

# Middlethorpe Primary School

## Inspection report

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<b>Unique Reference Number</b>	117789
<b>Local Authority</b>	North East Lincolnshire
<b>Inspection number</b>	326685
<b>Inspection dates</b>	29–30 September 2008
<b>Reporting inspector</b>	Jonathan Sutcliffe

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	207
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jackie Jackson
<b>Headteacher</b>	Mr Jamie Holbrook
<b>Date of previous school inspection</b>	1 December 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Highthorpe Crescent Cleethorpes DN35 9PY
<b>Telephone number</b>	01472 698185
<b>Fax number</b>	01472 603531

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Middlethorpe is an average sized primary school. Children start at the school with skills that are typical for their age. The proportion of pupils eligible for free school meals, and that of pupils with learning difficulties and/or disabilities, is below average. The vast majority of pupils are from a White British background and very few pupils are at an early stage of learning English.

## 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. It has some outstanding features and gives its pupils a good standard of education. This is how the school rightly sees itself. One parent's comment echoed the views of many: 'It is a wonderful school and I wouldn't want my child anywhere else'. The pupils' good personal development results from the high levels of care, support and guidance they receive. All staff promote pupils' safety and well-being and pupils reflect this by showing care and consideration for each other. They have positive attitudes to their learning and their behaviour is good. Pupils' attendance has improved since the last inspection and is now above average. They gain a good understanding of how to make positive choices and understand how to keep safe. Pupils with learning difficulties and/or disabilities receive good support. Pupils are interested in their work and want to do well because the well planned curriculum is enriched by excellent additional activities that extend pupils' experiences and skills. The provision for pupils to acquire skills in information and communication technology (ICT) is outstanding. They have excellent opportunities to use these skills to support their learning across the wider curriculum.

Children's attainment when they start the school is varied but most start with skills that are typical for their age. As they move up the school, good teaching ensures they make good progress. Pupils with learning difficulties and/or disabilities generally make progress in line with their classmates. Children receive a positive start to their education in the Reception class because of the good curriculum and teaching. In Key Stage 1 this good teaching continues and standards by the end of Year 2 are consistently above average. By the end of Year 6 standards in English and mathematics continue to be above average. In science, they are well above average. Most pupils from Year 1 to Year 6 make good progress, although for the last two years the progress of some more able pupils in writing and in mathematics has not been as high as in previous years. The headteacher is aware of this issue and is implementing plans to accelerate progress for these pupils. For example, systems to target pupils' achievement and to monitor the progress of all groups more thoroughly have been implemented and are having a positive effect on performance.

As a result of good leadership and management, the headteacher, together with a committed staff, has been successful in promoting the 'family atmosphere' at the school, an ethos which is highly valued by the parents. Governors support the school well. However, their role in monitoring school effectiveness is underdeveloped. The school has developed well since the last inspection and has the capacity to improve even further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

On entry to the Early Years Foundation Stage (EYFS) nearly all children are working in line with national age-related expectations. The broad trend has been that they make good progress in Reception and the current cohort are already in line to attain the targets for their transition to Year 1. Well established links to pre-school provision make a good contribution to children settling in quickly. Parents are very happy about this and comment that their children start learning straight away. 'Our space' displays on the wall build a picture of how each child is progressing and let parent know about day-to-day life in school. A strong focus of the curriculum is on hands-on and practical activities, both indoors and outside, to engage and involve boys. Children are observed and assessed so that when they are ready for the next step there are

stimulating activities available to them. A group of boys were heard discussing which hard and soft materials might be needed to make the right sort of beds for the three bears. There is a good mix of child initiated learning and small groups of teacher-led activities, and children identified with learning difficulties and/or disabilities are especially well supported. Children are confident users of ICT. They have no hesitation in using the interactive whiteboard to scroll through a story or set themselves a problem solving activity. The EYFS is well led and managed. There is a clear focus on continuous improvement. Children are well cared for and all statutory requirements are met.

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

- Improve the achievement of higher attaining pupils in mathematics and writing ensuring that work is always suitably challenging.
- Involve governors more in monitoring the effectiveness of all aspects of the school.

## **Achievement and standards**

### **Grade: 2**

Overall, pupils make good progress as they move through the school and achieve well. By the time they leave at the age of 11 standards are consistently above average. There are no significant differences between the performance of boys and girls. Pupils with learning difficulties and/or disabilities make good progress because they are well supported by teachers and classroom assistants.

The good progress made by children in Reception continues for most pupils in Key Stage 1. By the end of Year 2 standards in reading, writing and mathematics are above the national average. Progress for the more able pupils in writing and mathematics is slower than in reading and in spoken language. This is because some more able pupils are not always set work that matches their capabilities.

Standards in Year 6 are consistently above average and most pupils achieve well. The school's records and work in books show that most pupils are making good progress. Achievement in reading, ICT and science is particularly high. Pupils with learning difficulties and/or disabilities and low attaining pupils make good progress because work is well matched to their needs. However, some high attaining Key Stage 2 pupils are not yet making the progress in mathematics and writing at the rate they should.

