

Frodingham Infant School

Inspection report

Unique Reference Number	117748
Local Authority	North Lincolnshire
Inspection number	326675
Inspection dates	6–7 November 2008
Reporting inspector	Andrew Saunders

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	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School (total)	204
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	Mr Glen Phillips
Headteacher	Mrs Judith Gray
Date of previous school inspection	1 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Rowland Road Scunthorpe DN16 1ST
Telephone number	01724 842408
Fax number	01724 852227

Age group	3–7
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized school located in a suburban area. The proportion of pupils eligible for free school meals is higher than national figures, as is the number of pupils with learning difficulties and/or disabilities. The number of pupils with English as an additional language is very low; very few are from minority ethnic groups. Provision for the Early Years Foundation Stage (EYFS) comprises the Nursery and Reception class. Pupils join the Nursery in the term after their third birthday; there are two intakes into the Reception class, in September and January. The school has the National Healthy School standard, the Basic Skills Agency quality mark, the Roy Castle Clean Air award, the Bullying Charter for Action, the Activemark and is recognised as a National Literacy Trust Reading Connects school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school, where pupils flourish both socially and in their learning. The dedicated care and guidance by all staff encourage pupils to love learning and develop the personal attributes that help them to succeed. Their achievements are celebrated with great pride. The school has an enthusiastic staff team whose morale is high; everyone shares the same vision and commitment to improvement. There is a strong focus on raising standards. Teaching is very well focused on the needs of individual pupils and staff deliver good, often outstanding lessons. The curriculum is enriched and deftly adapted to ensure pupils' enjoyment.

From starting points well below those typical for their age, pupils achieve very well and standards are above average by the end of Key Stage 1. Those who do not find learning particularly easy are skilfully supported so that they reach standards well above similar pupils nationally. Writing has been a school focus and recent data show that strategies introduced to improve boys' writing in particular, such as using exciting topics, have had a good impact. Even so, the standard of writing could be higher, especially for more able pupils, because pupils are not always using the exciting language they are encouraged to use when they talk in their written work.

Learning is excellent because pupils are extremely well motivated and wholly involved as active participants in setting targets and improving their work. Teachers are enthusiastic and make lessons stimulating by providing practical tasks. They emphasise oral work, which leads to exceptional progress in speaking and listening. They ensure that pupils know exactly what they need to do to improve their work.

This is a happy school because the personal development and well-being of pupils are excellent; they feel safe and well looked after in school. As a parent said, 'My child is learning extremely well and that's down to the teachers, who are approachable and helpful.' Parents are overwhelmingly positive about what the school does for their children. In particular, they say that they are well informed and their children make very good progress.

Pupils understand the importance of keeping fit and staying healthy, and contribute to the school's community, for example, by serving as playground pals. The school promotes pupils' confidence and self-esteem wonderfully through their innovative work on celebrating strengths. For example, pupils learn how to persist when completing difficult tasks; others show generosity in the playground by inviting others to join in their game. Pupils' very positive attitudes to learning and their secure literacy, numeracy and information and communication technology (ICT) skills mean they are exceptionally well prepared for their next school and their futures.

Leadership and management are very strong because accurate self-evaluation has led to the introduction of highly effective strategies that have raised standards across the school, such as the effective use of targets for groups and individuals. Sharing of information between staff means that senior leaders know the pupils very well, their progress is monitored carefully and support is provided quickly where needed. Where needs are identified, the knowledge and skills of staff have been rigorously developed so that they can provide even better support for learning. The managers and governors work well together to raise standards and promote enjoyment. Consequently, the school has excellent capacity to continue to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the Early Years Foundation Stage (EYFS) is good. It is well managed and there is a strong focus on achievement, personal development and well-being; adults have high expectations. Children's behaviour is good and positive relationships help them to feel confident and safe. They are very well cared for, and policies and procedures are followed consistently.

Children enter Nursery with standards that are well below those usual for their age, in all areas of learning. They settle quickly into the clear routines which help them view learning positively. Excellent links with parents, other providers for children in their early years and outside agencies create a culture of learning together which makes transition to school easy and enjoyable for both children and parents. Social skills, language development and early literacy and numeracy skills are promoted well. Regular assessment based on observation and recording of progress informs next steps in children's learning. As a result, the majority of children make good progress and most leave Reception having reached the levels expected for children of their age.

