



Coomb Briggs Primary School

Inspection Report

Unique Reference Number 117907
Local Authority North East Lincolnshire
Inspection number 290961
Inspection dates 14–15 November 2006
Reporting inspector Judith Straw

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

Type of school	Primary	School address	Roval Drive
School category	Community		Immingham
Age range of pupils	4–11		DN40 2DY
Gender of pupils	Mixed	Telephone number	01469 572584
Number on roll (school)	166	Fax number	01469 578302
Appropriate authority	The governing body	Chair	Mrs Val Crosby
		Headteacher	Mrs Jayne Day
Date of previous school inspection	1 June 2002		

Age group 4–11	Inspection dates 14–15 November 2006	Inspection number 290961
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Coomb Briggs is a small primary school which serves an area with broadly average social and economic characteristics. Most pupils are from White British backgrounds and none speaks English as an additional language. Very few pupils take a free school meal. Although the proportion of pupils with learning difficulties and/or disabilities is quite high, the attainment of pupils joining the school is average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. The pupils are well behaved and well mannered. 'Coomb Briggs is a happy and successful school', wrote one parent, and this was the view of the inspectors. Teachers make learning enjoyable and the pupils respond with enthusiasm. The walls are covered with beautiful displays of pupils' work which create a stimulating and pleasing learning environment. Parents are pleased with the school because they feel their children are well cared for and given the chance to succeed. Pupils enjoy school and feel safe, valued and that their opinions matter. The school places much emphasis on healthy living and the pupils' obvious relish for physical education, vigorous activity at playtime and the healthy meals they enjoy show that they put into practice the good advice they receive. Pupils work cooperatively in pairs and teams and have the necessary skills in literacy, numeracy and information and communication technology(ICT) to be well prepared for the future.

Standards are average and improving and pupils' achievement is satisfactory. Standards have risen steadily since 2004 when they were below average and pupils are now making better progress. Results in the 2005 and 2006 national tests show that pupils are making satisfactory progress in Key Stages 1 and 2. The most recent national test results for Year 6 show that mathematics is the strongest subject where pupils reached above average standards and achieved well. English was the weakest subject in 2005 but improved in 2006, although pupils are still not achieving as well in English as they are in mathematics. This has become a focus for school improvement. Until recently, the school did not have an accurate picture of pupils' progress and achievement but new measures put in place have resulted in higher standards and the school now meets or exceeds its statutory targets for Year 6 pupils.

Teaching and learning are satisfactory. Assessment of pupils' progress is effective in Key Stage 2 but less well developed in Key Stage 1 and the Foundation Stage; this means that planning for lessons is less secure. Information and communication technology is not yet applied enough in all subjects of the curriculum to enhance the pupils' learning. Changes to the curriculum have resulted in more challenge and creativity and enhanced the enjoyment and achievement of pupils. For example, the work on Tudor lifestyles is linked effectively with pupils' growing understanding of modern dietary requirements. These changes have contributed to the recent rise in standards.

Provision in the Foundation Stage is satisfactory. From an average starting point, children make satisfactory progress and reach the learning goals expected for their age. The designated area for Reception and Key Stage 1 children is spacious, bright and welcoming but there is no defined area for outdoor activities so the children's learning is sometimes restricted. Plans are in place to provide such an area in the near future.

What the school should do to improve further

- Raise standards in English.

- Improve assessment in Key Stage 1 and the Foundation Stage to ensure better lesson planning.
- Make better use of ICT to enhance pupils' learning in all subjects.

Achievement and standards

Grade: 3

Pupils' achievement and progress are satisfactory and they reach average standards in Year 6. Children in the Foundation Stage make satisfactory progress in all areas of learning and reach the expected learning goals for their age. In the 2005 national tests for Year 2, the school's results were highest in mathematics but weakest in writing. The same picture emerged in 2006 with the pupils making good progress in mathematics and achieving good results. The school rightly recognised that some boys are performing less well than girls and, as a result of the actions taken, the gap between the achievement of girls and boys is narrowing. The school has correctly identified English, particularly writing, as being a weaker area, and this is a main priority for improvement. Pupils with learning difficulties and/or disabilities make satisfactory progress because they are well supported by trained teaching assistants.

