

# East Halton Primary School

College Road, East Halton, Immingham, Lincolnshire DN40 3PJ

## Inspection dates

20–21 March 2019

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

## Summary of key findings for parents and pupils

### This is a good school

- Parents and carers speak highly of East Halton Primary School; they talk about staff 'going above and beyond to make school a positive experience for children'.
- Since the previous inspection, leaders have ensured that the good quality of teaching has been maintained. The design and organisation of the curriculum now provides good opportunities for pupils to utilise their writing and mathematical skills.
- Effective leaders from across the federation regularly scrutinise and evaluate the impact of curriculum initiatives. Their skills and expertise provide well-directed professional development for staff.
- Teachers use assessment well to plan for mixed-aged classes, although there are some weaknesses in writing. Mathematics tasks do not always challenge the most able pupils.
- Governors have a sound understanding of where teaching is good and/or less effective. The lack of clarity in the school's self-evaluation and development plan hinders governors' effectiveness in monitoring and evaluating the impact of the school's work.
- Pupils enjoy reading. Younger pupils apply their phonics skills accurately to decode words. Older pupils read with confidence, although do not have a secure understanding of different authors' styles of writing.
- The pupil premium funding is used effectively to provide intervention teaching for the few disadvantaged pupils. This has improved their progress.
- The achievement of pupils with special educational needs and/or disabilities (SEND) is good. Leaders ensure that these pupils receive the quality of teaching and support which meets their needs.
- Procedures for safeguarding pupils are effective. As a result, pupils say they feel safe and parents agree. Pupils behave well and show good attitudes to learning.
- Children in the early years are settled in school. Adults are not effectively developing children's language skills through their play or ensuring that activities are always purposeful.

## Full report

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

- Improve the quality of teaching to raise pupils' attainment in writing and mathematics, by:
  - planning lessons which develop pupils' understanding of authors' styles which they can adopt in their own writing
  - giving more opportunities in key stage 1 for pupils to write from their own interests
  - consistently applying the school's marking policy in pupils' written work
  - raising the standard of pupils' spellings
  - providing the most able pupils with challenging mathematical problems.
- Ensure that leaders and managers:
  - update the school website
  - devise a development plan which is used by all leaders and governors to monitor and evaluate the school's effectiveness.
- Improve the quality of teaching and learning in the early years, by:
  - planning classroom and outside activities chosen by the children which have a clear purpose for learning and develop the skills that the children need to learn
  - promoting spoken and written language through all activities
  - ensuring that adults interact with children's play to further their learning.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The executive headteacher is well supported by the head of school and a team of senior leaders. The collaborative working across the federation has largely been effective in securing good-quality teaching and learning, particularly in key stage 2.
- Leaders have ensured that there is a culture where staff are dedicated to improving their practice. Subject leaders are highly effective. They bring to the school an energy and drive in reviewing their specific areas of responsibility, evaluating the impact of any initiatives they have introduced and providing professional guidance.
- The school has overhauled its assessment system for monitoring pupils' progress and attainment. Professional development has been provided to ensure that teachers' assessment is used effectively to plan lessons. This means that teachers and leaders have an accurate picture of how well pupils are doing. As a result, intervention actions to provide additional support are well directed and have improved the progress for these pupils.
- Since the school's previous inspection, there have been further changes in governors, staffing and the recent inclusion of a third school into the federation. While this time of change has generally been managed well, it has resulted in a lack of focus in some areas.
- The school's self-evaluation lacks clarity in identifying weaknesses, particularly in the foundation stage. The school development plan is not effectively used to provide a clear steer, particularly for governors to accurately monitor and evaluate the work of the school. The school and local authority have recognised these shortcomings and have already arranged a review of these aspects of the school's work which will include an overhaul of the school's website to ensure that it complies with requirements.
- The school has very effective relationships with parents and the local community and this is reflected in the Ofsted questionnaire, Parent View. All parents and carers who responded, would recommend the school to others and those who responded in writing to the inspection survey were overwhelmingly positive and talked about the strengths in leadership and management. This was also endorsed by the positive staff survey.
- The leadership of special educational needs and/or disabilities is effective. There are no pupils eligible for additional funding. The few pupils in school identified as requiring some support are well catered for and this is clearly outlined in their individual learning plans and resourced by the school.
- The school's organisation and delivery of the curriculum is well thought through to meet the needs of mixed-age classes. This is reflected in the pupils' enthusiasm for a range of subjects and the visits that are arranged to enhance pupils' understanding of a particular subject. During the inspection, pupils in key stage 1 keenly told the lead inspector about their recent visit to the Streetlife Museum in Hull and were busily writing an account of their visit.
- Pupils are well prepared for life in modern Britain and have a good understanding of British values. The curriculum is well planned to meet the needs of pupils from a local community, but caters for the diversity in communities not so far away. This good