Well planned activities many of which children can choose for themselves, offer a wide range of opportunity and are well managed to maximise learning. Indoor areas provide a stimulating environment which promotes learning and personal development. The outside area, whilst secure, does not offer the same level of challenge or stimulation. Although physical development is catered for, other aspects of learning are not as strong outdoors, particularly in the Reception class.

What the school should do to improve further

- Ensure all pupils in the EYFS have sufficient opportunities to extend their learning in all aspects, using the outdoor environment.
- Encourage pupils, especially the more able, to use more of their exciting spoken language in their writing

Achievement and standards

Grade: 1

Achievement is outstanding. Pupils reach standards which are above average at the end of Year 2 and this represents outstanding progress from their low starting points in the EYFS. The school continues to give priority to the improvement of reading and writing skills and, consequently, pupils' performance in national tests in Year 2 has improved, although the standard of writing could be higher especially for more able pupils. In mathematics, they reach particularly high standards. Pupils who struggle to learn easily, including those with learning difficulties and/or disabilities, also reach exceptionally high standards compared to similar pupils nationally. The effective and integrated use of ICT means pupils make exceptional progress in this subject.

Personal development and well-being

Grade: 1

By the time they leave school, pupils are mature and confident learners. They make a good contribution to their own school community, for example, by willingly accepting responsibilities for tasks around school including serving as 'playground pals'. Pupils get on extremely well with one another and are very sensitive to the needs of others. Celebration of strengths and

circle time are used very effectively to promote pupils' care and understanding of others. Pupils love coming to school and their attendance is above average. Their behaviour is exemplary. Spiritual development is outstanding because of the reflective atmosphere in many lessons and activities. Moral and social development are also exceptionally well developed for their age, particularly because of the celebration of pupils' strengths that generates very positive, 'can do' attitudes across the school.

Pupils show great understanding of the cultures of others and understand why people follow different traditions. They trust and respect their teachers, and feel very safe in school. They feel that bullying is very rare; any which might occur is dealt with effectively. Pupils are very enthusiastic about the after school clubs and trips out of school. They are very good about healthy food options and have a clear understanding of why a healthy diet helps them to grow and learn. Pupils have highly positive attitudes to work and readily identify how their strengths can help them learn further. This helps to ensure they are in a very strong position to get the most out of their life in school in the next phase of education and beyond.

Quality of provision

Teaching and learning

Grade: 1

Excellent use of information about the progress pupils are making, along with the very strong subject knowledge of teachers, means that lessons are effective in moving learning forward, and tasks are accurately matched to pupils' abilities. Teachers' enthusiasm helps to make lessons fun and ensures a good pace. The use of electronic interactive whiteboards is exceptional and frequently includes pupils as part of the teaching team. Throughout the school, there is an ethos of shared responsibility for learning and pupils are helped to understand their part in doing even better. Teaching provides helpful opportunities to develop writing in subjects across the curriculum, and the curriculum provides exciting experiences to write about. On occasions, more able pupils could be encouraged to use more of the interesting language they use when they talk in their writing to ensure that they reach the highest levels. All staff actively help pupils to reflect on their learning during lessons and this informs what they need to aim for next. Along with good questioning, this helps ensure that pupils are learning to learn, not just reaching a solution. Written work is marked consistently, following the school guidelines, and pupils look forward to their 'Next time...' comments which give them useful guidance on how to improve. Targets and successes are shared with parents regularly and the school works hard to encourage parents and carers to be part of the learning journey.

