

East Halton Primary School

Inspection report

Unique Reference Number	117736
Local Authority	North Lincolnshire
Inspection number	312687
Inspection date	1 May 2008
Reporting inspector	Tony Anderson

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

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	45
Appropriate authority	The governing body
Chair	Mrs Jenny Blanshard
Headteacher	Miss Jill Robinson
Date of previous school inspection	1 April 2004
School address	College Road East Halton Immingham North Lincolnshire DN40 3PJ
Telephone number	01469 540273
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

East Halton is a much smaller than average primary school situated to the north of Immingham and serving a diverse and semi-rural community. The majority of pupils come from a White British background but a few are from the traveller community and even fewer are Asian. A small percentage of pupils are entitled to free school meals but a higher proportion than average has learning difficulties and/or disabilities. All classes have mixed-age groups and this includes the small Foundation Stage class to which nursery provision has been added since the last inspection. The school has achieved the Healthy Schools Award and is a member of the Sports Partnership.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

East Halton primary is a good school and it provides good value for money. Pupils' achievement is good. The standards they reach by the end of Year 6 are broadly in line with the national average despite annual fluctuations partly linked to the very small pupil grouping. The majority of children have skills below national expectations when they enter the Foundation Stage where they make good progress. As a result, the majority of children are in line with national expectations by the time they enter Year 1. Recent results indicate variable but above average standards reached by the end of Key Stage 1, except in 2007. Following a dip in Year 6 outcomes in 2007 in English, mathematics and science after several years of improvement in Key Stage 2, the school's own pupil tracking systems and projections show a much improving picture in 2008. However, writing and science remain areas of weakness of which the school are aware. The projected outcomes indicate good levels of progress and achievement over time, given the low starting point of most pupils when they enter the Foundation Stage.

A very caring family ethos is the clear foundation stone of this school. It has a very positive impact on pupils' attitudes, contributing well to their personal development. Attendance, whilst a little variable from year-to-year, is broadly in line with the national average. The school council work very hard for the benefit of other pupils and are proud of their recent design work to improve the attractiveness of the toilet facilities for both boys and girls. The quality of teaching and learning is good. In the best lessons seen, pace and challenge were consistently in evidence and pupils were encouraged to take increasing responsibility for their own learning. The curriculum provides an interesting and exciting input to pupils' learning and is very well supported and enhanced by a range of extra curricular clubs and external visits. The use of information and communication technology to support pupils' progress across the curriculum has improved since the last inspection. The school very successfully meets the pastoral and self-esteem needs of a few vulnerable pupils. Pupils with learning difficulties and/or disabilities make good progress because there is an accurate match of provision to their individual needs. The academic guidance given to pupils to ensure they are consistently aware of what they need to do to make progress is good. Pupils are aware of their individual targets for improvement and are further supported by the good marking of books and the effective child-friendly 'two wishes and a star' academic and personal development support system.

Leadership and management are good and the headteacher and her dedicated staff have worked very much in harmony to maintain a focus on raising achievement and standards since the last inspection. The school is clearly aware of its relative strengths and areas for development and a number of initiatives have been introduced to improve the monitoring and tracking of pupils' progress. There have been clear signs of improvement in achievement and standards, particularly in Key Stage 2 over recent years. The vast majority of parents are very supportive of the school. As one parent aptly put it 'this is truly a very special school'. Governors provide wise and effective council and they are playing a key role in helping to guide the school towards further and continued improvement. The school's overall improvement since the last inspection is good as is its capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

The provision for children in the Foundation Stage is good and they make good progress. When children start school, their language and social skills are generally below those typical for their

age. The school recognises this, and has put in place a range of activities which are carefully planned to enable children to make progress in acquiring these skills. Regular and more accurate measurement of children's progress is an improving feature and this information is used well to plan activities that best meet the needs of each individual child. The outdoor provision is utilised effectively to extend the teaching facilities and children were observed to enjoy the developing range of play equipment and learning activities. There are also very close and effective learning and play links with Key Stage 1 pupils and this leads to an eventually seamless transition between the two learning environments. By the time children enter Year 1 the majority have made good progress in most areas of learning but some are still below national expectations for their age.

What the school should do to improve further

- Raise standards further, particularly in writing and in science.
- Further improve pupils' attendance.

Achievement and standards

Grade: 2

Pupils' achievement is good and the standards they reach by the end of Year 6 are broadly in line with the national average. Children enter the Foundation Stage with speaking, listening and communication skills below those typical for their age. They make good progress due to the well planned early years curriculum which offers an interesting range of learning opportunities combining directed activities with those in which children are encouraged to make choices. By the time they enter Year 1, the majority of children have reached the expected levels for their age. In recent years, standards attained in Key Stage 1 have fluctuated, partly due to the very small groups of children in this school. A key example of these fluctuations can be seen in the mathematics outcomes in 2004 and 2006 where standards were well above average. However, they fell to broadly in line and to below average in 2005 and 2007 respectively.

