

The Humberston C of E Primary School

Inspection report

Unique Reference Number	118012
Local Authority	North East Lincolnshire
Inspection number	312780
Inspection dates	17–18 January 2008
Reporting inspector	Yvonne Clare

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	278
Appropriate authority	The governing body
Chair	Rev. Bryan East
Headteacher	Mr Richard Dawson
Date of previous school inspection	1 May 2004
School address	Church Lane Humberston Grimsby DN36 4HZ
Telephone number	01472 813474
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The Humberston CE Primary is a larger than average school. There are very few pupils entitled to free school meals. Very few pupils have English as an additional language, the majority of pupils are White British. The number of pupils with learning difficulties and/or disabilities is lower than average, however, the number of pupils with a statement of special educational need is slightly above national figures. There are a small minority of children in public care.

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 good features. Its strengths lie in the good quality of pastoral support and care for pupils, the good levels of personal development acquired by pupils and the provision of an exciting curriculum, which is enhanced by many extra-curricular clubs. Its partnerships with others, through networks and links, are good and this enhances the provision for pupils well. The school is warm and welcoming and the high quality artwork, seen throughout the school, pays testament to the school's prestigious Artsmark gold award. Parents hold the school in high regard, describing it as a happy and caring school. They are confident that their children are well cared for and enjoy learning. One parent, expressing a typical view, remarked that '...they can't wait for the weekend to finish, to be back at school...'

Achievement for all pupils, including pupils with learning difficulties and disabilities, is satisfactory although pupils do well in music, drama, and art. After starting Reception with skills that are typical for their age, learners make satisfactory progress across the school. In 2007 standards at Year 6 in English, mathematics and science were broadly average. In Year 2 standards were average in reading and mathematics but below average in writing. The school is taking effective steps to improve writing. As a result, progress has improved and in 2007, the percentage gaining the expected standards for Year 6 rose to being broadly average.

Teaching and learning are satisfactory overall. Teachers establish good relationships with pupils and manage them well, thereby increasing the ability of pupils to learn during lessons. Pupils have positive attitudes to learning, form good relationships and behave well overall. The quality of marking varies and does not always involve pupils enough in identifying how they can improve. Recently introduced assessment systems are not yet being used by all teachers to target pupils' work at the correct level. As a result, the pace of learning across the school is inconsistent and not all groups of learners, mostly the more able, are challenged enough to achieve as well as they can.

The curriculum is good. It is enriched by a wide range of extra curricular opportunities. Pupils benefit from excellent links with both the local community and those further afield. Close links with the church, festival weeks, a concentration on multi-cultural activities and excellent links with a school in France provide the pupils with invaluable experiences. Pupils develop a good understanding of cultures other than their own. They eagerly accept responsibility, with play leaders and 'Playground Listeners' taking their duties seriously. Pupils have a good understanding of how to stay healthy and of the importance of taking plenty of exercise. They enjoy their time in school and consequently, attendance is good. They are satisfactorily prepared for their next stage of education.

Leadership and management, including governance, are satisfactory. The headteacher, ably supported by his deputy, have identified the right priorities for improvement and are introducing new approaches to raise standards. However, these have not yet become established in practice and their impact has yet to be evaluated. The school has made adequate improvement since the last inspection and demonstrates a satisfactory capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 3

Children have a satisfactory start in the Foundation Stage. Sensitive induction arrangements assist in establishing a strong partnership with parents, helping children to settle quickly by

encouraging them to feel confident and safe. The children's levels of development when they start Reception are broadly typical for their age. In their time in the Foundation Stage they make satisfactory progress and most reach the standards expected for their age by the start of Year 1. Good use of the space and resources, internal and external, offer a wide variety of stimulating activities. Leadership and management of the Foundation Stage are satisfactory overall. Recent good initiatives have ensured that meticulous assessment procedures for each Early Learning Goal are now in place. However, checks on the quality of teaching are not carried out rigorously enough to ensure progress is as good as it could be. Children's individual needs are not always met well enough, especially for the most able. Continuity of education to the next stage seamlessly occurs because, currently, the Year 1 pupils are taught in the same unit by the same teachers.

What the school should do to improve further

- Improve the overall quality of teaching and learning, particularly in relation to the use of assessment, so that all pupils are consistently challenged.
- Improve marking so that pupils are much more involved in evaluating how well they are doing and know what they need to do to improve.

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

Achievement is satisfactory although across the school pupils do well in art, drama and sport. Pupils make satisfactory progress throughout Key Stages 1 and 2. Standards by the end of Key Stage 2 in English, mathematics and science have been broadly average in each of the last three years with a gradual improvement in the percentage gaining above the expected standards in English and mathematics. At Key Stage 1, more stringent teacher assessments have shown a decline in Level 3 results since 2005. In 2007 standards were broadly average in reading and mathematics but below average in writing. Standards in writing have been a cause for concern in both key stages. However, swift action has been taken and progress in writing has shown dramatic improvement following the introduction of successful school initiatives. The work of teaching assistants assists in ensuring that pupils with learning difficulties and/or disabilities make satisfactory progress.

