



# Signhills Infants School

## Inspection Report

**Unique Reference Number** 117782  
**LEA** North East Lincolnshire  
**Inspection number** 280151  
**Inspection dates** 25 April 2006 to 26 April 2006  
**Reporting inspector** Mr Simon Camby

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

<b>Type of school</b>	Infant	<b>School address</b>	Hardys Road
<b>School category</b>	Community		Cleethorpes
<b>Age range of pupils</b>	4 to 7		DN35 0DN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01472 694993
<b>Number on roll</b>	251	<b>Fax number</b>	01472 600773
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Paul Lee
<b>Date of previous inspection</b>	1 July 2000	<b>Headteacher</b>	Mrs Jane Powell

Age group	Inspection dates	Inspection number
4 to 7	25 April 2006 - 26 April 2006	280151

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Signhills Infants' School serves a mixed social area in Cleethorpes. The proportion of pupils eligible for free school meals is below average. The percentage of children who have learning difficulties and/or disabilities is below the national average as is the number of children who have a statement of special educational need. There is a small proportion of pupils from minority ethnic heritages. The majority of children start school with the skills expected for their age.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

The school provides a good standard of education and good value for money. Inspectors agree with the vast majority of the school's own views of its strengths and weaknesses. Signhills Infants' School is a friendly, happy and welcoming school. It is highly thought of by the children and their parents or carers.

From an average starting point, children from all backgrounds achieve well. Provision in Reception is satisfactory and leads to satisfactory progress. More able children are not always given work that is hard enough for them. The school's own evaluation of its work in this area is too generous. However, provision in Years 1 and 2 is good. As a result, pupils make good progress and reach above average standards by the end of Year 2.

Good teaching and learning and a good curriculum ensure that children enjoy their learning. They make good progress in their personal development. The quality of care demonstrated by all staff has a positive impact on children, resulting in their good attitudes towards learning. This supports their good achievement, although the children do not always understand fully what they need to do to improve their work. This slows their learning in some lessons.

Leadership and management of the school are good. The headteacher has developed a common sense of purpose amongst the staff, governors, parents and carers. Leaders have improved the school well since the previous inspection; for example, standards in English are now higher. This shows that the school has good capacity to improve further.

### **What the school should do to improve further**

- Improve the progress that children make in Reception by making sure that work is well matched to children's varying abilities, especially the more able children.
- Help all pupils understand what they need to do to improve so that they can work at a faster rate.

## **Achievement and standards**

### **Grade: 2**

Children enter the school with standards that are typical for their age. By the time they leave, they make good progress and achieve well. Children make satisfactory progress overall in Reception. They make good progress in their personal, social and emotional development and in reading. By the time pupils start Year 1, standards overall are in line with those expected nationally for pupils this age. In Years 1 and 2, pupils' progress accelerates because of consistently good teaching and learning. As a result, the school's results in the national tests for pupils in Year 2 have been above average overall for the last five years. In 2005, standards were above average in reading, writing and mathematics, but more pupils reached higher levels in English than in mathematics. The school has accurately identified the need to improve the achievement

of the more able pupils in mathematics and is working to bring this about. Standards this year in Year 2 are above average in reading, writing and mathematics. Pupils with learning difficulties and/or disabilities make good progress because all staff work together well to help them meet their targets. There are no significant differences between the progress made by boys and girls, though the standards reached by girls are higher overall than those of boys. Pupils from minority ethnic groups achieve similarly to their classmates.

## **Personal development and well-being**

### **Grade: 2**

Pupils' good personal development helps them to achieve well. Most pupils enjoy coming to school. This is reflected in their good attendance. They behave well and listen attentively. Their good attitudes to learning and positive relationships with staff and one another foster harmony and encourage everyone to feel valued and respected. Pupils say that they feel safe in school. They know how to keep fit and understand why it is sensible to eat healthily.

