

Althorpe and Keadby Primary School

Inspection report

Unique Reference Number	117726
Local Authority	North Lincolnshire
Inspection number	326670
Inspection dates	14–15 October 2008
Reporting inspector	Carole Cressey

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	188
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Ruth Vollans
Headteacher	Mrs Sarah Tate
Date of previous school inspection	1 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Station Road Keadby Scunthorpe DN17 3BN
Telephone number	01724 782344

Age group	3–11
Inspection dates	14–15 October 2008
Inspection number	326670

Fax number

01724 782570

Age group	3-11
Inspection dates	14-15 October 2008
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This school serves the village of Keadby and the surrounding semi-rural area. It is situated in an area where there are pockets of significant social and economic deprivation. The school has Early Years Foundation Stage (EYFS) provision and there is a Children's Centre adjacent to the school where the school Nursery class is housed; it also has a breakfast club and an after-school club. Most pupils are White British; very small proportions are from minority ethnic backgrounds. There are no pupils for whom English is an additional language. The proportion of pupils entitled to free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities is above average.

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. The headteacher manages the school with great enthusiasm and drive and has provided clear direction leading to good improvement since the last inspection. Supported by a skilled senior management team, leadership has identified that success for pupils is more likely if parents are fully involved in their children's education; if pupils' self-esteem is high and if the curriculum is exciting and motivates the pupils. Inspection judges that the school is successful in achieving its aims and the views of the majority of parents and carers are reflected in the comments of one family, 'My children are very happy at this school. I think the general atmosphere around school is enjoyment and enthusiasm for learning. If you have concerns about your child they work with you to sort out any issues.' Strategies such as 'home liaison' books are especially valued by parents as ways of keeping them in touch with what their children are learning in school and helping them to support their children with homework.

Pupils enjoy school very much, 'We love it', said one group. They particularly love the sporting and adventurous activities along with the element of competition that encourages them to do their best. This pride in their ability to succeed, whether at cross-country or getting to school on time, rubs off onto their belief that they can be successful learners in class. As a result, pupils are achieving well, reaching the standards expected of them, and often exceeding them.

Children enter the Nursery with levels of development which are below those typical for their ages. Progress across the EYFS is satisfactory because activities are not sufficiently challenging and staff are not always aware precisely what children are expected to learn from what has been provided. Progress accelerates in Key Stages 1 and 2 and, by the end of Year 6, standards are average in English, mathematics and science. This is because teaching, the curriculum and care are good. Teachers have high expectations of pupils' behaviour and attitudes and this results in good behaviour. Assessment systems to track pupils' progress are very effective in spotting when pupils need extra support or challenge. However, not all teachers provide pupils with enough help on how to improve their work and some pupils are unclear about how well they are doing in relation to their targets.

The well planned curriculum, along with the emphasis on the basic skills of literacy, numeracy and information and communication technology (ICT), ensures pupils are well equipped to be successful adults. Although pupils have a good understanding of the traditions and cultures of other countries they are not sufficiently well prepared for the diversity of life in British society. The care of pupils is very good. The school's very welcoming atmosphere, together with the concern for individuals shown by staff, ensures that pupils stay safe and healthy and are valued and looked after. This helps them to grow in their self-esteem and confidence. The headteacher, staff and governors accurately judge the school's strengths and weaknesses and know what needs to be done to ensure continued improvement. The success of these actions also shows that the school has good potential to make further improvements. It offers good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 3

The majority of children start Nursery with levels of development that are below those typical for their ages, especially in personal and social development and in speaking and listening skills.

However, this is improving as parents and children take advantage of the Children's Centre. They make satisfactory progress towards the goals expected for their ages and abilities and enter Year 1 with below average standards. Teaching is satisfactory. Staff interact well with the children and show good levels of care. As a result, children quickly settle into routines and enjoy learning. Although an appropriate emphasis is placed on helping children to learn to be sociable, there are missed opportunities when skills could be reinforced; for example, at snack-time or during story time. The basic skills of literacy and numeracy are appropriately provided for. However, other activities are not always suitably challenging and adults not sufficiently clear about what they want children to learn from each experience. Outdoor learning in the Nursery is effective in supporting and extending children's spontaneous play but children in the Reception class have fewer opportunities to learn outdoors. Children between the ages of three and five who attend the breakfast club and after-school club are safe and well cared for. They enjoy a wide variety of activities both indoors and outside which promote their learning and personal skills.

What the school should do to improve further

- Ensure that planning in the EYFS identifies clearly what children are expected to learn and that resources and activities are sufficiently challenging.
- Ensure pupils know precisely how to improve their work and know how well they are progressing towards their targets.
- Ensure pupils learn about the many different faiths, cultures and traditions in Great Britain today.

Achievement and standards

Grade: 2

Standards are average and achievement is good. An increasing number of children are reaching the goals expected of them by the end of the Reception year but few exceed them. Progress accelerates in Key Stage 1 because teaching is challenging and consistently good. Although standards in the 2008 teacher assessments at the end of Year 2 remain below average, the majority of pupils are achieving well from their low starting points. Progress accelerates further in Key Stage 2 and in the latest provisional national tests in 2008, standards show that over three-quarters of the pupils reached the expected levels in reading, writing, mathematics and science and the school exceeded its own challenging targets. This shows good improvement on the previous 2007 results when standards were just below average. Standards in writing have improved significantly and are better than those seen nationally. Current standards across the school show that pupils are making good progress in all subjects, including writing. Pupils with learning disabilities and/or difficulties achieve well and often reach the expected levels for their ages. The very few pupils from minority ethnic backgrounds make similar progress to their peers. They achieve well and reach the expected levels for their ages and abilities.

