

Hibaldstow Primary School

Inspection report

Unique Reference Number	117738
Local Authority	North Lincolnshire
Inspection number	290916
Inspection dates	24–25 May 2007
Reporting inspector	Carole Cressey

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	4–11
Gender of pupils	Mixed
Number on roll	118
School	
Appropriate authority	The governing body
Chair	Audrey Dakin (Vice Chair)
Headteacher	Mr Sean Smith
Date of previous school inspection	1 March 2006
School address	Hopfield Hibaldstow Brigg DN20 9PN
Telephone number	01652 654369
Fax number	01652 652847

Age group	4–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school is a small rural village school. Pupils come from a mixture of socio-economic backgrounds and most are White British. The attainment of children when they start school is below average for their age. The proportion of pupils who are entitled to a free school meal is below average and the percentage of children with learning and/or behavioural difficulties is well above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Notices around Hibaldstow School ask 'Have you done something you are proud of today?' Well, this school community has. It has turned around a school with serious weaknesses into one which is vibrant, successful and where the care, well-being, enjoyment and achievement of every pupil are central to its work. This is a good school. The school's previous designation as having serious weakness no longer applies.

The school has a very accurate insight into its strengths and weaknesses and evaluates itself to be good. The inspection agrees. The school has responded exceptionally well to the issues from the previous inspection and has successfully worked with a variety of partners to eliminate its weaknesses. The headteacher's skilled leadership has led to rapid improvements in teaching, the introduction of excellent assessment systems, and a challenging curriculum. As a result, pupils' learning has accelerated and the underachievement and below average standards of the past few years have been eliminated. Children enter Reception with attainment below that expected for their ages. They make good progress through the school, achieve well, and by the end of Year 6 most pupils work at the expected level for their age and abilities. An increasing number are working at the higher levels.

Pupils' personal development is very good. Parents are especially delighted with how well the behaviour in the school has improved in the last year and how much their children enjoy coming to school. All pupils are keen to do well and this is reflected in their good attendance. They say if they are successful in school they will enjoy secondary school much more and 'people will want to give us jobs when we leave school'. Pupils enjoy each other's company and relish the many opportunities to become responsible members of their community. They recycle their fruit waste, work with the World Wildlife Trust to protect birds and collect money for local and international charities.

Good and frequently outstanding teaching, a stimulating curriculum and high levels of care, support and guidance throughout the school, including the Foundation Stage, has enabled most pupils to quickly catch up on the gaps in their learning resulting from weaknesses in the school's provision in the recent past. Pupils in Year 2 have made especially good progress, but higher attainers could do even better in reading and writing if tasks were consistently challenging. Lessons hum with good humour, warm relaxed relationships and high expectations of behaviour and attitudes. Classrooms are well ordered and displays provide a wide range of prompts and ideas to enable pupils to be successful learners. Senior managers have been encouraged and supported very effectively by the headteacher to develop a curriculum that will enhance pupils' learning. They have successfully promoted challenging activities in and out of school to develop pupils' love of learning and an understanding of how they can stay healthy, keep themselves and others safe and become responsible members of their school and local community. Senior leaders are now ready to develop their leadership skills and take on a more prominent role in monitoring standards in their own subjects. The way the school nurtures all its pupils, and especially those with complex disabilities and difficulties, is very good and as a result, all pupils are effective learners who are able to take advantage of all the school has to offer.

The parents' overwhelming confidence in the leadership and management of the school is very well placed. This is now a good school which gives good value for money and is exceptionally well placed to improve further.

What the school should do to improve further

- Raise standards in reading and writing, especially for higher attainers in Key Stage 1, by ensuring that all lessons are challenging.
- Develop the role of senior managers in monitoring standards in the subjects for which they have leadership responsibility.

Achievement and standards

Grade: 2

After a prolonged period of low standards and considerable underachievement, standards across the school are rising. Standards are now average and pupils' achievement is good. The headteacher's skilled leadership has helped to accelerate learning for all pupils. Most are working at the expected level for their ages and an increasing number are working at the higher levels.

