



New Waltham Primary School

Inspection Report

Unique Reference Number 117742
Local Authority North East Lincolnshire
Inspection number 290920
Inspection dates 8–9 March 2007
Reporting inspector Penny Parrish

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

Type of school	Primary	School address	Peaks Lane
School category	Community		New Waltham, Grimsby
Age range of pupils	4–11		DN36 4NH
Gender of pupils	Mixed	Telephone number	01472 233051
Number on roll (school)	282	Fax number	01472 233051
Appropriate authority	The governing body	Chair	Mr John Barratt
		Headteacher	Mr Mark Perry
Date of previous school inspection	1 April 2001		

Age group	Inspection dates	Inspection number
4–11	8–9 March 2007	290920

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This primary school is larger than average, situated in a residential area between the towns of Grimsby and Cleethorpes. The school is popular in the locality and there are few empty places; the number on roll is higher than at the time of the last inspection. Building works are currently in hand to increase the size of the school.

The proportion of pupils (9.6%) with learning difficulties and/or disabilities is below average, although the number with statements of their special educational needs is average. A well below average number of pupils take free school meals (2%), but the school has seen a significant decline in applicants since the local authority moved to providing sandwiches only at lunchtimes. Most pupils are of White British background; a small number have a minority ethnic heritage, including two pupils in the early stages of learning English.

Pupils are admitted to the Reception class each September, with many transferring from the nursery provided on the school's site as part of its extended care programme. Other extended care includes before and after school care for older pupils. This provision was inspected simultaneously and a report is available separately.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

New Waltham Primary is a good school. Pupils' achievement is good and by Year 2 and Year 6, attainment is above average in mathematics, science and information and communication technology (ICT). In English, attainment is average, overall, because although most pupils read well, their progress in writing is satisfactory rather than good. This reflects results in national tests in 2006 in Year 6 and shows good improvement in mathematics in Year 2. Throughout the school, provision is good for pupils with learning difficulties; all make good progress, achieve well and many close significant gaps in their learning. Those learning English as an additional language benefit from the good opportunities for discussion in most lessons and make good progress.

Children settle quickly into Reception, which one parent described rightly as 'a safe, fun, well-organised environment for effective learning.' Their attainments on entry are typical of most four year olds. Good teaching ensures that they make good progress and most exceed the learning goals set nationally for the end of Reception. Good teaching combined with a good curriculum continues through the school, generally resulting in good progress. English is the exception, where progress is good in reading but satisfactory for most in writing. Boys' attainment on entry is lower than girls in language and communication and, although the gap narrows, this is still the case by Year 6, especially in writing.

Care, guidance and support are good, as is pupils' personal development. They are confident, feel safe and enjoy school; their punctuality is good and attendance is above average. They have a good understanding of how to stay healthy and know that it is important to take some responsibility for the success of the community. Behaviour is consistently good. Combined with good basic skills, pupils' good personal and social skills prepare them well for life and the next stage of their education.

Leadership and management are good. The headteacher, working in close partnership with the deputy headteacher, provides a strong lead, focused on the continuous improvement of the school and pupils' achievement. Good improvements in standards and the accommodation since the last inspection demonstrate a good capacity for further improvement. The governing body is going through a time of change, with new appointments and some vacancies yet to be filled. They receive good information, well explained, to enable them to check on the performance of the school. All statutory duties are met.

What the school should do to improve further

- Raise standards in writing.

Achievement and standards

Grade: 2

The achievement of all pupils is good, including pupils with learning difficulties. By Year 6, standards are above average in mathematics, science and ICT but average in English, where few pupils, especially boys, reach a higher level in writing.

From an average starting point on admission to Reception, good teaching enables children to achieve well, make good progress and to exceed the learning goals set nationally for the end of the year. Recent improvements in teaching mean that standards are rising in Years 1 and 2. By Year 2, standards are above average in reading, writing and mathematics but, as in Year 6, few reach the higher level in writing.

The school teaches the basic skills of spelling, handwriting, grammar and punctuation well, providing especially well for those who find learning more difficult. For more advanced composition and description, however, teaching is generally no more than satisfactory, limiting standards in writing to average and achievement to satisfactory. This affects the more able pupils especially, and not enough are reaching above average levels in writing. In mathematics, science and ICT, the more able are challenged well and consequently reach higher standards. Plentiful opportunities are provided to promote speaking skills and these ensure that the small number of pupils learning English as an additional language achieve well and make good progress.