planning means that the curriculum provides a range of experiences to foster pupils' spiritual, social, moral and cultural development.

- A small number of pupils are known to be eligible for support through the pupil premium. The school provides extra teaching and programmes of support for disadvantaged pupils to improve their progress.
- The primary physical education and sport funding has been used effectively to provide expertise. Pupils have access to a broad range of clubs and competitive sports opportunities, with which they enthusiastically engage.

## **Governance of the school**

- Governors are clearly dedicated to supporting East Halton. They regularly visit the school to discuss their areas of responsibility with subject leaders. They have an overview about the quality of teaching and learning but cannot always clearly articulate the strengths and weaknesses of the school.
- Governors are prepared to challenge the headteacher and have been effective in tackling weak teaching which has now brought about some improvements and stability of staffing, particularly in key stage 1.
- There are few disadvantaged pupils in the school. Governors have directed funding to supporting some of these pupils with additional teaching, access to extra-curricular activities and providing pastoral support. This has had a positive effect on the progress of these particular pupils. Governors review how well these pupils are doing but have not published an evaluation of this expenditure on the school's website.
- Governors are conversant with their statutory duties for safeguarding, ensuring that staff are recruited with careful consideration.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders have created a safe culture to take care of their pupils and are vigilant in checking up that procedures are implemented to protect pupils. All staff understand their obligations for safeguarding and this is emphasised throughout the school's work, as well as in lessons.
- Pupils say that they feel safe and show a good understanding of various aspects of their own safety. All parents and carers who responded to Parent View agree that the school looks after their children well and this results in their children feeling safe in school.
- All members of staff are checked for their suitability to work with children. Accurate and up-to-date records of these checks are maintained.
- Leaders, teachers and other staff are aware of the school's procedures for safeguarding. They take appropriate action when necessary. They work with outside agencies when they have a concern and they work hard to support families in need.

## Quality of teaching, learning and assessment

Good

- The school has utilised expertise across the federation to assist with the monitoring and evaluation of the quality of teaching, particularly in English and mathematics. Teachers use assessment well to pitch work at the right level and this ensures that the learning needs of pupils are well met. Teaching assistants are effectively deployed to support different ability groups.
- The teaching of writing has been reorganised to provide pupils with the skills they need to write across different genres and pupils' books show that this is having a significant impact. In key stage 1, pupils quickly acquire the basic skills in writing; in key stage 2, teachers guide pupils to review and edit their work and this results in some good standards in writing. The inconsistent use of the school's marking policy means that pupils in key stage 1 are not always correcting their spellings and in key stage 2 it is not always clear how teachers are indicating which aspects of pupils' writing are most effective.
- The teaching of phonics is effective and young pupils quickly learn to decode words and develop the early skills of reading. Teachers read to pupils in class and texts are used to stimulate pupils' interest in writing. For key stage 2 pupils, the link between reading and writing is not always exploited by teachers; as a result, pupils do not always have a clear understanding of authors' styles and cannot always talk with confidence about their preferred author.
- Mathematics teaching is well pitched. Pupils in key stage 1 get plenty of opportunities to practise basic mathematical skills, using concrete apparatus and recording their work neatly in their books. Accurate assessment has identified some gaps in pupils' knowledge in key stage 2 which are being effectively addressed. Pupils are fluent in the basic mathematical skills and are proficient in using and applying these. While the most able pupils are often given extension work, this does not always require the depth of thinking and investigation which would provide real challenge.
- Subjects across the curriculum, including science, are taught well. The teaching of skills is carefully planned so that pupils develop as scientists, artists or historians. The opportunities for pupils to write and apply their writing and mathematical skills across these subjects is well thought through. Teachers' expectations of the standard of this work is high.
- Teachers have high expectations for pupils' behaviour and conduct. They establish a productive working atmosphere and there are good relationships between staff and pupils, and between pupils. This means that time in lessons is spent on learning and is also reflected in pupils' good attitudes.
- The pupils with SEND are well supported by an individual learning programme and additional teaching from a teaching assistant. This support enables them to access the curriculum and achieve well alongside their peers.

