

# Humberston Cloverfields Primary School

Inspection report

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<b>Unique Reference Number</b>	117966
<b>Local Authority</b>	North East Lincolnshire
<b>Inspection number</b>	312762
<b>Inspection dates</b>	4–5 March 2008
<b>Reporting inspector</b>	Amraz Ali HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	269
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Nigel Lowther
<b>Headteacher</b>	Mrs Carole Spruce
<b>Date of previous school inspection</b>	1 March 2005
<b>School address</b>	St Thomas Close Humberston DN36 4HS
<b>Telephone number</b>	01472 500217
<b>Fax number</b>	01472 500218

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Cloverfields is a larger than average primary school serving the Humberston area of Cleethorpes. This is an area of average socio-economic standing. Most pupils are of White British heritage with a small number of pupils from minority ethnic groups. The proportion of pupils who are eligible for free school meals is well below the national average as is the proportion whose first language is not English. The proportion of pupils who have a learning difficulty and/or disability is similar to the national average. A higher proportion of pupils than average start or leave during the school year.

The school has been awarded National Healthy Schools Status and the Activemark.

## 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 with some strengths, principally in the personal development of pupils, good partnership with the local community and the effectiveness of the Foundation Stage provision. Staff work well together and this has helped to create a happy and harmonious school community, where all pupils are valued. In their responses to the questionnaire the vast majority of parents were complementary. The school provides satisfactory value for money.

Most pupils make satisfactory progress overall and by the end of Years 2 and 6 most are working at the level expected for their age. Overall, standards are average. However, pupils' progress is uneven and inconsistent from year to year, between subjects and for some groups of pupils. In some classes, gains in learning from the previous year are not built upon effectively enough. As a result, some pupils' learning stays still or falls back. This is particularly the case in mathematics, writing and for some more able pupils. The main reason is that the quality of teaching and learning, although satisfactory, is inconsistent in meeting the needs of all pupils; particularly in providing appropriate challenge for more able pupils. There are pockets of good teaching and learning across the school but this is not consistent enough to bring about good progress for all pupils. All teachers establish good relationships and clear expectations of pupils' behaviour and this ensures that all pupils are well motivated to learn and keen to take part in activities. However, too often pupils with differing abilities undertake very similar work.

Pupils' personal development and well-being are good. The pupils, themselves are a strength of the school. They are proud of Cloverfields and enjoy all that it offers. This is reflected in their good attendance. Pupils are friendly, articulate, confident and keen to learn. Pupils' behaviour in and around the school is good. The very few who find it difficult to behave well all of the time are well managed and do not affect the learning of others. Pupils feel safe and well cared for and know that there are adults they can turn to with any worries. They respond well to the school's promotion of healthy lifestyles, enthusiastically enjoying the daily 'Wake-up and Shake-up', for example. The satisfactory curriculum places appropriate emphasis on basic literacy and numeracy skills. Information and communication technology (ICT) is used well in many subjects and contributes to pupils' developing confident ICT skills.

Satisfactory leadership has ensured that issues identified at the time of the previous inspection have been addressed adequately; however, the pace of progress has been slow to bring about sustained improvements in all areas. This is because initial improvements and gains were not maintained or effectively checked to ensure that they continued to have the desired impact. For example, improvements have slipped in teachers' marking and in the quality of pupils' writing and their impact are currently uneven. Governors are actively involved in supporting the work of the school. General areas for improvement have been identified correctly; however, the school does not have sufficiently robust systems to evaluate how effectively their actions have improved provision and raised standards. Governance is satisfactory but there is considerable scope for governors to challenge the work and performance of the school.

## Effectiveness of the Foundation Stage

### Grade: 2

When children start in the Foundation Stage their level of maturity and skills vary but are generally in line with those expected for their age. In some areas they are often above expectation, for example in their disposition and attitudes to learning. There are signs that the

skills of the current intake are a little above those of previous years. Children make good progress because the majority of teaching is good and the children are keen and eager to learn. The staff work well together and use assessment effectively to provide care and education that meets all children's needs. A good feature is the wide and interesting range of well planned play activities where children practise their early writing skills and talk with adults about what they are doing. This contributes to their good progress. Many were very excited about writing and posting letters to the giant from a well known story. There are also times when children are directed to an activity, for example, when staff teach them writing and counting skills and about the relationship between letters and sounds. Children enjoy these sessions and learn much from them. The Foundation Stage is led effectively and there is a good partnership with parents.

### **What the school should do to improve further**

- Raise standards and improve rates of progress in Key Stages 1 and 2, particularly in mathematics, writing and for the more able pupils.
- Improve the quality of teaching across the school so that more of it is consistently good or better and provides greater challenge for pupils of all levels of ability.
- Improve the effectiveness of the school's systems and procedures for monitoring and evaluating the impact of its work on pupils.

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

## **Achievement and standards**

### **Grade: 3**

Standards are average and pupils' achievement is satisfactory overall. During Years 1 and 2, pupils make satisfactory progress. In 2007, the school's results in the national tests and assessments showed that girls performed better than boys in all areas, but particularly in writing. Few pupils did well for their age in mathematics. These weaknesses in mathematics and writing continue in Key Stage 2 despite improvement since the last inspection. During Years 3 to 6 pupils make satisfactory progress in English and science but do not do as well in mathematics. The percentage of girls reaching the expected level for their age in mathematics is now close to the national average for girls. However, girls' attainment in mathematics still lags behind that of boys. At both key stages, some more able pupils do not always make enough progress and as a result they do not always do as well as they should. The progress of pupils with learning difficulties and/or disabilities is satisfactory as is the progress of the small number of pupils who are learning English as an additional language.