Good spiritual, moral, social and cultural development starts in Reception where children quickly gain a keen sense of right and wrong. Pupils like being praised for their good behaviour and work and say this encourages them to try hard. They enjoy taking on responsibilities; for example, by serving on the school council or being a 'playground pal'. They help to make improvements to their school and to raise funds for different charities. This is a good preparation for their future economic well-being and their understanding of belonging to a community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall and enable the pupils to make good progress in lessons and achieve well. Throughout the school, teachers know their pupils well and through caring relationships create an atmosphere in class that positively affects pupils' learning. In Years 1 and 2, teachers provide work that is well matched to the pupils' earlier achievements. Teachers plan the work of teaching assistants thoroughly to make sure that pupils with learning difficulties and/or disabilities receive good support in lessons. As a result, these pupils make good progress. Teachers manage pupils, support staff and resources well so lessons are calm, positive learning experiences for pupils.

In Reception, teaching and learning are satisfactory. This is because work is not always well matched to the needs of children. As a result, there is insufficient challenge for higher attaining children.

Throughout the school, teachers mark pupils' work effectively but the feedback some teachers give to some pupils is not always specific enough to show them how to move

on to the next stage and improve their work. This slows the learning of some pupils in a small number of lessons.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It is planned thoughtfully with the varying and changing needs of pupils in mind. It has been adjusted successfully to support the school's efforts to maintain good standards; for example, in reading and calculations in mathematics. A strong emphasis on personal, social and emotional development in Reception means that most children are confident and eager learners. Reception teachers make good use of the outdoor area to provide a stimulating range of learning experiences.

Opportunities are planned for pupils to learn about keeping themselves safe and healthy and to play a meaningful part in the life of the school. There is a good range of extra curricular activities, particularly in sport. The pupils enjoy these. A good range of visitors to the school and trips into the locality make the curriculum interesting and exciting. Although the school has improved provision for information and communication technology (ICT) since the last inspection, opportunities for pupils to practise their skills regularly are restricted by limited resources.

## **Care, guidance and support**

### **Grade: 2**

This aspect of the school's work is good. Staff know the pupils well and the genuine sense of care is evident and appreciated by parents and carers. Effective child protection procedures and health and safety arrangements are clearly seen in day-to-day practice. Pupils learn in a safe and secure environment.

Effective guidance for pupils' personal development makes a good contribution to their achievement. Recent improvements in collecting information about pupils' academic progress allow teachers to provide work that is well matched to the pupils' varying needs. As yet, this information is not always shared with all pupils to help them understand what they need to do to improve.

Pupils with learning difficulties and/or disabilities are well supported by staff. This view is supported by parents. Good quality links established with parents and with other external support agencies help to ensure that these pupils make good progress by the time they leave the school.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. This is a view supported by the overwhelming majority of parents. The headteacher knows the main strengths and weaknesses of the school and has a clear vision for how the school needs to improve. Good relationships and a clear sense of common purpose amongst leaders and staff provide a strong ethos for learning. Inspectors agree with nearly all of the school's own

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evaluation of itself. However, the school has over estimated the progress made by children in the Foundation Stage. The school has made good improvement since the last inspection; for example, it has raised standards in English. This record of success demonstrates that the school has the capacity to continue to improve.

Leaders seek to ensure that all pupils, regardless of ability or background, are included and given opportunities to achieve. The school takes account of pupils' and parents' views. The school deserves its good local reputation. One parent commented, 'I would recommend this school to anybody'. Governance is good and governors provide valuable support and advice to help the school move forward. The school gives good value for money.



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

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Mrs Jane Powell

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25 April 2006

Dear Children and Pupils

Thank you for making us feel so welcome when we visited your school. We found it interesting talking to you and you gave us lots of helpful information. Thank you for telling us what you enjoy at school and for showing us your work.

You should be proud of your school because there are lots of good things about it. These are some of the good points we noted.

Your teachers and the other adults ensure that your school is a happy, safe and caring place.

You make good progress.

You enjoy learning and behave well, and your parents are happy with your school.

We have asked your teachers to work on a few things to improve your school even more.

To make sure that all children in Reception make as much progress as they can.

To give you more information about what you are learning about and help you understand how to improve your work.

Finally, thank you again for being so helpful. We are glad that you enjoy coming to school and hope that this continues. Please keep working hard.

Yours sincerely

Simon Camby

(Lead inspector)