## Personal development, behaviour and welfare

Good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school is an integral part of the local community and the needs of pupils and families are well known and support is provided where necessary.
- Pupils know how to keep themselves safe in a variety of situations. Pupils understand how to manage risk. They understand the risks of using the internet and social media and talk with authority about the dangers of substance abuse.
- Pupils are adamant that there is no bullying in school. They have a good understanding of what can constitute bullying, including bullying related to race and gender. All parents who responded to Parent View are confident that their children are well looked after and that bullying is not an issue at East Halton. Pupils respect the school rules and know that there are consequences to bad behaviour.
- The school's ethos promotes tolerance and understanding of differences. Pupils have a sound understanding of British values and this was underpinned by an effective assembly during the inspection. Pupils show a good awareness of faiths other than their own and respect for those who wish to adopt different lifestyles. Pupils are well prepared for life in modern Britain.

### Behaviour

- The behaviour of pupils is good.
- Pupils have positive attitudes to learning, they cooperate effectively with each other when working in lessons and are keen to do well. They are proud of their work and are keen to share their success.
- Pupils embrace responsibility, for example on the school council. Pupils conduct themselves well in and around school and they are polite and use good manners. They say that pupils behave well. Pupils have a thorough understanding of the school's behaviour policy, the consequences and sanctions, and say that it is applied fairly.
- Pupils are courteous, well-mannered and confident to engage in conversation. They listen well to adults and their peers and show respect for the views of others. They play cooperatively in the playground and move around the school in an orderly way.
- The attendance of pupils has not been good enough but has improved this year as a result of concerted action by the school and a policy not authorising holidays during term time. Rates of attendance are now in line with the national average.

## Outcomes for pupils

Good

- Throughout the school, pupils make good progress. The small number of pupils in each year group means that each pupil's performance has a marked effect on the school's overall figures when making national comparisons.
- The proportion of pupils achieving expected levels at the end of key stage 1 varies

from year to year, due to the small cohorts. Pupils' books show good achievement in mathematics. Young pupils soon develop the mechanics of writing, including a cursive handwriting style, and set their work out neatly, but their writing often lacks individual style. Achievement in phonics in both Year 1 and Year 2 has been variable, due to small cohorts. The youngest pupils read with enthusiasm, sounding out words using their phonic skills, anticipating what is coming next in a story and enjoying the humour of a text.

- Pupils' progress from key stage 1 to the end of key stage 2 in mathematics, reading and writing has also varied over three years. Pupils in key stage 2 are enthusiastic about mathematics; many say this is their favourite subject. The majority of pupils achieve the expected standard in mathematics by the time they leave key stage 2. Their work in books shows that while they are fluent across a range of mathematical areas and can apply these basic skills, the most able pupils are not always sufficiently challenged to apply their mathematical thinking.
- The older pupils in key stage 2 read fluently and review what they have read in their reading diaries, and this is monitored by the class teacher. They confidently read a range of genres, including the adaptations of classics. However, they are not always able to discuss their choice of authors or talk about an authors' style of writing.
- Pupils in key stage 2 are able to write effectively across a range of genres. Pupils use a range of vocabulary and grammatical techniques to write to a good standard, including when they write across other curriculum subjects. Pupils redraft and edit their work, making improvements which enhance their writing. Their handwriting is consistently good and work is presented well, although the spelling of irregular words by some older pupils in key stage 2 is not always accurate.
- The few disadvantaged pupils make good progress as a result of the school's attention to supporting their learning and ensuring that they have equal opportunities to participate in out-of-school activities and, when necessary, access to pastoral support.
- The achievement of pupils with SEND is good. They are fully included in the school's activities and are confident learners because of the well-planned curriculum and quality of teaching and support from teaching assistants.
- Pupils talk with enthusiasm about the topics they have covered. They enjoy a range of different subjects and show a good grasp of what they have learned. They were able to evaluate, for example, how they had improved a piece of art work by applying different painting techniques to create depth. As a result of the quality of teaching in science, pupils' achievement in this subject is good. Pupils use the correct terminology to recount the experiments they have done, explaining their hypothesis and conclusion.

