



Killingholme Primary School

Inspection Report

Unique Reference Number 117743
Local Authority North Lincolnshire
Inspection number 290921
Inspection dates 8–9 November 2006
Reporting inspector Cathryn Kirby HMI

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

Type of school	Primary	School address	School Road
School category	Community		South Killingholme, Immingham
Age range of pupils	3–11		North Lincolnshire, DN40 3HX
Gender of pupils	Mixed	Telephone number	01469 540232
Number on roll (school)	108	Fax number	01469 540232
Appropriate authority	The governing body	Chair	Mr Peter Ironman
		Headteacher	Mr John Pearson
Date of previous school inspection	1 October 2002		

Age group	Inspection dates	Inspection number
3–11	8–9 November 2006	290921

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Introduction

The inspection was carried out by one of Her Majesty's inspectors.

Description of the school

Killingholme Primary School is a smaller than average school serving a rural community in and around South Killingholme. It is very close to the oil refineries of Killingholme. The local community is characterised by relatively high levels of unemployment. Slightly more pupils than average take free school meals. Around one third of the pupils have learning difficulties and/or disabilities and the proportion with a statement of special educational needs is above average. All pupils are taught in mixed-age classes.

Twenty-five children attend the Nursery either full or part-time. The proportion of pupils who join or leave at times other than when they enter nursery or progress to secondary school is 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

Killingholme Primary School is a friendly, welcoming place. The school knows its pupils well. Each pupil is valued and their individual needs are well understood. Nurturing and growing the pupils' sense of well-being and developing their skills as independent learners are at the heart of the school's work. Pupils thrive in a climate of high expectations. The headteacher has given a clear direction and strong leadership to improvement work. His energy and vision have united staff and pupils in a caring community where every child matters. Arising from accurate self evaluation, senior leaders have a realistic view of the strengths and weaknesses of the school. They use the outcomes from effective monitoring to inform and prioritise the actions within the school development plan. Parents are overwhelmingly positive in their views of the school. Well established links with external partners support the pupils' well-being. Achievement and standards have improved considerably since the last inspection as a result of more stable staffing, a stronger focus on learning and more secure use of assessment.

Standards overall are below average but improving. Children enter the Foundation Stage with skills and abilities below those expected for their age. Effective provision ensures pupils make good progress and are well prepared for Key Stage 1. Provisional results for 2006 tests reflect the impact of very good teaching in the mixed Year 5/6 class. Standards have risen to above the level expected for 11 year olds by the end of Key Stage 2. This represents good progress. Teaching is good and generally teachers plan well to meet the needs of most pupils in mixed-age classes. Where learning is satisfactory rather than good, this is because tasks do not challenge the more able pupils sufficiently. The progress of some pupils is slowed as a result of weak literacy skills. Raising standards in literacy is a major focus of the school's improvement work.

Pupils behave very well and most have positive attitudes to learning. They are polite to their teachers, other adults and visitors. A strong focus on personal development helps many pupils grow a sense of responsibility and community. They enjoy coming to school, feel well cared for and trust the adults in school. One pupil summed up the feelings of her group by saying, 'The teachers are nice and support us – it's like you've known them all your life'. The curriculum has been extended with an imaginative range of additional activities, which enrich the pupils' experiences and contribute to their enjoyment of school and of learning. Thorough curriculum planning in the core subjects has been extended more widely to foundation subjects. Developments in some subjects are in the early stages. When viewed in context of the improving standards and achievement, the school provides good value for money. The school is well placed to sustain and build upon recent improvements.

What the school should do to improve further

- Improve the pupils' literacy skills.
- Ensure that lessons consistently provide challenging tasks for the more able pupils.
- Develop curriculum plans for all foundation subjects to bring them in line with those for core subjects.

Achievement and standards

Grade: 2

All pupils achieve well. However, the rate at which they make progress is uneven as they move through the school. Provision for the youngest children in the Foundation Stage is very good. The school's detailed analysis of what the children can and cannot do provides an accurate springboard from which to plan stimulating work. They settle quickly and from low starting points make good progress, particularly in their personal development and social skills.

Standards at Key Stages 1 and 2 fluctuate over time. Very small cohort sizes and a legacy of insecure internal assessment at Key Stage 1 have made year-on-year comparisons unreliable. Standards at Key Stage 1 are below average; although, pupils make satisfactory progress based on their attainment at the end of the Foundation Stage. At Key Stage 2, standards have been below average for a number of years. However, new teaching appointments have increased the capacity of the school to raise standards. The impact of very good teaching in the mixed Years 5/6 class combined with well targeted support has improved standards markedly. This is reflected in the provisional test results for 2006. Pupils exceeded their individual targets and achieved above the expected level for 11 year olds. Strong teaching in the Year 3/4 class is helping to accelerate learning. Evidence from lesson observations show that all pupils in Key Stage 2 make at least satisfactory and often good progress. Effective in-class support for pupils with learning difficulties and/or disabilities enables them to make good progress.