## **Personal development and well-being**

### **Grade: 2**

Pupils' good personal development and well-being ensures that they develop good relationships with each other and with their teachers. They are particularly good at welcoming and helping new pupils to settle quickly into the school. Pupils are proud of their school. They are polite and helpful and play together exuberantly, expending energy in the playgrounds after listening attentively in lessons. Pupils' moral and social development is good overall while their spiritual and cultural development is satisfactory. Pupils have limited opportunities to develop a broader understanding of the diverse nature of society. Pupils know what they should eat to stay healthy

and enjoy the many opportunities they have to take exercise. School councillors are very clear in their role of making their voice heard and listening to everyone's ideas. They are rightly proud of the changes they have initiated, playground buddies for example. Pupils eagerly take on responsibilities such as acting as monitors and playground leaders. The behaviour of pupils, both in and out of class is good. Pupils say that bullying is rare and they see the school rules as being fair. Pupils follow established routines well and understand the importance of adopting safe practices. There is active involvement with the local community and pupils raise funds for national and local charities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory but inconsistent overall. Teachers form positive relationships with pupils which results in pupils having the confidence to have a go; settling down quickly and working hard in lessons. Although a brisk pace and challenging questioning are features of some lessons, this is not always the case. Sometimes lessons lose pace and impact because activities do not stimulate and pupils are not sufficiently challenged, even when pupils are grouped into ability sets. As a result, some pupils do not achieve as well as expected. Too often pupils are too passive in lessons. Recently introduced specialist support teaching for small groups of pupils is starting to have positive results and pupils' progress is slowly improving. Teachers regularly assess pupils' work and their progress. However, when marking pupils' books, teachers do not consistently give enough guidance on what pupils need to do in order to improve.

### **Curriculum and other activities**

#### **Grade: 3**

The broad and balanced curriculum meets statutory requirements and the needs of most pupils. The school makes good use of a wide range of visits and visitors to enrich the curriculum and pupils say they really enjoy these experiences. Some aspects of the curriculum are too narrow. Pupils do not fully appreciate, for example, that a range of different religions are practised in this country. ICT is used effectively in many subjects and the pupils' ICT skills are developing well. The curriculum content is planned around the key skills that pupils need to make better progress and to secure their future economic well-being. However, these plans have not been in place long enough for the impact on pupils' learning to be measured. Pupils' personal development and well-being are effectively supported through a programme which develops their social and emotional skills and helps them to explore their feelings.

### **Care, guidance and support**

#### **Grade: 3**

Care, guidance and support are satisfactory overall. This is a caring school, which works effectively with parents to provide care and support for all pupils. Required procedures for child protection and for safeguarding pupils are in place. Pupils feel safe and secure and say they can always find someone with whom to share any concerns. The school has worked well to advise parents of the importance of regular attendance and the adverse impact on learning of taking their children on holiday during term time. Pupils' standards and progress are tracked securely. There is good liaison with external agencies in meeting the specific needs of pupils

with learning difficulties and/or disabilities. Improvements in the use of targets in mathematics are beginning to help pupils to realise what is expected of them and to help their parents understand what the next steps are in their children's learning.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. A particular success of the school's leadership has been in creating a positive ethos that results in the pupils' good behaviour and good personal development and well-being. The common sense of purpose among staff and governors is resulting in a caring and happy school community. The school's self-evaluation was over generous in key areas of the school's work, notably the quality of teaching and learning, leadership and management and the school's overall effectiveness. This is because the school's systems to monitor and evaluate its work have not been robust enough to focus and check on improvements in standards and progress for all pupils. Similarly, not enough has been done to check that action continues to have good effect. As a result, the governing body has not had the information it needs to hold the school to full account. The quality of teaching and learning is evaluated on a regular basis, but these evaluations are over generous and fail to identify consistently enough how teachers can improve their work and boost the learning of pupils. There is a strong commitment to developing the skills of all members of staff and this has helped to develop the confidence and skills of the school's leadership team. As a consequence, all have a secure understanding of the main areas for improvement and they have compiled suitable plans of action. The satisfactory steps taken to secure improvements since the previous inspection and current work indicate the capacity to improve further is satisfactory.

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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	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> 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	3
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?	3
How well are learners cared for, guided and supported?	3

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	4
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**

6 March 2008

Dear Pupils

Inspection of Humberston Cloverfields Primary School, North East Lincolnshire, DN36 4HS

Thank you for being so polite and friendly to us when we visited your school to inspect how well it is doing. We were pleased to be able to talk to some of you and to hear about all the things you do in school and what you think about them. We really enjoyed hearing you sing in assembly and when Year 3/4 were rehearsing for their play, *The Selfish Giant*.

Your school provides you with a satisfactory education. This means that things are satisfactory overall, with some good aspects and some things that can be improved. We were particularly impressed by your behaviour in lessons and at playtimes. Your headteacher and all the other adults work hard to make sure you are cared for, feel safe and are happy. You enjoy your lessons and try hard to do the work your teachers give you. We were pleased to see that some of you take to your roles as school councillors, monitors and playground leaders very well.

The progress that you make is satisfactory overall, but it varies from year to year, particularly in mathematics and writing. We think that this could be improved and that some of you who are more able should be making better progress.

We have asked Mrs. Spruce, your teachers and governors to make sure that teaching and learning is as good as it can be by planning work that meets everyone's needs, especially for those who are more able. We have also asked the school to check that all of the improvements they are making are helping you to make better progress.

I know that you will want to help too; you can do this by continuing to behave well and by continuing to do you best in lessons.

Best wishes

Amraz Ali HMI