Personal development and well-being

Grade: 2

Pupils' personal development and their spiritual, moral, social and cultural development are good. Pupils are friendly, polite and treat each other and adults with respect. They are enthusiastic and well-motivated learners who enjoy all the many activities the school has to offer, during and after school hours. Pupils talk readily about their lessons, which they enjoy; they are proud of the school and they grow into confident and mature young people. Their attendance is good. They feel safe at school and say that everyone has someone to talk to if there is a problem and that staff are quick to react and sort out any difficulties or harassment effectively. Pupils have a good understanding of healthy eating and are encouraged by the school to eat a piece of fruit at break times. They are keen to take exercise and join in physical education lessons. The younger children work hard in the 'wake up and shake up' sessions. The older pupils have a growing understanding of their rights and responsibilities but this is not yet fully developed, for example, the pupils say that, although they know the school listens to their views, they would like a formal school council.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. The staff have worked hard to improve the quality of teaching so that a growing proportion is now good. There is more good teaching in Key Stage 2 than in the Foundation Stage and Key Stage 1. Teaching and

learning have many strengths. Pupils are keen to learn because the lessons are interesting and stimulating. Teachers have high expectations of behaviour, and the pupils respond well. Skilled learning support assistants and volunteer helpers effectively support pupils in their work. The strategies the school has introduced to improve boys' learning have been successful and there is no difference between the engagement of boys and girls in lessons. Pupils know what they are expected to learn and everyone can focus on the most important points of the lesson. An important weakness in teaching is that there is limited use of the systems for checking how well pupils are doing. This results in less well-focused planning for meeting different pupils' learning needs. On occasions, too much teacher talk gives pupils little time to express themselves and opportunities are missed to extend their understanding.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and has recently improved considerably. All statutory requirements are met and there is a strong emphasis on basic skills. However, access to ICT is restricted because of the limited resources currently available and pupils' work is not assessed. Recent changes to the curriculum have helped to make lessons creative and lively. Good links are being developed between different subjects to enhance the curriculum and provide challenging and exciting ways of learning. The splendid displays in all classrooms are a testament to the interesting and challenging work being done. The curriculum in Reception is satisfactory but opportunities for outside activities are limited by the lack of a designated play area. Pupils of all ages take part in the clubs and sporting activities which take place after school and enjoy the numerous visits they make to places of scientific, geographical and historical interest.

Care, guidance and support

Grade: 3

Pupils' health and safety are generally ensured by thorough routines and planning. Child protection procedures are in place and the staff have recently been trained to deal with any issues. The school has good links with outside agencies and so is confident that the needs of pupils are met. Skilled learning support assistants ensure that those with specific learning difficulties and/or disabilities receive the help they need to make progress. The school has good systems for checking pupils' progress in Key Stage 2. These put teachers in a good position to show pupils how to improve and to ensure they are making progress. These procedures are yet to be implemented in the Foundation Stage and Key Stage 1 so that the teachers are less sure how to pitch their lessons.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher provides strong and visionary leadership and leads by example. She is well supported by two assistant headteachers and together they form an effective and cohesive senior team. The ethos of the school is positive. Staff work closely together and care is taken to make sure all pupils have equal opportunities to learn. The school has good links with other schools and a range of agencies to promote the well-being of pupils and extend the range of opportunities open to them. The school's self-evaluation is satisfactory overall. The headteacher monitors and evaluates all aspects of the school's work very effectively. Although other members of staff are gradually becoming involved in monitoring the work of the school, they are still learning the skills to carry this out. Governance is satisfactory. Governors check and ensure that statutory requirements are met and that resources are deployed well. They provide loyal and effective support in many ways, including reviewing the school's development plan, and are becoming more aware of the school's performance. The headteacher, senior managers, staff and governors are determined to make sure that all pupils achieve well and fulfill their potential. The school has a good capacity to improve.

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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
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?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

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	3
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?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

Coomb Briggs Primary School

Roval Drive

Immingham

DN40 2DY

14 November 2006

Dear Pupils

Thank you for making us so welcome when we visited your school this week. We enjoyed meeting you in lessons and at break and lunchtimes. We were impressed by your friendliness, good manners and enthusiasm. You told us that you enjoy school and are very happy there.

We liked many things about your school. We think your wall displays are lovely. You are working well with your teachers and trying to do your best. We think you behave very well most of the time and look after each other in school and in the playground. It was good to see you enjoying PE and your 'wake and shake' sessions. You all contribute to activities and make school enjoyable and happy. Your teachers are working hard to make sure you enjoy the work you do, have opportunities for exciting and creative activities and achieve as well as you can.

To make your school even better, we think you should improve your writing. You can do your bit here by always trying as hard as you can. We also think the school should keep a closer check on your progress, especially in Reception and Years 1 and 2. We think that you should be using computers more often to help you learn in all subjects

With our very best wishes.

Yours sincerely

Judith Straw and Joan Lock

Inspectors