



Bowmandale Primary School

Inspection Report

Unique Reference Number 117812
Local Authority North Lincolnshire
Inspection number 290934
Inspection date 8 March 2007
Reporting inspector Kathryn Dodd

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

Type of school	Primary	School address	Bowmandale
School category	Community		Barton-upon-Humber
Age range of pupils	4-11		DN18 5EE
Gender of pupils	Mixed	Telephone number	01652 633633
Number on roll (school)	287	Fax number	01652 635539
Appropriate authority	The governing body	Chair	Mrs Jane Tuplin
		Headteacher	Mrs Eliza Hinxman
Date of previous school inspection	1 February 2001		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Almost all the pupils attending this larger than average sized school are from White British family backgrounds. The proportion of pupils entitled to free school meals and the proportion that have learning difficulties and disabilities are below average. The number of pupils who leave or join the school partway through their primary education is increasing. The widely fluctuating year group sizes mean that some pupils are taught in mixed age classes.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school, with an accurate view of its effectiveness. It also has some outstanding features. Pupils achieve well and reach above average standards by Year 6. This academic achievement, along with outstanding achievement in their personal development, signposts a very bright future for the pupils. Key to the school's success is the very good leadership of the headteacher who, in pursuit of excellence, is driven to ensure that every pupil achieves well in an exceptionally caring and supportive environment. Making sure that pupils enjoy learning, are safe, healthy and play an active part in their school community is placed high on the school agenda. It is no surprise therefore, that the school enjoys a good reputation with the vast majority of parents who are very proud of their children's achievements. The school provides good value for money.

Pupils, including those in the Foundation Stage and those with learning difficulties and disabilities, make good progress as a result of good teaching and learning and a good curriculum. Although by Year 6, pupils usually attain above average standards, some who are capable of making even greater progress are not always challenged sufficiently to do so. This is because the information collected from assessing pupils is not always used to ensure that work matches the differing ages and capabilities in each class. Nevertheless, senior leaders, managers and governors work effectively together with the best interests of the pupils at heart. They accurately highlight the school's strengths, but are very clear about areas where pupils can achieve more and how to ensure that they do. As a result, careful adjustments to the curriculum are already promoting higher achievement, especially in writing.

Staff who have recently accepted middle management responsibilities are keen to make a greater contribution; there is scope for the school to make better use of the information they collect about pupils' achievement, the quality of teaching and learning and the curriculum to identify where improvements are needed most in order to raise achievement even further. In this school, staff agree that 'good is just not good enough'. The enthusiasm and determination of everyone to be better, along with well-focussed improvement plans and the good improvement since the previous inspection, demonstrate that the school has good capacity to improve in the future.

What the school should do to improve further

- Ensure that the work set for pupils, especially the more able ones, matches their abilities.
- Make sure that teachers with middle management responsibilities contribute more fully to identifying where improvements are needed most in order to further raise achievement.

Achievement and standards

Grade: 2

The achievement of girls and boys, including those with learning difficulties and disabilities, is good and standards in Year 6 have been mostly above average in recent years. When children start in the Reception class, their attainment is in line with what is typical for their age, although it is lower in literacy and personal development. However, a strong focus on these aspects ensures that their learning gets off to a good start. By the time pupils enter Year 1, most attain the learning goals set nationally in all areas.

In Years 1 and 2, most pupils make good progress, so that standards by the end of Year 2 are often above average, especially in reading. In reading and mathematics significantly, more pupils reach a higher level than expected for their age than do so in writing.

Between 2001 and 2005, results at the end of Year 6 were above average, and well above average in science. This represented good progress from pupils' starting points. Although pupils tested in 2006 achieved well, they reached only average standards. This was because of the high proportion of pupils with learning difficulties and disabilities in Year 6, combined with the fact that a significant number had only recently joined the school. The school's efforts to improve pupils' writing skills, especially for the more capable pupils, are starting to pay dividends. A greater proportion than in previous years are on track to reach a level higher than expected for pupils at the end of Year 2 in the 2007 assessments.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. Pupils really like their school. The way that they show great respect for other people and manage their feelings and relationships reflects their exemplary spiritual, moral, social and cultural development. Pupils are friendly and polite, their behaviour is excellent and older pupils are wonderful role models for younger ones. Pupils know that their well-being is important; they understand how to eat healthily and keep themselves fit. They say that they want to try hard and to do their best. Parents are rightly proud of their children's achievements. They see them grow in confidence and maturity. Pupils participate in a particularly good range of activities and initiatives to promote and develop resilience, initiative, entrepreneurial skills and to raise their aspirations. For example, they work hard and successfully with professionals and organisations in the locality to secure funds to develop their school environment.