Children in Reception make good progress towards the national learning goals from below average levels when they start school. By the time they move into Year 1, the majority are reaching the early learning goals typical for their ages.

Standards at the end of Year 2 are much better than in previous years. In mathematics they are above average; in reading and writing the majority of pupils reach the expected level for their ages but more could reach the higher levels.

In Key Stage 2, standards in the 2006 national tests were significantly better than the very low standards seen in previous years and the school met its challenging targets. Standards were average in English, mathematics and science and in English almost half the pupils reached the higher level.

Pupils in the current Year 6 have made very good progress in the last year and the underachievement of previous years has been eradicated. A significant number of pupils in the current Year 6 have complex learning needs. These pupils are making very good progress towards their targets. Pupils who do not have specific learning needs are reaching the expected levels in English, mathematics and science and the high level of challenge is enabling higher achieving pupils to reach a level higher than that expected for their age. Girls and boys do equally well.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development is very good. Behaviour is very good and pupils are eager to learn and are rising to the high expectations their teachers have of them. This positive approach to learning is reflected in their regular attendance and rapidly improving standards. They are particularly kind to their classmates with learning difficulties and/or disabilities and those who are new to the school. Their spontaneous actions in learning Polish and Macaton show real friendship and care. Pupils know how to keep fit and understand why it is sensible to eat healthily. They thoroughly enjoy the many excellent opportunities to take part in sporting activities and learn to be team players who enjoy being successful, but can also take defeat with dignity coupled with a determination to do better next time. They are particularly proud that through the school council they can make their school a healthier, happier and safer place to be; for example, by managing the healthy tuck shop and organising a friendship stop. Pupils show a growing responsibility for their community and environment responding well to the notices around school, which remind them not to waste or damage things.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good with outstanding features. Teachers are becoming expert in gradually building up pupils' skills and knowledge in an exciting way. For example, all classrooms have a 'cauldron' into which the teacher places 'a recipe for different forms of writing'. Pupils confidently refer to these when tackling a writing task. In most lessons, work is very well matched to the needs of different ages and abilities in mixed-age classes. However, in a small proportion of English lessons in Year 2, tasks are sometimes mundane, pupils become restless and there are missed opportunities to accelerate learning and ensure pupils reach the higher levels. Outstanding lessons are always exciting and challenging. For example, in Year 6, once pupils had relaxed after taking their national tests they were learning to use algebra so that they were well prepared for Year 7 work. Information and communication technology (ICT) is a very effective teaching and learning tool challenging higher attaining pupils to become very independent learners and helping to motivate lower attaining pupils to want to learn.

The rigorous assessments of pupils' attainment and progress is becoming increasingly effective in planning future learning and identify where pupils need extra support or challenge. Generally very clear targets are set in English, which help pupils to know exactly what they need to do to move on to the next level. Similar targets are being developed in mathematics so pupils are fully involved in their own learning. The marking of work is very good. 'Three stars and a wish' is just one of the ways teachers build up pupils' confidence and encourage them to improve further.

Curriculum and other activities

Grade: 2

The curriculum is good and prepares pupils well for the next stage of their education. It provides a range of exciting activities to challenge the pupils and inspires them to learn. Links with other subjects are being developed well to deepen pupils' understanding and enable them to use their literacy and numeracy skills in a variety of meaningful ways. Enrichment activities abound in this enterprising school. A trip to the BBC to produce a live Radio 7 programme really challenged the gifted and talented pupils in this forward looking school. ICT workshops in the local football club for pupils who need an extra push to reach their potential, resulted in them creating an award winning video. Chess, rugby, football, choir, mathematics and science are just a few of the clubs that pupils can enjoy. The school offers French as well as extra sporting and musical activities. These add a breadth to pupils' learning, which they and their parents value. A very good programme of social and health education provides the pupils with the necessary tools to develop personal safety, care and healthy living.

