulnerabilities. They praise the responsiveness of the headteacher and leaders' effective actions, which have met their child's and family's needs.
- Leaders use funding for the pupil premium and for special educational needs highly effectively to give tailored support for pupils' individual needs. As a result, these pupils make significant strides in their personal and social development. They also achieve well in relation to their academic starting points, considering the obstacles they overcome.
- Leaders' deployment of funding for physical education (PE) and sports is also highly effective. The range of sports has increased. Leaders audit participation in the popular sports clubs carefully and ensure that all less-active pupils also take part in team sport.
- The excellent curriculum provides a broad range of subjects in a well-established two-year programme which is well planned and systematically assessed. Pupils talk enthusiastically about their learning in other subjects of the curriculum as well as in English and mathematics. Pupils benefit from many enrichment activities that widen experience and extend learning. The extent of extra activities for pupils is very impressive for a small school. Key stage 1 pupils introduced themselves to me in French in their weekly French club. Staff make excellent use of the well-kept school garden to develop pupils' creativity and their understanding of science work. The breakfast club provides an enjoyable and calm start to the day.
- The extensive range of school responsibilities taken on by many pupils prepares pupils very well for adult life in Britain. They develop their understanding of diverse cultures

well, for example through a visit to a Sikh temple. The strong sense of community in the school promotes mutual respect and adherence to shared British values. Pupils' spiritual, moral, social and cultural development is excellent.

Governance of the school

- Governors understand the strengths and weaknesses of the school and closely check plans and the actions taken to bring about improvements. They are well informed about developments and have a first-hand knowledge of teaching and learning through visits to classrooms and discussions of pupils' work. Governors focus strongly on further improving outcomes for all pupils, including pupils who have SEN and/or disabilities and the disadvantaged.

Safeguarding

- The arrangements for safeguarding are effective. Good communication and close relationships between staff, pupils and parents promote a strong culture of safeguarding. Staff are up to date with safeguarding training and communicate any concerns to leaders promptly. Safeguarding records are methodical. Leaders act very promptly to tackle any safeguarding concerns and they involve other agencies in ways that make a real difference to pupils and parents. Well-informed governors keep a close check on safeguarding procedures and staff training.

Quality of teaching, learning and assessment

Outstanding

- Teachers use their detailed knowledge of pupils expertly and they accurately match learning activities to pupils' needs. This results in consistently strong progress by pupils across the school.
- In mathematics, teachers make sure that each pupil routinely works at the stage of learning they are at. As a result, pupils of different ages and abilities in the same class consistently make strong progress from their individual starting points.
- Frequent practising of basic skills in mathematics has ensured that pupils reach high standards in arithmetic.
- Structured and purposeful teaching of writing consistently makes strong links between the teaching of grammar and pupils' independent writing. Pupils productively draft and revise their writing over a series of lessons. This has enabled pupils to make strong progress in their writing and to reach high standards.
- Teachers and teaching assistants give particularly clear explanations and instructions. These motivate pupils and enable them to achieve specific objectives. Teachers and other adults question pupils very carefully to check learning and extend understanding.
- Accurately targeted and carefully structured teaching of phonics develops pupils' basic skills in reading very securely and methodically. Engaging activities, such as the use of puppets, leads to high participation in speaking and listening to letters and sounds. The highly effective support by teaching assistants enables all pupils to catch up and reach the required standard in phonics in Year 1.

- In 2017, Year 6 boys did not make good progress in reading at the end of key stage 2. New strategies for teaching reading, an improved library, more one-to-one support for weaker and less enthusiastic readers, and a reading club run by Year 6 pupils have contributed to improvements in pupils' progress and enjoyment in reading at key stage 2. Pupils' skill in making inferences is a relative weakness and is a school priority for improvement.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils have excellent attitudes to learning. They work independently and cooperatively, with a high level of concentration in lessons.
- Parents are extremely positive about the high quality of personalised support for pupils and their families. The school fosters a close relationship with parents and leaders are highly responsive to individual pupils' needs and their emotional well-being. Leaders' prompt and effective action, including support from other agencies, has enabled vulnerable pupils and those who have SEN and/or disabilities to develop and thrive.
- Leaders promote pupils' physical well-being and development very well. Staff ensure that less-active pupils, who do not take part in the well-attended school sports clubs, take part in extra team sport activities. Teachers regularly inject an enjoyable five-minute physical dance activity into learning times, which energises pupils well. Pupils enjoy the physical and personal challenge of the regular residential trips.
- Pupils develop a strong awareness of how to stay safe. Pupils trained in internet safety have given presentations to parents and other year groups and answered questions. Anti-bullying ambassadors confirmed that bullying is a very rare occurrence.
- As part of the curriculum, leaders organise a well-planned careers event with outside speakers. This exemplifies the school's strong record of preparing pupils for adult life and the next stage of their education.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils behave with a high level of maturity. Many take on responsibilities around the school for practical tasks, buddying other pupils and running clubs, the school council and charitable activities. They take these responsibilities seriously and they develop an adult approach to their role in the school and wider community.
- Pupils are highly respectful of each other and of staff and they communicate in a calm, open and friendly manner.
- The rewards system successfully promotes high standards of behaviour and pupils value the activities they can win.
- Pupils really enjoy playtime because the adult supervision and playground buddies make them feel safe and they have excellent resources for play. Key stage 1 pupils had

a great time with the dressing-up box in the playground.