In Key Stage 2, annual fluctuations have been less apparent and there has been a steady and sustained improvement since the last inspection except in 2007, when standards dipped. The school's projections for 2008 indicate significant improvement in the outcomes for mathematics and science and they will return towards the strong results of 2006. This represents good progress and achievement from pupils' low starting point in the Foundation Stage. Although the English projections also indicate some improvement in the higher level 5 results, writing and science remain areas of weakness which are already being addressed by the school. Pupils with learning difficulties and/or disabilities make similar good progress to other pupils in response to the well directed additional support they receive.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They are confident learners and enjoy coming to school. This is confirmed in many parental comments such as 'my child really loves coming to this school and he enjoys the wide range of learning opportunities'. Attendance is a little variable but broadly in line with the national average. Pupils say that their contribution is highly valued. As one pupil commented, 'teachers really do help you learn and they explain things very well'. Pupils' behaviour is consistently good and they say that they feel safe and secure 'in their lovely school'. They know whom to turn to if they have a problem, and they say that bullying and bad behaviour is extremely rare and quickly dealt with. Pupils know about

the importance of leading a healthy lifestyle and they participate in and enjoy a variety of sporting activities such as the daily 'wake and shake' sessions around the school. The school council enjoy their proactive role and are proud of their recent work towards the provision of a friendship bench and the challenge to teachers of allowing music to be played during the lunch break. Pupils' understanding of their spiritual, moral, social and cultural development is strong and is fostered through assemblies, circle time, religious education lessons and the good cross-curricular provision of personal, health and social education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good resulting in most pupils making good progress. Most lessons are lively and interesting and are enjoyed by pupils. Lesson objectives and success criteria are shared with pupils. Good relationships between pupils and their teachers in addition to strong lesson pace and challenge are key strengths. A genuine enthusiasm for learning is created and pupils' consistently good behaviour and eagerness to learn is harnessed well by teaching and support staff. They work together very effectively to address the needs of different groups of pupils and individuals so that they can all make progress. Teachers' marking gives pupils a good idea of how well they have done and positive guidance as to how they may improve.

Curriculum and other activities

Grade: 2

The curriculum is good and statutory requirements are met. Staff plan a well balanced programme of work which includes good provision for pupils' personal development. A strong recent focus on the further development of English, mathematics and science is now showing promising results. However, pupils' writing remains an acknowledged area of weakness which is being addressed by the school. Pupils with learning difficulties and/or disabilities receive well targeted support through individual learning plans with curriculum adjustments to ensure relevance and enjoyment. Personal, social and health education helps to ensure pupils understand the importance of staying safe and being healthy. It prepares them well to make an effective contribution to the community. The curriculum is strongly enriched by a wide and interesting range of clubs, visits and visitors, including the much anticipated weekly visit of a local music teacher who provides tuition to several pupils who are learning to play the violin.

Care, guidance and support

Grade: 2

The quality of care, guidance and support for pupils and their families is of a good standard. The school places a high priority on supporting pupils' varying needs such as the few vulnerable pupils and those with learning difficulties and/or disabilities. Child protection procedures and arrangements for safeguarding pupils meet requirements. There is a strong focus on healthy lifestyles and pupils are actively encouraged to make sensible choices in their diet and to take regular exercise. Relatively new computerised systems to improve the tracking of pupils' progress and to support their learning are beginning to show a positive impact. Pupils are aware of what they need to achieve in lessons through individual targets and the sharing of objectives and success criteria. The training of pupils to assess and evaluate each other's work and to suggest

ways in which it can be improved is already having a positive effect on their academic progress and levels of achievement.

Leadership and management

Grade: 2

Leadership and management of the school are good. The headteacher provides strong and determined leadership with, as many recognise, a 'big heart'. She is very well respected by all teaching staff, pupils and the vast majority of parents. One parent describes the headteacher as 'lovely and helpful to children and parents alike'. There is clarity of vision which is shared between all staff and governors of the school. The school's journey since the last inspection has not been without difficulties but the senior leadership team and governors have not lost sight of the key areas for development. Pupils' achievement and standards have remained the priority area of focus and there has been clear improvement in this area since the last inspection, particularly in Key Stage 2. Recent improvements made to the assessment and tracking systems are already showing signs of a positive impact on pupils' learning and progress.

Governors fulfil their statutory obligations well and display a good level of commitment to the school's work through regular visits to the school and attendance at meetings. In their capacity as critical partners they add positive and effective support to the headteacher and her staff. The leadership team demonstrate a good capacity to improve further.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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.

Annex A

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

6 May 2008

Dear Children

Inspection of East Halton Primary School, North Lincolnshire, DN40 3PJ

Thank you for being so kind and friendly to me when I recently visited your school. I was so impressed with the way you all got on so well together and in your positive attitudes to work in the classrooms. It was also a great pleasure to talk to so many of you around the school and to have a meeting with a few children including representatives of your school council. You are justifiably proud of your recent work towards improving the appearance of the girls' and boys' toilets. When your headteacher kindly took me on a quick visit before you all arrived at school, I was very impressed with each of the very different colour schemes you have helped to create.

I think your school is a lovely place to learn and you are clearly making good progress in your lessons. I have made just two suggestions to your school about ways in which you may be able to do even better in the future:

- For your teachers to help you even more with your writing and with your understanding and learning of science.
- For your attendance at school to improve to above the national average.

You can help with some of these areas for improvement, particularly the second one, by making sure you attend school every single day if at all possible.

Thank you again for making my visit so enjoyable.

Tony Anderson

Lead inspector