Personal development and well-being

Grade: 2

A broad range of opportunities ensure good personal, social and moral development. Pupils know right from wrong. They work and play well together, respect their teachers and one another. Behaviour in lessons and around the school is good. Attitudes to learning are positive and pupils enjoy coming to school. Pupils understand the consequences of inappropriate behaviour. They talk with enthusiasm about the 'good work assemblies' where their achievement is celebrated in front of the whole school and parents. Older pupils readily take responsibility to look after younger ones in mixed-age classes and in the range of clubs that provide additional activities. The pupils' appreciation of cultural diversity is developing. Pupils take an active role in the life of the school community as class representatives, monitors, playground buddies, members of the school council and carers for class pets. As a result of pupils being listened to a 'children's choices' menu including a salad bar is available at lunchtimes. This has proved popular and the number of pupils taking school meals has doubled since September. Attendance is satisfactory.

Quality of provision

Teaching and learning

Grade: 2

Teachers know the pupils very well. Relationships are positive and this fosters security in learning. Pupils trust in teachers. Teaching assistants work well alongside class teachers. They are particularly effective in the Foundation Stage where they add real value to the children's learning. Much teaching is characterised by thoughtful planning, brisk pace and a focus on children being active participants in their learning. A range of interesting activities engages the pupils and sustains their attention. The school's key focus of developing independent learning skills is translated effectively through lesson planning into classroom practice. Pupils are encouraged to discuss their ideas and share them in small groups. Opportunities for pupils to peer mark each others work is a positive feature. Teachers generally plan well to ensure the lesson meets the diverse needs of the pupils. However, pupils could make more progress in some cases particularly where the tasks do not increase in complexity to challenge the most able pupils as well as they might. Much work has been done recently in training teachers to use assessment more effectively to track pupils' progress. As a result, teachers are able to identify underachievement more quickly and ensure appropriate support is targeted.

Curriculum and other activities

Grade: 2

The school has worked hard and successfully to extend the curriculum offer beyond the statutory requirements. The development of the pupils' creative talents is encouraged through a strong focus on the performing arts. Additional curriculum time for physical education has increased levels of participation in exercise and team sport. Pupils speak with enthusiasm about the range of exciting activities that they are able to participate in, such as a talent show, a summer production and a Christmas play. This enriched curriculum has had a significant impact on their enjoyment and achievement. Parents say they are pleased with the opportunities their children have to take part in music, art and computer club or to learn French. More recently the school has created a coordinator role for modern foreign languages and has introduced Italian for older pupils, providing good enrichment opportunities. Improved resources for information and communication technology (ICT), timetabled weekly access to the ICT suite for all pupils and a very well attended lunchtime computer club have improved standards in this area of the curriculum. A number of projects have forged productive links with the community.

Care, guidance and support

Grade: 2

Pupils are well cared for. They feel safe at school and trust the adults they are with. A high staff presence at playtime and lunchtime ensures they play safely. Child

protection procedures are in place and understood. The headteacher takes overall responsibility for child welfare issues should they arise. Risk assessments are carried out to ensure the school environment is safe. Teaching assistants make a good contribution to supporting pupils with learning difficulties and/or disabilities and are particularly effective in the Foundation Stage. A parent/toddler group has been successful in building relationships between the school and families before children join the Nursery. This has contributed greatly to the smooth transition and sure start they experience. Targeted academic support arising from secure assessment of the pupils' skills and abilities helps pupils make progress.

Leadership and management

Grade: 2

The headteacher provides very good leadership and management and is well supported by the deputy headteacher. His clear vision is firmly rooted in the principle that every child in his school matters. Through his strong leadership outcomes for pupils have improved. Actions in the school development plan are well-considered and arise from senior staff knowing the school well through formal and some informal, but nonetheless effective, monitoring. Governance of the school is satisfactory. The chair of governors is committed to the school and his support is valued. The membership of the governing body has recently undergone significant change and many new governors are awaiting training. Teachers have responded well to the delegated responsibility for managing subject coordination. Their confidence is improving and their professional development activities are linked coherently to their new roles. Schemes of work and curriculum plans for foundation subjects are at various stages of development.

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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	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	3
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

The Children

Killingholme Primary School

School Road

South Killingholme

Immingham

North Lincolnshire

DN40 3HX

8 November 2006

Dear Children

Thank you for being so friendly and polite when I came to visit your school. I enjoyed meeting you and your teachers. You behave very well and are a credit to your school.

Killingholme is a good school. You do well because teachers and all the adults in school take good care of you and work really hard to help you learn. Mr Pearson has done a brilliant job to make your school an even better place. Your writing and speaking skills are improving because of the good work your teachers do and your enthusiasm for learning.

You enjoy coming to school and say that many of the activities in lessons are fun and help you to learn. You told me you like and trust your teachers. Many of you take on responsibilities that make a positive contribution to the daily life of your school. Older children are kind to the younger ones and this helps them to settle in school.

Your school does a good job in helping you develop the important skills needed to become responsible citizens who make a positive contribution to their community.

I have asked Mr Pearson and your teachers to make your school even better by:

- helping you to improve your writing, reading, speaking and listening skills even more
- pushing some of you a little harder so that you do even better in tests.

Best wishes

Cathy Kirby

Her Majesty's Inspector of Schools