Personal development and well-being

Grade: 2

Personal development is good. Pupils say they feel safe and enjoy learning, and most parents agree. 'The school is welcoming', says one parent. 'My child is developing into a confident young person,' says another. From the earliest stages in Reception, good relationships mean that pupils co-operate well with others, behaviour is good and they concentrate well on their work. Pupils' moral and social development is good, and their spiritual and cultural development is satisfactory. Through subjects, such as French, geography and religious education, and a range of visitors, pupils develop a sound awareness of the differences and similarities between varied ethnic backgrounds and cultures.

Pupils understand the requirements for a healthy diet and exercise. Playtimes are friendly and younger pupils especially are helped through the school's 'buddy' system. Pupils are very willing to take on responsibilities for day-to-day tasks and representatives on the school council help to secure improvements for the school community, such as, the provision of a fruit snack shop and toilet refurbishments. The pupils' good basic skills, above average attendance and good personal development ensure that they are prepared well for the next stage in their education and for future employment.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Lessons are well prepared and managed, and run smoothly. Pupils' good personal development means that they are confident in contributing to discussions. Frequent opportunities to share thoughts and ideas with a partner prepare pupils well for further learning. Most differences in the quality of the teaching and learning between lessons are linked to the pace of learning and the enthusiasm generated by the teachers. Where these are at least good, pupils learn well, enjoy the good challenge and are encouraged by a good sense of achievement to push themselves hard. Literacy and numeracy lessons observed in Years 1 and 2, for example, were impressive in maintaining a good challenge and pace to learning for all pupils, despite their different ages and stages of development. Specialist teaching in ICT, linked to a good assessment system, enables good learning and rapid progress. In all year groups, pupils with learning difficulties are taught very carefully and well, ensuring good progress. Too few opportunities are found across the school for extended writing, where teaching clearly builds on strengths and areas for development identified within previous work. For example, although teachers take the trouble to write comments on pupils' work, these are not always taken forward into future work.

Curriculum and other activities

Grade: 2

The curriculum is good. It is broad, balanced and adjusted well to suit different age groups and pupils' differing needs. The interesting and lively curriculum in Reception promotes learning well though the school is awaiting improvements to outdoor provision for these children. Arrangements for teaching literacy and numeracy in 'sets' of different abilities in Years 3 to 6 help to meet pupils' needs. Provision for writing is not as strong as for other subjects. Nonetheless, staff are willing to try to improve provision by trying new ideas; for example, to engage boys more successfully in learning. The statutory curriculum is enriched through clubs, educational visits and visitors to school. In addition, optional activities are provided each Friday afternoon that promotes pupils' enjoyment and interest in learning well. The building works in hand will provide more space in classrooms where there have been restrictions in the past.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Parents are accurate in their view that the school cares for their children well. Procedures for promoting pupils' health, safety and child protection are firmly in place and meet statutory requirements. The school has rightly taken great care to keep the site safe for pupils while building works are in progress.

The support for pupils' academic development is good, and helps to achieve above average standards. Pupils' performance is tracked well through the school, enabling

a prompt response to any underachievement. Challenging targets are set that encourage pupils to improve their National Curriculum levels. Shorter term learning targets are good, although pupils are not as familiar with them as they should be. Pupils with learning difficulties are supported successfully so that they make good progress throughout the school.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and deputy headteacher lead the staff team in close and effective partnership, keeping the school on an upward spiral of development. Self-evaluation is good and the leaders of the school have an accurate picture of its strengths and areas for further development. Subject leaders promote standards in their subjects well, although there is some work to be done on training for lesson observations that take sufficient account of the quality of pupils' learning. The school works well with partners to promote pupils' well-being and progress, and staff are willing to take on extra training and trial different methods to improve pupils' learning. The school's significant building programme has been arranged and carried out in a way that has minimised disruption to pupils. It is commendable that day-to-day arrangements have hardly missed a beat. The governing body is at a time of transition and includes many new members. It fulfils its statutory duties and the headteacher provides good training in data analysis that enables it to judge the school's performance accurately.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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	2
The capacity to make any necessary improvements	2
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	2
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.

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	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
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	3
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

New Waltham Primary School

Peaks Lane

New Waltham

Grimsby

DN36 4NH

12 March 2007

Dear Children,

Thank you for making us so welcome on our recent visit to your school, for being so polite, answering all our questions and for telling us about why you like school.

New Waltham Primary is a good school. You and your parents are right to be pleased with the way staff care for you and help you to make good progress. Standards are above average in mathematics, science and ICT. Standards are average in English but better in reading than in writing. I have, therefore, asked the school to help you to improve your writing and I am sure you will want to try your hardest.

I hope the building works in your school are soon complete and you can enjoy the new facilities. You and the staff have been exceptionally good at making sure all the disruptions do not affect the most important thing in your school – your learning!

With our very best wishes to you for your future success and happiness,

Yours sincerely

Mrs Penny Parrish

Lead inspector