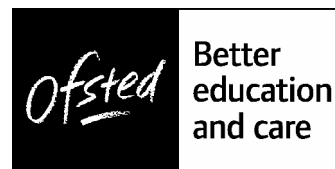


Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404045
F 020 7421 6644
www.ofsted.gov.uk



29 September 2006

Mr Mark Gillyon
Headteacher
Fairfield Primary School
Scartho
Grimsby
DN33 3AE

Dear Mr Gillyon

Ofsted survey inspection programme – History

Thank you for your hospitality and co-operation, and that of your staff, during my visit on September 28 2006 to look at work in history.

As outlined in my initial letter, the visit focussed on key areas in the subject. I also had the opportunity to consider history within the context of whole-school issues, in particular, literacy.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included interviews with staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of three lessons. All my judgements below agree with your own self-evaluation.

The overall effectiveness of was judged to be satisfactory.

Achievement and standards

- The standards reached by pupils are satisfactory. Most can talk and write accurately about what they have been studying and have reasonable understanding. However, their ability to make connections between topics is limited.
- Pupils are developing appropriate skills; for instance, they are able to ask appropriate questions about a topic and provide answers. Some written accounts in pupils' books are very good. However, other skills are underdeveloped; for instance, pupils' ability to seek evidence,

make their own judgements and to understand that there are different interpretations.

- All pupils make satisfactory progress. However, as you correctly recognise in your School Improvement Plan, there is a need to clarify and improve your expectations of both history knowledge and skills for each year group.
- The subject contributes well to pupils' personal development; for instance, pupils' confidence is encouraged by the many opportunities given to work together and to talk publicly about a topic.

Quality of teaching and learning in history

- The quality of teaching and learning is satisfactory. Teachers are confident in teaching the selected topics. They have very good relationships with pupils. They work hard to make lessons fun and pupils recognise this. Pupils respond well; this is clear from their written work and the way they talk about the subject. However, teaching is not sufficiently linked to the skills of the National Curriculum or to a defined hierarchy of expectations.
- The assessment of pupils work is regular but, again, is not sufficiently linked to defined expectations. It does not provide sufficient feedback on which to base future teaching. This is recognised in the School Improvement Plan as it the need for pupil self-assessment and target setting.

Quality of curriculum

- The quality of the curriculum is satisfactory. It consists of a number of detailed studies of favourite topics. While the topics themselves are interesting and fun, there is little to link them together to provide pupils with a coherent narrative and sense of chronology. The school recognises this and is considering how better to focus on topics that best help pupils understand the background to the world in which they live.

Leadership and management of history

- The quality of leadership and management of the subject is satisfactory. The subject leader now has appropriate plans included in the School Improvement Plan aimed at raising standards and improving achievement.

Subject issue - literacy

- History contributes well to literacy and other subjects but the school has yet to recognise this formally and build it into its planning. In contrast, formal links with ICT are developing well.

Inclusion

- Pupils with learning difficulties and disabilities are well catered for and progress satisfactorily in history. Teaching Assistants are suitably deployed to support them.

Areas for improvement, which we discussed, included:

- improving teachers' understanding and application of the hierarchy of expected standards in both the knowledge and skills of the history National Curriculum
- improving the quality and use of assessment
- developing a more coherent history curriculum with more explicit links to literacy.

I hope these observations are useful as you continue to develop history in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority/Local Learning and Skills Council and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Paul Armitage
Her Majesty's Inspector