

Worlabby Primary School

Inspection report

Unique Reference Number	117754
Local Authority	North Lincolnshire
Inspection number	312692
Inspection dates	5–6 February 2008
Reporting inspector	Joan Elton

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	4–11
Gender of pupils	Mixed
Number on roll	
School	54
Appropriate authority	The governing body
Chair	Mr Andrew Heaton
Headteacher	Mrs Joanne Milnes
Date of previous school inspection	1 April 2004
School address	Worlabby Brigg DN20 0NA
Telephone number	01652 618351
Fax number	01652 618351

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Worlabby Primary is a small village school. The proportion of pupils eligible for free school meals is below average. All pupils are from White British families. The number of pupils with learning difficulties and/or disabilities is above average. Accommodation is currently being improved through the provision of a building extension. The school has achieved the Healthy School Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Worlabby Primary is a satisfactory school, which is improving rapidly. The curriculum is revitalised and teaching and learning are more focused as a result of effective assessment. This motivates pupils in all lessons and accelerates their rate of progress. Attendance is above the national average, having risen from satisfactory in 2004. Parents are happy with the school, commenting on 'its caring staff and family atmosphere', and its improved provision for pupils with learning difficulties and/or disabilities. They are most impressed with the amount of progress the school has made recently.

Achievement is satisfactory and standards are broadly average. Pupils make satisfactory progress and standards are in line with national averages at the end of Years 2 and 6 though few pupils reached the higher levels. Year 6 results have varied from below to above average, because of high mobility rates, small cohort sizes and variable numbers of pupils with learning difficulties and/or disabilities. All pupils' progress is improving. This is due to enhanced provision for individual needs, an improved staffing ratio, an exciting curriculum and an effective tracking system. Pupils understand how they are doing and what they need to do to improve. Teaching is satisfactory overall and a few lessons are good or outstanding. However, there are not enough consistently good or better lessons across the school. Pupils do not have the chance to improve and practise their writing skills in subjects across the curriculum and more able pupils are not always fully challenged.

Pupils' personal development and the care, guidance and support they receive are good. Pupils are confident because they know their views are listened to. They enjoy school and feel safe and secure because there is little or no bullying and everyone gets on well together. They behave well and have a good understanding of how to be fit, eat healthily and stay safe. Pupils enjoy responsibilities and demonstrate their concern for others through fund-raising activities and work for the elderly. Good links with the community and church ensure pupils play a good part in local life. Pupils' basic skills are average but improving. They have positive attitudes to work and cooperate effectively, preparing them satisfactorily for the next stage of their education.

Governance, leadership and management are satisfactory. The school leadership team, staff and governors have worked together to implement change and also manage major building works on the same site. Morale is good and there is a shared common purpose to improve standards and achievement. The recently appointed headteacher has introduced many improvements. These have created an environment of change that is rapidly increasing the rate of pupils' progress and moving the school in the right direction. The effects of the improvements have not yet had sufficient time to show in national assessment results or ensuring overall good quality of teaching. However, the school has a good capacity to improve based on its recent achievements.

Effectiveness of the Foundation Stage

Grade: 3

Foundation stage provision is satisfactory and ensures children make sound progress. They begin school with a range of skills typical for this age group. By the end of Reception the majority will reach the levels expected nationally, with a small number exceeding them. Children enter their Reception year in a mixed-age class. They make new friendships, adapting to their

new school because of good induction arrangements. The environment is well organised and stimulating both inside and outside the classroom. The staff are enthusiastic and work well together. They provide an interesting range of activities and ensure there is a balance of activities that are led by staff or chosen by children. Basic skills are developed systematically, but opportunities to encourage children's writing in a variety of learning activities are not always taken. Personal, social and emotional development is given priority, routines are well established and staff provide a good standard of care, support and guidance. The school maintains a good relationship with parents, keeping them informed of their child's progress and helping them support their child's education at home. Assessment has recently improved. It is now used more effectively to identify needs and provide support with appropriate teaching and learning.

What the school should do to improve further

- Improve teaching and learning so that lessons are more consistently good or outstanding.
- Give pupils more opportunities to practise and improve their writing skills in subjects other than English.
- Improve provision for the more able pupils.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards are in line with national averages. Progress is satisfactory and pupils' achievement by the end of Year 2 and Year 6 is satisfactory. National test results in 2007 were broadly average for Key Stage 1 and 2, although few pupils reached the higher levels. Inspection evidence shows that from September 2007 pupils' progress in mathematics and English in Years 3 to 6 has accelerated rapidly. This is the result of a variety of improvements. These include an accurate system that tracks pupils' progress and has led to appropriate catch-up programmes for pupils likely to fall behind. More rigorous checks on lessons have led to appropriate teacher training and more effective learning. The headteacher's input as an additional teacher has also been beneficial. In Years 1 and 2, progress in mathematics is steady, but there has been limited practice of writing skills. Not all pupils have received the support they need to assist their development and there are too many recurring errors in spelling.

Personal development and well-being

Grade: 2

Personal development and well-being, including pupils' spiritual, moral, social and cultural development are good. Pupils make a good start in Reception, where courtesy is taught and children socialise in a mixed-age class. Throughout the school, pupils are friendly, polite and well behaved. Pupils say that there is little bullying in school and know that if it occurs, teachers take appropriate but sensitive action. This makes them feel happy and safe. This is reflected in their improved attendance, which is now above the national average. Pupils understand the essentials of a healthy lifestyle: they eat nutritious snacks at breaktime and many attend the multi-sports events. They know that 'stranger danger' also applies to the Internet and cite the school's strategies to keep them secure. Pupils enjoy responsibility: they enthuse about their roles as play monitors and school council representatives. They also enjoy participating in

community events, particularly inter-school sports, charity raising and entertainment for the senior citizens. They are appreciative of their teachers, who make lessons fun and organise interesting events such as 'Stars in your eyes'. Pupils feel they are listened to and their suggestions considered fairly. Pupils' basic skills are developing securely and they work well together in group or class projects.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. There has been much improvement recently. More accurate assessment helps teachers to build on what pupils already know. There is good provision for pupils with learning difficulties and/or disabilities and staff are knowledgeable about current national developments. Some good and outstanding features were seen but these are not yet consistent enough across the school. In the best lessons, a good pace to learning and a variety of strategies captured pupils' attention and sustained it. Good relationships enabled pupils to be confident and staff used interactive white boards imaginatively to improve pupils' understanding.