Care, guidance and support

Grade: 2

The very caring aspect of the school is one of the key factors in helping pupils to achieve well. Effective procedures are in place to safeguard children's welfare, health and safety. Starting school in Reception is a happy experience because the parents and children are already very familiar with their teachers and surrounding. Parents of children with additional needs are overwhelmed with the exceptionally high level of care and support their children now receive.

This means they can now take as full a part as possible in all the school has to offer. Pupils who sometimes find it difficult to manage their anger can be found working on the computer as an alternative to being out in the playground. Pupils say this really helps them to behave better in class. The taking of national tests is stress-free because pupils are prepared well and have the tools to be successful. New systems to track pupils' academic progress are very good and are being used increasingly well to provide additional support in and out of school to help individuals improve.

Leadership and management

Grade: 2

Parents, children, governors, staff and the community whole-heartedly attribute the success of the school to the exceptional leadership of the headteacher. They are absolutely right. This determined headteacher leads the school with an outstanding vision. His warmth, enthusiasm and highly tuned professional skills have galvanised all connected with the school to work together; resulting in rapid improvements in all aspects of the school's work.

Assessments, test results and the quality of teaching and learning are all monitored meticulously to help ensure that standards improve and pupils do not underachieve. There is no hiding place in this school. Any hint of underachievement is questioned and strategies put in place to address it. Leadership, including the challenging and astute governing body, greatly value the staff, parents, community and other partners; such as local industry, sporting groups, local schools and colleges and the local authority, utilising their skills and talents to enrich pupils' learning and social development.

The headteacher has sensitively but firmly worked alongside staff to build up their confidence, self-esteem and professional skills. As a result, teaching is now good with outstanding elements. Where there are still areas to improve, such as standards in reading and writing for younger children, these are being addressed through training and support.

Senior managers have had a crucial role in ensuring that the curriculum is challenging, interesting and meets the need of pupils' learning. They are now poised to develop their role further through becoming more involved in monitoring the standards in their subjects.

The school has a very accurate insight into its strengths and weaknesses and the headteacher, staff and governors are determined to continue to improve standards, eliminate all vestiges of underachievement and provide a school that equips pupils well for the challenges of the future.

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Annex A

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

28 May 2007

Dear Pupils

Inspection of Hibaldstow Primary School, Brigg, DN20 9PN

Thank you so much for being so friendly and welcoming when I visited your school.

I was so pleased to see how well behaved you are and how regularly you attend school. Your attendance is actually better than most schools, so do keep that up. You told me your school is now so much better than it used to be because of your headteacher. I agree with you. I think he and all your teachers and helpers are doing such a good job of helping you to become as clever as you possibly can.

There are quite a few other things that I think are making your school better.

- You all seem to know the importance of eating sensible food and taking lots of exercise. What a good way to start the school day doing 'wake and shake'. Do keep that up because it is so important to staying healthy and fit.
- You all seem to be really good at something, such as playing in the school orchestra, singing in the choir, playing the piano in assemblies, winning at a sport or producing a radio programme for BBC 7 in London. You do it with such enthusiasm and determination. You must be very proud of yourselves.
- You are also very kind to each other especially to your classmates who find learning difficult or who are new to your school. How well you do to learn to speak Polish and sign language!
- Everyone in your school enjoys learning and taking part in all the exciting activities your teachers plan for you.
- Years 5 and 6 know how important it is to work hard so that they will enjoy secondary school, get good results and good jobs when they leave school.

In order to make your school even better I have asked your headteacher to help those of you in Year 2 to work a bit harder in reading and writing. So remember, work just as hard in your literacy lessons as you do in mathematics. I have also asked your headteacher to let your senior teachers check how well you are doing in the subjects they look after.

You go to a really good school where your headteacher and teachers work hard to make lessons fun and help you learn a lot. I hope you will continue to enjoy school as much as you do now so that you will become happy and successful adults.

Yours sincerely

Carole Cressey

Lead Inspector