### Early years provision

### Requires improvement

- Due to small cohorts there is no clear trend of 'typical' levels of development when children enter the early years. This year, some children have low levels of speech and language. Teaching in the early years is not sharp enough to develop these communication skills to enable children to make good progress from their starting points.
- Leaders view provision in the early years as being better than it is. Consequently,

actions to improve the quality of learning for children are not rigorously monitored or accurately evaluated. As a result, the support and professional development to improve practice in the early years have not been sustained.

- The children who start in the school's Nursery join the children in the Reception class and pick up the expectations and routines from the older children. They are confident when playing with their peers.
- Although staff know the children well, assessment of children's needs, specifically the development of language, is not used effectively to identify the skills that children need to learn next and to provide appropriate tasks.
- During activities there is insufficient focus from staff on targeting appropriate vocabulary. They do not model good language or use questions and prompts to encourage children to extend one-word responses into phrases and simple sentences.
- Children are keen and eager to learn. This is not always effectively exploited to ensure that learning is meaningful to them. Opportunities are sometimes missed to share pupils' excitement and enthusiasm, pursue their interests and enrich the language of all the children.
- The outside classroom area provides some good learning activities for physical play and investigation, for example an activity to observe the flow of water which engaged pupils' interest. However, there are few independent activities to effectively promote early reading and writing skills. The book area outside is not well used or inviting enough to attract children to want to read.
- The improvements in the teaching of writing are evident in the books of the Reception children. They independently and accurately identify and write the initial sounds of words which they have learned in their phonics sessions. Their mathematical development is appropriate for their age and stage: they can count and are able to record simple addition sums.
- Transition arrangements are good. The welfare and safety requirements in the early years are met. Children's personal needs, and health and safety requirements are ensured. The Nursery and Reception classes provide a safe place for children.



## School details

Unique reference number	117736
Local authority	North Lincolnshire
Inspection number	10082020

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

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	57
Appropriate authority	The governing body
Chair	Theresa Bruce
Executive Headteacher	Caroline Breslin
Telephone number	01469 540273
Website	<a href="http://www.easthaltonprimary.co.uk">www.easthaltonprimary.co.uk</a>
Email address	<a href="mailto:head.goxhillprimary@northlincs.gov.uk">head.goxhillprimary@northlincs.gov.uk</a>
Date of previous inspection	24–25 February 2015

## Information about this school

- East Halton is smaller than the average-sized school and is part of a federation, with Goxhill Primary School and, more recently, New Holland Church of England and Methodist Primary School. All schools are under the leadership of a single executive headteacher and a single governing body. The head of school at East Halton manages the school on a day-to-day basis. Senior and middle leaders in the federation have responsibility for the leadership and management of all three schools.
- The early years unit accommodates part-time, Nursery-age children as well as children in the Reception class who attend school full time.
- The large majority of pupils are White British and speak English as their first language.
- The proportion of disadvantaged pupils supported by the pupil premium varies from year to year.
- The proportion of pupils with SEND also varies from year to year but is above average for those pupils requiring additional support.

## Information about this inspection

- The inspector visited lessons in all classrooms, and some with the executive headteacher. In addition, she observed the teaching of small groups of pupils.
- The inspector scrutinised some pupils' work and listened to some pupils read. She spoke with a number of pupils about their views of the school and their opinions of behaviour and safety. There were no responses to Ofsted's pupil survey.
- The inspector held discussions with staff and governors and took into account the 24 responses to Ofsted's staff survey.
- The inspector considered a wide range of school documents. These included: the school's self-evaluation report, development plan, behaviour and attendance records, governing body documents and documents relating to safeguarding and the monitoring of teachers' performance.
- The inspector took into account the responses of parents who submitted their views to the inspection team, as well as the 10 who responded to Parent View.

## Inspection team

Karen Heath, lead inspector

Ofsted Inspector

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