Other than in Years 5 and 6 there is little evidence of extension activities for more able pupils. Marking is not used consistently well enough to guide pupils in how to improve. Where this is done well, pupils know what to do and incorporate the necessary features into their work. Monitoring of lessons and pupils' work by staff and local authority personnel is beginning to lead to greater consistency. It is also encouraging teamwork, sharing of ideas and greater accountability. Staff are enthusiastic in their teaching. They have the necessary skills and motivation to make further improvement.

Curriculum and other activities

Grade: 2

The curriculum is good. It has recently been reviewed to ensure progression, breadth and relevance. Themes linking a number of subjects are used to make learning more interesting for the pupils and to provide practice of basic skills. Pupils explore such themes using appropriate technical language, but teachers do not always use the full range of opportunities to extend pupils' writing. The creative aspects of the curriculum are exciting: they involve highly focussed projects, using outside specialists and practical, interactive teaching. This was most evident in the school's Chinese New Year Day when the pupils enjoyed well resourced presentations and explored multimedia activities. All pupils experience a good range of visits, visitors and out-of-school activities. The curriculum incorporates French and pupils meet people from different faiths. They are also able to acquire new skills as instrumentalists and Sports Leaders. Pupils with learning difficulties and/or disabilities have good access to the curriculum but sometimes the more able are not always challenged effectively.

Care, guidance and support

Grade: 2

The school takes good care of its pupils. There are effective procedures for keeping pupils safe and pupils are confident approaching staff with their concerns. They are also encouraged to express their feelings in lessons and their views in school council. Parents are pleased with the care their children receive. Required child protection and safeguarding procedures are in place.

Risk assessments are regularly reviewed and updated. Provision for pupils with learning difficulties and/or disabilities is good and well managed. Their needs are quickly identified and targeted support, often using external agencies, helps them make good progress.

Since September 2007, pupils' academic progress has been tracked very carefully and good strategies to promote achievement have been introduced. Pupils have learning targets to improve their work and the school works closely with parents and local authority to provide good quality support for pupils. Overall, pupils know what they can do well but targets need further refinement in a few classes for pupils to understand how to improve the structure and style of their writing.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has given very clear direction as to how the school should improve. There is an accurate understanding of the school's strengths and what its priorities should be, strengthened by recently improved systems to track pupils' progress. The headteacher has worked very successfully with governors and staff to ensure her vision for maximum pupil achievement is shared and has begun to develop staff and resources towards this goal. Good open relationships have been established with parents and the community and there is great enthusiasm and participation in school activities. Pupils appreciate the revitalised curriculum and the focused teaching and learning. As a result, their attendance has improved and their motivation shows in very positive work attitudes and accelerated progress. However, the effect of these changes has not had sufficient time to show in national assessment results or the overall quality of teaching.

Governance is satisfactory. Governors are highly supportive of the school and of the recent changes. They welcome the open access to information from the headteacher and local authority and have used this expertise to plan strategically for the new building and the future. They are very committed to raising standards and have managed the school's resources well over the current year to provide additional resources for pupils. They have a good knowledge of the school's strengths and areas for development and are appropriately sensitive when dealing with difficult issues. The headteacher welcomes their contribution, and staff and governors approach all issues from an informed and experienced team viewpoint. Overall the school provides satisfactory value for money.

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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?	3
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	3
The capacity to make any necessary improvements	2

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 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	2
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	3

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?	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?	3
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	3
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	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

7 February 2008

Dear Pupils

Inspection of Worlabby Primary School, North Lincolnshire, DN20 0NA

Thank you for the warm welcome I received when I visited your school. I enjoyed the two days I spent with you and only wish I could have participated in the Chinese New Year activities! Many of you told me how much you enjoy your lessons, your sport, school visits and 'Stars in your eyes'. You certainly experience some exciting projects. I was most impressed with your good behaviour and how well you work and play together. I'm glad to hear there is little or no bullying in school and that there are caring adults to sort out problems. Please thank your parents for sending in the questionnaire returns. Their comments have been very helpful.

The quality of education you receive is satisfactory and improving rapidly because of various changes your headteacher has introduced. There are good systems in place for assessing your work, helping you if there are problems and letting you know how to improve. Overall, you make satisfactory progress as you move through the school. Looking at your work, I noticed how your progress has quickened. This has happened because the staff has worked well as a team to make your lessons more exciting and give you work that is interesting and difficult enough to be challenging for you. Your teachers take good care of you and want you to achieve as much as possible. They are planning to do this by:

- continuing to develop new teaching approaches to help you learn better
- giving you more opportunities to practise and improve your writing in all subjects, and expecting higher standards of you
- making sure that all of you reach the highest levels you can.

You can help your teachers by continuing your good school attendance, taking care with your homework and enjoying reading as a hobby! Your governors and teachers are currently working hard, making arrangements for your new school building. I know you are looking forward to this and will appreciate the extra space and the new facilities. Your headteacher and staff have made your old school very attractive and despite cramped conditions have ensured that the school is organised well.

I valued my time with you and wish you every success for the future.

Yours sincerely

Joan Elton

Lead inspector