

# Scunthorpe C of E Primary School

## Inspection report

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<b>Unique Reference Number</b>	118016
<b>Local Authority</b>	North Lincolnshire
<b>Inspection number</b>	312782
<b>Inspection date</b>	19 November 2007
<b>Reporting inspector</b>	Judith Straw

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>	Voluntary controlled
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	253
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Jonathan Thacker
<b>Headteacher</b>	Mrs Catherine Lloyd
<b>Date of previous school inspection</b>	1 January 2004
<b>School address</b>	Gurnell Street Scunthorpe DN15 6HP
<b>Telephone number</b>	01724 842526
<b>Fax number</b>	01724 842526

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, personal development and well-being and leadership and management. Evidence was gathered from: discussions with the headteacher, members of staff, the chair of governors and pupils; parent questionnaires; lesson observations; scrutiny of pupils' work, assessment data, the school's self-evaluation and other documents. Other aspects of the school's work were not inspected in detail, but the inspector found no evidence to suggest that the school's own assessment, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

This is an average-sized primary school serving an area of considerable social and economic disadvantage. The proportion of pupils entitled to free school meals is well above average. Over half of the pupils come from minority ethnic backgrounds and a very high proportion speak English as an additional language. Since September 2006, the school has admitted 28 children from Lithuanian, Portuguese and Polish families, and all of these pupils are at a very early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is well above average, as is the number of pupils with a statement of special educational need. The number of pupils moving in and out of the area is very high.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. Some aspects are outstanding. The school is working in very challenging circumstances but these are not used as an excuse for underachievement. The highly appropriate motto of the school is 'a place to shine'. Pupils develop self-esteem and confidence and grow into responsible young people. The school is a harmonious community which is proud to share and celebrate its rich cultural diversity, always underpinned by clear Christian values. Parents are overwhelmingly pleased with the school and praise the ethos and the teaching. Pupils are proud of their school and their achievements.

Pupils of all backgrounds and abilities achieve well. Children enter the Foundation Stage with skills well below those typical for their age and reach standards that are broadly average by the end of Year 6. Standards are consistently below average at the end of Year 2, but given their low starting points this represents good achievement. Results in national tests for Year 6 pupils were above average in 2005 and average in 2006. Unvalidated results for 2007 were significantly below average. Nevertheless, the 2007 results represent good progress for these pupils, many of whom had learning difficulties and/or disabilities, some were new to learning English and others joined the school towards the end of Year 5. Inspection evidence, along with the school's rigorous tracking data, shows the rate of progress for all pupils is good. Pupils' work in lessons and in their books shows that standards in the current Year 6 have improved and pupils are on target to reach average standards. Across the school, pupils are making better progress in reading, mathematics and science than they are in writing. Boys and girls achieve equally well.

Teaching and learning are good in most areas of the school. Teachers make lessons interesting and relevant with an emphasis on practical experience, role-play, speaking and listening and individual investigation. Work is planned to meet the needs of the wide range of ability and backgrounds of the pupils in school. High expectations for behaviour and the engagement of pupils are set and, as a result, behaviour in lessons is exemplary. Marking is good so that pupils know what they have done well and how to improve. Pupils know their individual targets and they find them a helpful guide to their learning. The good curriculum is enriched with stimulating displays and a wide range of clubs and other activities. The school works hard to compensate for the lack of green spaces in the area by developing as many planted areas as possible and a garden pond. There are close links with a school in China and pupils in Years 3 and 4 are learning simple Mandarin. Pupils develop secure skills and expertise in using information and communication technology (ICT).