As a result of this high quality provision, pupils are equipped particularly well with future life skills. Everyone has the opportunity to help to make the school a happier, safer and healthier place to be. Although attendance is good, the school is not complacent, and is continuing to look for ways to promote better attendance.

Quality of provision

Teaching and learning

Grade: 2

Pupils make good progress as a result of good teaching and learning. Positive relationships, enthusiasm, good organisation and interesting and purposeful activities that enliven learning are strong features of most of the teaching. As a result, pupils are very attentive, behave extremely well and are eager to contribute. Teachers and teaching assistants work together as a strong team to provide consistent support. This means that pupils with learning difficulties and disabilities make good progress. Rigorous and frequent assessments of what pupils can already do and what they need to learn next have been put into place in writing and are developing in other subjects. This information is not used consistently to ensure that pupils' work always matches the differing ages and capabilities in each class. As a result, the more capable pupils are not always challenged sufficiently to do as well as they can.

Curriculum and other activities

Grade: 2

The curriculum enables pupils to make good progress. A high priority is given to providing an enriching curriculum that enlivens learning and promotes outstanding personal development. Effective partnerships with external organisations, including those in the locality, ensure that pupils enjoy a wide range of very relevant educational visits and visitors; for example, the links with English Heritage give pupils the opportunity to explore issues related to local history. Pupils say how much their work in science inspires them. They participate in many exciting scientific investigations and have recently developed their own science area in the school grounds. This contributes to their particularly good achievement in this subject. The curriculum has recently been adapted to address weaknesses in pupils' achievement; for example, there is now a good range of opportunities for pupils to practise their writing skills across subjects and to develop better speaking and listening skills from an earlier age.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Parents are pleased that their children are 'especially well cared for, nurtured and valued as individuals'. Procedures for safeguarding pupils are securely in place. Staff know the pupils very well and pupils are confident that staff will help them to overcome any difficulties. Pupils enjoy taking special care of one another, particularly older pupils taking care of younger ones, and so they feel safe and happy in school. Close links with parents and with other pre-school providers ensure that staff are well prepared to meet children's individual needs as soon as they join, so that learning gets off to a good start. Sensitively devised individual programmes of support and close links with external agencies help to meet the needs of pupils with learning difficulties and disabilities and other vulnerable pupils. A

strength of the academic guidance provided by the school is the high level of pupil involvement in setting targets for improvement. Pupils have regular opportunities to say how well they think they are getting on. They discuss with adults how they can further improve to meet their academic and personal targets.

Leadership and management

Grade: 2

A strong sense of unity and teamwork underpins the good leadership, management and governance of the school. The very caring and nurturing ethos promotes good academic achievement and outstanding personal development. This is reflected in pupils' enjoyment and confidence. The leadership of the headteacher is very good. She is clearly focussed on, and successful in bringing about improvement, yet continually strives to do even better. She has led the school positively though a challenging period. This has included the allocation of new staff management roles, combined with an increasing number of pupils joining and leaving the school partway through their primary education. She has worked hard to minimise any disruption to pupils' education caused by fluctuating year group sizes. The school has a good understanding of its strengths and weaknesses; however, new staff who have recently taken on additional responsibilities as subject coordinators are keen to make a greater contribution to monitoring and evaluation, and there is scope for development of their role to enhance this process. Improvement since the previous inspection is good, particularly the quality of care, pupils' personal development and the accommodation.

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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	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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

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?	1

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	2
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

Bowmandale Primary School

Bowmandale

Barton-upon-Humber

DN18 5EE

9 March 2007

Dear Pupils

Thank you so much for the very warm welcome you gave me when I visited your school. You were all very friendly and polite and keen to talk to me. Your behaviour was excellent. You answered all my questions really thoughtfully. I can see why you told me that you enjoy coming to your school and why so many of your parents are so pleased with it. All the adults care about you doing well. I am particularly pleased to know that, if you have any problems or are upset about anything, there is always someone you can talk to and get help, and so you feel happy in school. You get lots of chances to check how well you are getting on in your work and to learn about what you need to do next to do even better. I enjoyed hearing about your plans to develop your playground. I am very impressed with the way that you are making sure that you raise the money you need by working with adults and local businesses.

Your headteacher, teachers, governors and the other adults are working hard to make your school even better. I think for some of you, your work in lessons is sometimes too easy and does not always give you the chance to show what you are capable of. I also think that your headteacher should have even more help from teachers and senior staff with keeping a close check on lessons to see how well you are learning and how you could do even better. You can help your school to become even better by making sure that you always tell your teacher if your work is too easy or too hard for you and, of course, continue to try your very best in everything that you do.

I hope that you soon reach your fund raising targets for your playground project, so that you can enjoy the rewards from all your hard work. I wish you all lots of success in the future.

Yours sincerely

Kathryn Dodd

Lead Inspector