

Inspection of a school judged outstanding for overall effectiveness before September 2024: Alkborough Primary School

Whitton Road, Alkborough, Scunthorpe, Lincolnshire DN15 9JG

Inspection date:

3 December 2024

Outcome

Alkborough Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils thrive at the school, and adults want the very best for all pupils. Pupils enjoy nurturing relationships with staff. This helps them feel happy and safe. Staff have high ambitions for pupils' achievement. They skilfully ensure that the curriculum is delivered consistently well. This supports pupils to build a strong body of knowledge and understanding across the curriculum. As a result, the school's high expectations are met fully, and pupils achieve well.

The school has very high standards for pupils' behaviour. It has a clear and considered approach to support and promote these expectations. Pupils respond well to the strategies adults use. This helps them to make thoughtful choices. As a result, pupils behave exceptionally well throughout the school. Pupils are extremely kind to one another and show respect to adults.

The school supports pupils to develop their character and resilience. Pupils take on leadership roles such as well-being ambassadors who carry out various duties in school. This provides pupils with the chance to see how they can have a positive impact on others and their community. Pupils learn how to keep themselves safe when online. They know what to do if they have any concerns or worries while using the internet.

What does the school do well and what does it need to do better?

The early years provision is highly effective. It provides a strong foundation for children's learning and development. Staff create a stimulating and purposeful environment. Children engage well with the learning activities and resources. These are carefully

designed to ensure they match children's next steps in learning. This ensures that children are well prepared for the next stage of their education.

The school has embedded a consistent approach to phonics. Staff are well trained and demonstrate a secure understanding of phonics principles. Teachers model sounds clearly and accurately. Pupils learn to decode words quickly and with confidence. Early identification of pupils who require extra help ensures that tailored interventions are provided promptly. Pupils practise reading using books that match the sounds they learn. Pupils enjoy reading these books and find the stories interesting. As a result, pupils are motivated to learn and quickly become confident fluent readers.

The curriculum is very effective. The school has ensured that the curriculum is carefully sequenced. This allows pupils to build on their knowledge over time. This is particularly strong in mathematics and writing, where pupils get the opportunity to practise and apply their understanding through very engaging and supportive activities. The school ensures that the needs of its pupils with special educational needs and/or disabilities are considered carefully. Where required, any adjustments to the curriculum are made in close collaboration with external experts. This ensures that all pupils receive the support they need to access the full curriculum. The school checks pupils' understanding well and addresses any misconceptions or gaps in pupils' understanding.

Behaviour in lessons is exemplary. Pupils are highly engaged and show a strong enthusiasm for learning. They contribute confidently to discussions, work well with their peers and consistently follow classroom routines. This creates a positive and focused learning environment. Attendance is managed well. The school engages well with parents and carers to ensure pupils attend regularly.

The school ensures that pupils' experiences are enriched beyond the curriculum. Pupils access a wide range of extra-curricular clubs which develop their talents and interests. Pupils learn about fundamental British values. They understand the importance of respect and tolerance, showing an appreciation of diversity. The curriculum teaches pupils about healthy and unhealthy relationships. Pupils' wider knowledge and personal attributes are enriched by the school's commitment to their personal development.

The school provides staff with access to high-quality training and advice to drive continuous improvement. They benefit from fruitful partnerships to develop their expertise. Staff are positive about how the school considers their well-being. The school is a supportive place for staff to work.

While the school is working on new ways to communicate with parents, this aspect of its work is not as developed as it could be. On occasions, this hampers the school's ability to fully engage all stakeholders in supporting pupils' education and development.

Governance is a strength of the school. Governors have a clear understanding of their roles and responsibilities. They provide helpful strategic oversight. Governors hold leaders to account effectively while supporting the school's vision and priorities.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasions, the school does not communicate its work to parents and carers as well as it could do. This means some parents are unclear about aspects of the education and wider support on offer. The school should improve communication with stakeholders to build stronger partnerships to support pupils' learning.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding for overall effectiveness in September 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	117725
Local authority	North Lincolnshire
Inspection number	10346305
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	62
Appropriate authority	The governing body
Chair of governing body	Michelle Garlick
Headteacher	Julie Ashton
Website	www.alkboroughps.co.uk
Dates of previous inspection	11 and 12 September 2018, under section 5 of the Education Act 2005

Information about this school

- The school has a breakfast club which is overseen by the governing body.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher.
- An inspector met with representatives of the governing body and a representative of the local authority.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to Ofsted's online surveys for pupils, staff and parents. This included any free-text responses in Ofsted Parent View.

Inspection team

Andrew Yeomans, lead inspector

Ofsted Inspector

Shan Brough Jones

Ofsted Inspector

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