Pupils' personal development is good and their social and cultural development is outstanding. Pupils speak with real enthusiasm about their school. One pupil expressed a typical view by commenting that 'all lessons are fun'. Another spoke of the pleasure of learning from each other about their different religions and backgrounds. Pupils behave well overall and exceptionally well in lessons. Attendance has steadily improved over time and is now in line with the national average. Pupils are keen to follow the good advice they receive about fitness and healthy eating. All enjoy daily 'Freddy fit' sessions and take part in many sporting activities. The school gained the Healthy Schools Award in 2003. All snacks and meals are healthy, but some pupils bring less healthy options in their lunch boxes. They are well informed about the dangers of drugs. Pupils trust the adults in school and say they are safe and free from bullying or harassment. Pupils are proud of their record of generous fundraising and enjoy performing

music and drama productions for their parents and local groups. The school council is active and older pupils act as playground buddies. Their secure basic key skills, self-confidence and awareness of others ensure that pupils are well prepared for future learning. Many are working towards being bi-lingual by the time they leave school.

Pupils are able to achieve well in both their academic and personal development because of the outstanding care, guidance and support they receive. Support for pupils with learning difficulties and/or disabilities and those new to English is exceptional. A highly trained team of teaching assistants support the progress and learning of pupils who need extra help. The school is well staffed with bi-lingual adults, and there is good use of texts and stimulating resources. An outstanding feature is the provision of a nurture unit (the NEST). Children who are not ready to learn, either because of behaviour issues or social problems, spend time here developing confidence. Parents are also able to spend time in the nurture unit so that families learn together. The school puts a great emphasis on developing pupils' ability to interact with each other in a positive way. All safeguarding requirements are fully in place and a learning mentor ensures that children who need extra support in their academic work receive it.

Leadership and management are good. The vision and commitment of leaders at all levels to provide high quality care and education is outstanding. Governance is good. The school knows itself well because of rigorous and effective tracking and monitoring of all aspects of its work. There is excellent teamwork. All staff are involved in monitoring the progress of pupils and are made accountable for the achievements made in their areas of responsibility. The school works hard to remove barriers to learning and there are good links with many outside agencies. Links with parents and other members of the local community are not yet fully developed to fully support pupils' academic and personal development.

The school's good capacity to improve is demonstrated in the recent effective improvements it has made to systems for assessing pupils' progress, the provision for pupils learning English as additional language and the development of the nurture unit. Resources are deployed well and the school provides good value for money.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Provision in the Foundation Stage is outstanding. Children enter the Nursery with skills well below those expected for their ages. Some are new to learning English. Most children leave the Foundation Stage with standards just below what is expected for their age because of the high quality teaching and care they receive. Children's progress in personal and social development is better than it is in writing and calculating. Children learn in spacious, stimulating rooms with wonderful displays, a light room, outside learning areas and equipment, role-play areas and an extensive range of free play activities. Parents are kept well informed about their children's progress through files entitled 'Look at Me' and 'Look what I can do'. These create a delightful on-going record of each child's experiences in school and progress and they are given to parents to keep. There are very good links with the children's centre and excellent arrangements to ensure children progress into Year 1 with the minimum of worry or concern. This outstanding provision is the result of excellent leadership and management of the Foundation Stage.

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

- Raise standards in writing.

- Involve parents and other members of the community more fully in the school's work in order to better support pupils' academic and personal development.

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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	1
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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?	1

<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>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
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**

20 November 2007

Dear Pupils

Inspection of Scunthorpe C of E Primary School, North Lincolnshire, DN15 6HP

Thank you for the warm welcome you gave me when I visited you in school this week. I really enjoyed seeing you at work and hearing your opinions about school. Yours is a good school and you are right to be proud of it. These are the things I particularly liked:

- the way in which you all work and play together so happily
- the welcome given to pupils who come from other countries and the great efforts made to make them feel at home. You have a good understanding of other religions and cultures
- the good progress you all make in your work
- your good behaviour and good manners
- your 'Freddy Fit' sessions and healthy eating
- the wonderful displays around school celebrating the many activities you enjoy
- the way teachers make your lessons interesting and enjoyable
- the excellent care taken of you, especially the NEST (the nurture unit) where some of you enjoy spending time and settling down
- the excellent start children make in the Foundation Stage
- the way all your teachers and senior teachers work well together to help to achieve the best you can.

I have suggested that the school could improve by helping you to achieve better standards in your writing, and by working more with your parents and other members of the community so that you learn even better.

I wish you all good luck and happiness in the future.

Judith Straw

Lead inspector