- Attendance is consistently above average.

Outcomes for pupils

Outstanding

- In the early years, children make strong progress from an overall typical starting point. In 2018, a higher than average proportion exceeded the early learning goals in reading and mathematics. This is due to teaching that is highly responsive to children's needs and leaders' high expectations of children's development.
- Over the last four years, almost all pupils met the required standard in phonics in Year 1, due to highly effective teaching by teachers and teaching assistants.
- In 2017, at the end of key stage 1, attainment in reading, writing and mathematics was in the top 10% nationally. In 2018, attainment is even higher because a high proportion of pupils achieved a greater depth in reading, writing and mathematics. Pupils make outstanding progress and achieve high standards at key stage 1, due to excellent subject leadership, high-quality teaching and exceptional support from teaching assistants.
- In 2018, at the end of key stage 2, the proportions reaching the expected standard in reading, writing and mathematics were well above the provisional national average. The proportions achieving the high standard were above the provisional national averages in reading, writing and mathematics. All pupils met the expected standard in mathematics. Attainment was particularly high in arithmetic. The highly positive outcomes in mathematics are due to leaders' highly effective approach to teaching and assessing mathematics.
- In 2018, Year 6 pupils made strong progress in writing and mathematics from their starting points at key stage 1. The most able pupils made outstanding progress in reading, writing and mathematics. Pupils' progress in reading, overall, was broadly average and much better than the previous year, due to improvements in the teaching of reading.
- Teacher assessment accurately matched external tests in Year 6. Reliable assessment information about current pupils shows a consistently strong picture across the school in each year group and subject. At the end of the summer term, the standards achieved by most pupils were at least at age-related expectations and a good proportion were at a higher level.
- Disadvantaged pupils and pupils who have SEN and/or disabilities receive accurately tailored support which meets their personal and academic needs and enables them to make good progress.

Early years provision

Outstanding

- The high ratio of staff to children enables adults to be highly responsive to each child's needs. Adults acquire a very detailed knowledge of each child, which they deploy to great effect in their continuous interactions with all children.
- In 2018, the proportion of children reaching a good level of development at the end of Reception was above average. All children who were in Reception for the full year

reached a good level of development and many exceeded the standard. Over recent years, the few disadvantaged children have all reached a good level of development.

- The proportion of children that exceeded the early learning goals in reading has been consistently well above national averages for three years. The high quality of phonics teaching contributes to this success.
- In 2018, half of the children exceeded the early learning goals in both reading and mathematics, which is higher than found nationally in previous years. Children make rapid progress from their overall typical starting points because of adults' correct and detailed assessment of their needs and teachers' prompt action to take them to the next step.
- Leaders promote the development of the most able children exceptionally well by placing Reception children in Year 1 groups for targeted activities. This has accelerated their progress.
- Children who have SEN and/or disabilities receive excellent support from staff and other agencies, which enables children to settle and progress well.
- Children are very well prepared to start Year 1 because leaders manage the transition very smoothly. Reception pupils regularly play and learn from key stage 1 pupils, for example in the highly stimulating and well-structured outdoor learning in the school garden.
- Leaders have developed the outdoor area well to provide a stimulating and well-managed learning environment. In one session, children were deeply involved in a sustained imaginative outdoor play session. In another they were hunting keenly for letters and numbers and responsibly recording their findings on clipboards. On both occasions, adults developed children's language carefully, extended their understanding and successfully promoted developmental play.
- Children play calmly and cooperatively without distraction and interact very well with each other and with adults.
- Because of professional development, staff are sharpening the way they focus on the needs of specific children and work more closely with their parents.
- Parents have a high opinion of the early years. They often contribute information that adds to the assessment of children's development.
- Staff have a very close relationship with local childcare providers, which supports transition very well. This term's new children were settling in very well.
- Children in Nursery only attend three mornings a week on average, which can limit opportunities for their development. Leaders are considering how to encourage parents to send their children for more sessions so that children can get off to a faster start.

School details

Unique reference number	117725
Local authority	North Lincolnshire
Inspection number	10048189

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	66
Appropriate authority	The governing body
Chair	Amanda Walker
Headteacher	Kristina Webb
Telephone number	01724 720301
Website	www.alkboroughps.co.uk
Email address	admin.alkborough@northlincs.gov.uk
Date of previous inspection	17–18 January 2012

Information about this school

- It is much smaller than the average-sized primary school.
- Class sizes are much smaller than average.
- The proportion of pupils currently supported by the pupil premium is average.
- Most pupils are White British.
- The proportion of pupils who receive support for SEN and/or disabilities or who have an education, health and care plan is average.
- A higher proportion than average join or leave the school at other than the normal times.
- The school provides a breakfast club.

Information about this inspection

- The inspector observed teaching and learning in all year groups.
- He met with pupils, heard pupils read and observed and talked with pupils around school.
- The inspector met with the headteacher and phase and subject leaders. He also met the chair of governors and a representative of the local authority.
- He scrutinised pupils' work from different year groups alongside school leaders.
- The inspector looked at documentation including the school's self-evaluation and improvement plans. He also considered information about pupils' attainment and progress, behaviour, attendance and safety.
- The inspector spoke to several parents before school.

Inspection team

Bernard Campbell, lead inspector

Her Majesty's Inspector

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