Personal development and well-being

Grade: 2

Personal development, including spiritual, moral, social and cultural development is good. Pupils' outstanding enjoyment of school is reflected in the above average attendance rates and is also echoed by their parents. Behaviour is good. Pupils say this is because everybody understands the 'traffic light' system and want to have 'golden time' at the end of the week. Pupils know very well how to keep fit and safe and are learning why it is sensible to have a balanced diet.

After travelling to school on the 'walking bus' and taking part in 'wake and shake', minds and bodies are fully alert for the day's work. Pupils are also aware of their responsibilities as members of their local and world community. They serve as school councillors, receptionists, play leaders and are learning about the importance of conserving the world's resources. Pupils are learning about the culture and traditions of other countries such as China. However, pupils' understanding of the diversity of traditions in Britain today is underdeveloped.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good. Relationships are warm, encouraging and supportive. Pupils thrive in this environment because their teachers provide them with the tools to help them to become successful and confident individuals. ICT is used well by both teachers and pupils to add interest and pace to lessons. Teaching assistants are skilled and work very effectively to ensure that pupils with learning difficulties and/or disabilities achieve as well as they can and take full part in the lessons. In most lessons, higher attaining pupils are challenged through well matched work which extends their thinking and helps them reach the higher levels they are capable of. Teachers ensure that pupils have well planned opportunities to develop their speaking and listening skills through drama and listening attentively when others are talking, and exploring ideas with a partner or group. Although marking and individual targets are used well in some classes to identify the next steps in learning, their use is not consistently effective across the school. Some pupils are unclear about the purpose of their targets. They are not sufficiently precise and challenging to help pupils know what they need to do to improve and move onto the next steps in their learning.

Curriculum and other activities

Grade: 2

The curriculum is good and prepares pupils well for the next stage of their education. It is relevant and varied and promotes good levels of personal development. There is a strong emphasis on developing pupils' literacy, numeracy and ICT skills, along with the many well planned opportunities for independence and collaborative working are contributing well to pupils' success as learners and their economic well-being. The curriculum allows all pupils, including those with learning difficulties and/or disabilities and those who learn at a faster rate, to progress well. There is a very good range of out-of-school activities which promote self-confidence and pride. These include not only different sports and music, but also charitable activities, sign language, working on the allotment, visits to places of interest, and 'enterprise' activities such as running their own fundraising stalls for the school. Since the last inspection the school has also introduced residential weeks for pupils which provide further opportunities for developing important life skills.

Care, guidance and support

Grade: 2

The school provides high levels of care for its pupils. Procedures for safeguarding pupils' welfare, health and safety are in line with statutory requirements. The school prides itself on being an inclusive community and takes great care to ensure that newcomers settle in happily and feel at home. Teachers take a very positive approach to promoting pupils' self-esteem and

self-confidence and use praise and rewards very effectively in doing so. Any pupils at risk are identified early and the school provides very effective support to make sure no-one 'slips through the net'. The school's newly opened child care provision is making a positive contribution to children's welfare for before and after-school and meets all requirements. Pupils have a range of purposeful activities which extend their learning and promote their personal skills well. The school is very highly praised by parents and works very well with them to involve them in their children's work. It also works well with outside agencies to support pupils and ensure that they thrive and make good progress. However, the guidance given to pupils about how well they are doing in lessons and what specific steps they should take to improve, is less consistent.

Leadership and management

Grade: 2

Leadership and management are good. Leadership is enthusiastic, vibrant and has a gritty determination to raise expectations and ensure pupils achieve as well as they can. The headteacher is well supported by a challenging governing body and a highly skilled senior management team. The school works with a range of partners, including businesses, schools, the Children's Centre, and sports groups, to enrich pupils' learning. Working with parents as partners is especially successful in helping to improve pupils' progress. Assessments, test results, planning, the curriculum and the quality of teaching and learning are all monitored rigorously to evaluate the impact of changes and also to identify if pupils need additional support or challenge. These systems are all firmly embedded at Key Stages 1 and 2 and, as a result, the school is meeting increasingly challenging targets. Monitoring and evaluation of provision is less rigorous in the EYFS. The rich curriculum and good teaching ensures that pupils of all abilities and interests enjoy school, believe in themselves and achieve well.

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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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 eliminated	2
How well does the school contribute to community cohesion?	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Althorpe and Keadby Primary School, North Lincolnshire,
DN17 3BN

Thank you so much for being so friendly and welcoming when we visited your school a short while ago. We really enjoyed talking to you, especially the school council. We were especially pleased to see how well behaved you are and how very much you enjoy school and your learning and how confident you are becoming.

You go to a good school where there are some interesting things happening and where your headteacher and teachers make lessons fun and help you learn such a lot. Your school is making sure that you are all being well prepared to be responsible, caring, citizens. You all know the importance of eating sensible food and taking lots of exercise. You told us you particularly enjoy all the sporting activities your school provides and enjoy competing against other schools. Do keep that up because it is so important to staying healthy and fit.

You seem to be very proud of your successes. We could see by the work in your books and displays around the school that you are working hard in your lessons and reaching the standards expected of you in English, mathematics and science. Your parents told us that they think your school is a good one and they like helping you with your homework and knowing what you are doing at school.

In order to help you improve even further we have asked the staff at the school to ensure you receive more help to understand your targets and to improve your work. So do listen carefully when your teachers talk to you or write comments in your books. We have asked the staff at the school to provide the children in the Nursery and Reception class with more challenging activities so they can learn even faster; and help you to learn more about all the different religions, traditions and cultures of people who live in Britain today.

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

Yours sincerely

Carole Cressey

Lead inspector