Personal development and well-being

Grade: 2

The pupils' personal development and well-being, including their spiritual, moral, social and cultural development are good. Cultural development is good, with a range of experiences available for pupils, such as the Bollywood multi-cultural week, visits to France and the school's close link with the church. Relationships with adults are good and pupils display positive attitudes towards one another. Pupils enjoy school, particularly their work in art and computers and the wide range of extra-curricular activities on offer; their good attendance confirms this. Behaviour, in class and around school, is generally good. Pupils say they feel safe and are confident that, should bullying occur, it is dealt with quickly. Pupils say that at all times there are adults to turn to if they need support. The school is working towards the recognition as being worthy of Healthy Schools status. Pupils already have a good understanding of the choices required

to live healthy and safe lives. The school council's clear purpose of 'making your voice heard and listening to everyone's ideas' has resulted in new play equipment and the initiation of jacket potatoes for lunch as one part of their healthy lifestyle choices. Pupils are very enthusiastic about the introduction of 'Spuddy Buddies', to encourage healthy eating. Pupils understand that their actions make their school a pleasant place to learn. Their progress in developing these skills helps to prepare them for the next stage of schooling and their future. Pupils raise funds for charity and are actively involved in the local community, for example, spending time in the local care home.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall and this is reflected in the satisfactory progress pupils make. Good features include the clear explanation of learning objectives. The recent development of effective assessment techniques are not consistently applied by all staff. All through the school, pupils enjoy learning, and teachers manage pupils' behaviour well. Strong relationships between pupils and adults contribute to the quality of pupils' learning. In lessons where teaching is good, the pupils make good progress. Where teaching is only satisfactory, expectations are not always high enough and pupils are not given enough opportunities to develop different ways of learning or to take the initiative for their own learning. The quality of marking varies between classes. At its best, it gives good guidance about how pupils can improve their work and involves pupils in evaluating their own progress. This is not a typical picture, however, in all classes. The inconsistencies in teaching, reduces the achievement of pupils and the standards they reach.

Curriculum and other activities

Grade: 2

The curriculum is good. It provides a wide range of learning opportunities that are relevant to pupils' lives and places a significant emphasis on the pupils' personal development. As a result, pupils enjoy learning. The school's success in gaining the Football Association (FA) chartered standards award and also the Sportsmark demonstrates the school's good provision in sport. The strength of provision in music, drama, and art, and the good achievement in these subjects, are reflected in the recent Artsmark Gold award.

Effective links with the wider community involve pupils in educational visits and local events, which enhance their opportunities for learning and promote their appreciation of taking an active role within the community. Through a good programme of personal, social and health education, pupils learn about important facets of how to stay safe and healthy. Good planning of cross-curricular work comes to fruition in regular 'activity' weeks. These fire pupils' enthusiasm for the subjects covered. Skills in information and communication technology (ICT) are taught and included to support other subjects, but use and development of pupils' literacy and numeracy skills through other subjects is less evident. Pupils' learning is strongly enhanced by the variety of educational visits, including a residential visit for Years 5 and 6 to France. Indeed all pupils throughout the school benefit from their language work in French.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory and there is a strong caring ethos in the school. All relevant procedures for safeguarding pupils and ensuring their health and safety are in place. As a result, pupils say that they feel safe in school and know whom to turn to if they have a problem. Academic guidance is satisfactory but its quality is hindered by variations in approaches. Individual targets are set for literacy but in numeracy, clear guidance is not always given about how pupils can improve. Individual education plans for pupils with learning difficulties and/or disabilities are satisfactory and are used to target additional support. Assessment is improving with the recent introduction of systems for monitoring how pupils progress year-on-year. The use of the information being gathered is starting to improve the support provided for pupils, but has not yet been established long enough, to guarantee that underachievement is consistently identified and removed.

Leadership and management

Grade: 3

Leadership and management, including governance are satisfactory. The way that staff are valued is reflected in the school's acquisition of the Investors in People Award. Evidence shows that school improvement planning correctly identifies the school's current needs. The headteacher, ably supported by his deputy, have begun to introduce new approaches to raise standards and increase achievement. However, day-to-day practice is currently not yet consistently embedded across all classes for the school to meet its rightly high aspirations. Subject leaders are conscientious and undertake some monitoring of their subjects. The impact of the actions taken as a result of this is not always evaluated regularly. The quality of the school's self-evaluation is satisfactory overall. The school has improved since the last inspection and has a satisfactory capacity for further improvement.

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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	3

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?	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.

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	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

19 January 2008

Dear Pupils

Inspection of The Humberston C of E Primary School, North East Lincolnshire, DN36 4HZ

Thank you so much for being friendly and helpful when my team and I visited your school a short time ago. We enjoyed talking with you. We were pleased to hear that you enjoy school and your good attendance shows this. It was especially pleasing to know that you were sure that if there was any bullying in your school your teachers would very quickly sort it out.

Yours is a satisfactory school which does well in giving you an exciting curriculum which has lots of sport, art and drama. You benefit from excellent links with France which broadens your experience of life. You are generally well behaved and seem to know the importance of eating sensible food and taking lots of exercise; you certainly enjoy your 'Spuddy Buddy' lunches and your sports clubs. We were very impressed with your artwork; it is super and makes the school look lovely and bright. You have lots of clubs and visits and visitors and you told us how much you appreciate these.

Your academic standards are satisfactory but we feel that some of you could do better in English, mathematics and science. We have asked the school to make sure that you do better by making sure that every teacher works in a similar way. An example of this is for all of you to have similar guidance about how you can improve your work through similar approaches to marking. We are also asking the school to use its knowledge of you to make sure that all of you are given work that extends what you already know, understand and can do. You can play your part by continuing to behave well, trying to do your best and listening to your teachers. So good luck!

We do hope you continue to enjoy school and that it will help you to become happy and successful adults.

Yours sincerely

Yvonne Clare

Lead Inspector