Curriculum and other activities

Grade: 1

The school works tirelessly to develop an outstanding curriculum that provides interesting, enjoyable learning opportunities. In particular, the work on celebrating strengths, embedded through the curriculum, has had a very significant impact on the personal development and well-being of the pupils and is evident in every lesson. This is further strengthened through the carefully constructed personal, social and health education programme. Links between subjects are strong and help pupils to see the importance of different parts of their work. Pupils use the abundance of computers as natural tools to produce work. In particular, their use of powerful software to produce their own short films provides excellent scope to develop their speaking and listening. The curriculum is further enriched by a good range of visits and visitors,

and activities after school, such as the cooking club. Pupils said they love taking part in these. Opportunities for parent workshops are a powerful tool in developing the learning partnership with parents; for example, parents appreciated the 'Reading Drop-in' as 'a brilliant idea' to encourage working parents to make time to sit down and read with their children. The forward thinking attitude of the school means that they have led various initiatives among other local schools, such as the use of new Social and Emotional Aspects of Learning (SEAL) materials and the 'Celebrating Strengths' initiative.

Care, guidance and support

Grade: 1

Staff know the pupils extremely well and have established very positive relationships with them and their parents. The school works vigorously to meet the needs of all pupils, especially the high proportion of pupils who find learning more challenging, or who face other difficulties. The health and safety of all children are paramount and all necessary child protection and safeguarding requirements are robust. Staff are proactive in helping pupils to discuss worries and concerns, often against a background of thinking about their strengths. Links with support agencies, such as the Practical Family Support Service, are excellent. Pupils' exemplary behaviour is a result of the consistent approach by staff, which emphasises the choices pupils can make, and the consequences, both positive and negative. This has been particularly effective in supporting pupils who have had behavioural issues. Reports to parents are clear and informative about pupils' progress and parents are helped to know how to support their children effectively. Helpful targets are set, both for individuals and for the class, and pupils encourage each other to work towards these. Other guidance is given through regular marking and pupils expect to improve their work as a result. Memos about good behaviour or work are sent home and strengthen links with parents. Close links with the local junior schools ensure pupils are ready for their new school.

Leadership and management

Grade: 1

The strong vision and focused determination of the headteacher, shared by the senior leadership team, have enabled the school to develop extremely well. In particular, their careful analysis of available data on pupils' progress has given them a clear picture of how to improve. They have developed an ethos in which they continually strive to improve teaching and learning for the pupils. The celebration of strengths extends to staff as well, and has been embraced by them so that it is at the core of all the school does. Monitoring of lessons results in clear and constructive feedback to colleagues; as a result, teachers persistently reflect on how they can make learning even better. Any shortfalls in pupils' progress are addressed with similar rigour. Subject leaders are well informed and effective in leading improvements in their areas of responsibility. The school has focused on creating a strong learning community and has a very positive impact on their local area; they are beginning to forge links with further, wider aspects of the community in ways that the pupils can relate to. Data analysis and other information help the governing body have a clear idea of how the school is doing; governors provide good challenge and support.

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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?	1
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?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

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

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
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	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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**

10 November 2008

Dear Pupils

Inspection of Frodingham Infant School, North Lincolnshire, DN16 1ST

Thank you very much for welcoming us to your school. We enjoyed chatting to you and finding out what you think about your school; it was fun skipping with some of you on the playground. Many of you told us that you think your school is a great school, and we agree with you, it is an outstanding school.

We were very impressed with the way your teachers take care of you and help you to know how to learn so well. As a result, you do very well compared to other pupils like yourselves, particularly those of you who find learning more difficult. You are very good at celebrating your strengths, and we were impressed at the way you use these to help you behave well and do your best work. The younger pupils get a good start because the Foundation Stage is well organised and makes sure learning is fun. You older pupils know what your targets are and how you can reach these, because you take time to think about what you have learned during your lessons. We could see in the lessons we saw that you really enjoy learning, and you told us that the teachers make lessons interesting and give you exciting things to do. We were impressed by the films you made; you are fantastic on the computers! You behave very well, reminding each other about this, and enjoy coming to school. The school also helps your families to know how they can help you with your learning.

Even though you are doing well, there are some things your school can do to make sure things get even better.

Help you to do even better in your writing, particularly those of you who find learning quite easy. You can also help by using all the ideas your teachers give you, to do the best writing you can.

Make sure that all the children in Nursery and Reception have enough chances to learn outside.

Most of all, you should continue to enjoy learning and help each other to make your school a great place to be part of.

Yours sincerely

Andrew Saunders

Lead inspector