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

### **Grade: 2**

Pupils are keen to take on a wide range of responsibilities in school. They have lots of ideas to extend the scope of after school clubs, and are confident as school councillors that they can make an impact on school life and the wider community. Their spiritual, moral, social and cultural development is good. Parents are pleased about this and typically consider their children come out as 'good individuals with respect for themselves and others'. Pupils commented on how helpful and kind everyone is to each other around the school. The efforts of the learning zone managers and assistants at lunchtimes to provide activities in the library area are especially appreciated. All pupils spoken to consider they feel safe in school because of the pro-active approach to tackling bullying. Behaviour and attitudes to learning are good. Pupils enjoy the opportunities to study other faiths and cultures, although they have limited direct experience of living in a multicultural community. Pupils respond well to chances to be physically active

and playground leaders are a highly visible presence encouraging and organising a variety of games. The school has achieved the Healthy Schools Award and pupils understand the importance of healthy eating. The pupils' good basic skills and their excellent knowledge and application of ICT prepare them well for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers have good subject knowledge and make the learning objectives of lessons clear to pupils. These strengths are put to good use to plan lessons that often motivate and support pupils to make good progress. For example, in a Year 1 science lesson, pupils discussed and then enthusiastically took part in activities related to the visit of 'Terry the tortoise'. At this early stage of the academic year, the teacher skilfully planned the activities in line with those familiar to the children when they were in the Reception class. Teachers teach reading well and give pupils of all abilities opportunities to improve their speech. However, in mathematics and in writing there are occasions when the work planned does not sufficiently challenge the more able pupils. Teachers create positive relationships within the classroom. They set good examples for pupils by respecting and valuing everyone equally. As a result, pupils' behaviour and attitudes in the classroom are good. Teaching assistants make a strong contribution to pupils' learning and they are particularly skilled in supporting pupils with learning problems. Marking is good and where it is most effective, teachers advise pupils well how to plan their next steps in learning.

### **Curriculum and other activities**

#### **Grade: 2**

Curriculum provision has improved since the last inspection and now has some outstanding features. The recently revised curriculum, with a focus on linking subject areas, is having a positive effect on pupils' enjoyment of learning. However, the school is aware that more work needs to be done to embed the key skills in literacy and numeracy in the revised curriculum to ensure further progress is made. Programmes that provide for the pupils' personal development, including their health and safety, are excellent. For example, they have a lively start to the day with the 'Wake and Shake' club. Provision for ICT is outstanding. Pupils have excellent opportunities to use computers to support their learning in many curriculum areas. Pupils have very good opportunities to learn a musical instrument. For example, Year 4 pupils learn the guitar and Year 5 the samba. Curriculum enrichment is outstanding and helps to provide pupils with experiences outside lessons in a range of extra curricular activities. There are a good number of visits and visitors to the school, including a residential trip to France. The frequently held theme weeks such as 'healthy eating', and the exciting visitors such as a Roman day for Year 4, further enhance the quality of the curriculum.

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

#### **Grade: 2**

Good relationships between staff and pupils and close links to parents underpin effective care, guidance and support procedures. 'The school's like a big family' is a typical parental comment. Pupils confirm that they feel safe and looked after and there is always someone to turn to. Safeguarding procedures are in place as are health and safety arrangements. Staff keep a close

watch on vulnerable pupils and those they may have additional concerns for. There are strong links to health, therapeutic and special needs support agencies. Staff with specific responsibilities for the care and welfare of pupils address their needs very well so that they benefit from all the school has to offer. Pupils' academic development is assessed regularly and their progress is monitored. Support strategies are quickly brought in if a pupil is showing signs of falling behind. Pupils are given clear targets to work towards which they are able to use to improve their work. However, the more able pupils are not yet consistently provided with tasks with the correct degree of challenge to help them make even more progress.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher has a very clear view of the school's strengths and areas for development. Together with the senior leadership team he has successfully created a positive climate for learning and brought about a drive for continual improvement. As a result, there have been improvements in many aspects of the school such as curriculum provision and the quality of the learning environment, both within the school and outside. Regular monitoring of teaching and learning by the headteacher and senior staff is further improving pupils' progress and attainment.

Subject leaders manage their areas effectively and have opportunities to reflect on the strengths and areas for development. Governors fulfil their statutory duties and they oversee all aspects of the school's provision. However, their role in monitoring standards and curriculum issues is underdeveloped. The quality of the school's evaluation of its work is good. There is an accurate understanding of school effectiveness and how it can be improved. The school improvement plan clearly identifies areas for development and how targets can be measured. The school is actively engaged in promoting community cohesion. Through the good educational provision and the personal development opportunities offered to the pupils, the children are developing a real sense of belonging and pride in their school. They enjoy taking an active part in contributing to the wider and global community. Clear plans for improvement have helped the school move forward at a good pace since the last inspection and ensure that the school is well placed to improve further. Parents are very positive about the school and many play an important part in their children's learning, which is encouraged by the school. One parent said 'Middlethorpe is wonderful stable learning environment where parents, pupils and staff views are always listened to'.





## 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?	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?	2
The standards <sup>1</sup> reached by learners	2
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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which 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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

<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	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?	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	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

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

1 October 2008

Dear Pupils

Inspection of Middlethorpe Primary School, North East Lincolnshire, DN35 9PY

As you know we visited your school recently to find out how well you are doing. Thank you for looking after us and making us feel welcome. Thank you also for talking to us about your school, the work you have done and how much you enjoy coming to school. This letter is to tell you what we found. You go to a good school that helps you make good progress and do well.

What we liked about your school.

- Your attendance at the school is good; you behave well and thoroughly enjoy all aspects of school.
- You are polite, helpful and friendly.
- Teachers plan interesting lessons and you have an excellent range of visits, visitors and clubs to join.
- You have very good opportunities to do well in science and ICT.
- The staff look after you well and give you good support.
- The headteacher and other staff lead and manage the school well.

Many of you do well but some of you could do even better. In order to help we have asked the school to make sure that work is always challenging in writing and mathematics for those of you who are capable of achieving the higher levels. We have also suggested that the school's governors become even more involved in looking at the work of the school.

We thoroughly enjoyed listening to you and watching you learn. We wish you all well in the future.

Yours sincerely

Jonathan Sutcliffe

Lead inspector