

Hibaldstow Primary School

Inspection report

Unique Reference Number	117738
Local Authority	North Lincolnshire
Inspection number	339066
Inspection dates	10–11 November 2009
Reporting inspector	Rajinder Harrison

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	106
Appropriate authority	The governing body
Chair	Mr Alan West
Headteacher	Miss Marie Raam
Date of previous school inspection	4 May 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons, and held meetings with governors, staff, pupils, and parents and carers. They observed the school's work, and looked at a range of documents, including school policies, the school's development plan, monitoring records, analyses of pupils' attainment and progress, and reports from visits by the local authority. Inspectors analysed 35 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress of current pupils, particularly in English
- the quality of teaching, assessment and the curriculum, especially for English
- the effectiveness of the school's monitoring and evaluation procedures and the school's capacity to improve pupils' achievement and raise standards.

Information about the school

This primary school is smaller than the average sized primary. Almost all the pupils are of White British heritage. The school has an above-average proportion of pupils who have special educational needs and/or disabilities. The proportion of pupils eligible for free school meals is broadly average. Provision for the 11 children in the Early Years Foundation Stage is in a class that also contains Year 1 pupils. The school holds a Healthy Schools Award, the Activemark and the Sing up Award at Silver Level.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Pupils' enjoyment of school and willingness to learn are reflected in above average attendance and good behaviour. However, pupils make inadequate progress because teaching is not good enough to ensure that they achieve successfully, particularly in English. Provision for children in the Early Years Foundation Stage is inadequate. There are too few opportunities for children to explore and learn independently and provision outdoors is poor. Children start school with levels of attainment generally typical for their age, but, because of slow progress, particularly in literacy and numeracy, many are at lower levels than expected in these skills by the end of the Reception Year. This inadequate progress continues through Years 1 to 6 because teachers fail to use assessment information to plan work that matches pupils' needs successfully.

Expectations, particularly of the more able pupils, are not high enough and consequently standards are well below average and too few attain above-average levels. Standards in English are particularly low because of significant weaknesses in developing pupils' language skills, too few opportunities for independent work, uninspiring teaching and inappropriate levels of challenge in many lessons. Work in pupils' books confirms that pupils in Years 2 and 6 have made inadequate progress and are underachieving. Action taken to accelerate progress has not had enough impact. Because of additional support, pupils with special educational needs and/or disabilities make satisfactory progress.

The curriculum offers too few opportunities to extend pupils' literacy skills through other subjects and for them to learn and discover for themselves. A satisfactory range of enrichment activities enables pupils to pursue their interests further. The school's efforts to improve teaching have been ineffectual and the setting of targets for pupils lacks rigour. While some lessons are satisfactory, too many focus on completing tasks rather than ensuring that pupils build successfully on what they already know and can do. Frequently, everyone undertakes the same task regardless of ability. Consequently, many do not develop key skills to the levels required to prepare them adequately for the future.

The headteacher and staff provide a calm, caring environment and sensitively support individual pupils who face personal difficulties. Safeguarding procedures meet requirements. However, senior leaders have had little impact in raising the morale of staff and driving school improvement. Self-evaluation is weak and strategic planning

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lacks direction or purpose. While the school achieves its targets, these targets are too low. The monitoring of teaching and learning is inadequate and teachers are not held to account for pupils' progress. Senior leaders identify pupils who fall behind but do not ensure that teachers plan the right work to help these pupils catch up. Governors, although supportive, do not hold the school to account for the standards pupils attain and have made ill-considered decisions regarding staffing. They have a limited role in checking the school's performance and driving improvement. The school fails to carry out its duty to promote community cohesion. Improvement since the last inspection, when the school was judged to be good, is inadequate. In light of these significant shortcomings, leaders and managers do not demonstrate the capacity to make the improvements required to raise standards and achievement.

What does the school need to do to improve further?

- Raise achievement and standards, particularly in English, by:
 - ensuring that teachers use assessment information to support their planning
 - making lessons challenging, particularly for the more able
 - setting targets for individual pupils and ensure that they know what to do to improve their work
 - improving the curriculum so pupils have more opportunities to write freely and at length in all subjects.
- Ensure that leaders and managers take swift and effective action to drive school improvement by:
 - setting clear and appropriate priorities to raise standards
 - ensuring that assessments of pupils' progress are accurate and reliable and are used to inform management decisions and future planning
 - monitoring rigorously the school's work, particularly teaching and learning
 - holding all teachers to account for the progress of pupils in their classes
 - promoting pupils' understanding of diverse communities.
- Ensure that governors rigorously monitor and evaluate the work of the school and hold it to account for its effectiveness.
- Improve provision and leadership and management in the Early Years Foundation Stage by:
 - ensuring that children have opportunities to select activities independently
 - planning more activities to extend children's literacy and numeracy skills
 - developing the outdoor provision so children have free access to it.

Outcomes for individuals and groups of pupils**4**

As early as Year 1 a significant minority of pupils are already falling behind. By Year 6 a significant proportion of pupils across the ability range, but particularly the more able,

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are still underperforming, particularly in writing. Standards in other subjects are also lower than they should be. Standards in English are low largely because pupils have insufficient opportunities to develop their confidence and independence in writing. In lessons pupils respond enthusiastically when encouraged to think and explore independently, and they enjoy practical tasks. Many often pursue research at home to extend their learning. However, pupils have to listen for too long in many lessons and are not involved enough in discovering for themselves. In these instances they become inattentive, lose interest and have insufficient time to complete tasks successfully. Pupils who need additional help with their learning receive the support they need to make satisfactory progress.

Pupils attend regularly because they like school and enjoy learning. They form good relationships, behave well and show respect for others by listening sensibly. Although many become distracted when not actively involved and excited by their learning, they rarely cause disruption. They say they feel safe at school and would go to their teachers if they had any worries. Pupils have a good understanding of why it is important to eat healthy food and take regular exercise. They speak highly of the school lunches and sporting activities. While there is a school council, pupils say their ideas are rarely adopted. Their spiritual, moral, social and cultural development is satisfactory. Pupils are involved in fundraising and recycling initiatives. Older pupils help look after younger ones well. Visits and visitors extend pupils' understanding of the wider world. A few pupils voice reservations about their ability to relate to, or their understanding of, people from different faiths and backgrounds. As one pupil said, 'We don't do much about that sort of thing.' With few opportunities to explore and experience the rich diversity of cultures and traditions of communities different from their own, pupils' understanding of the world in which they are growing up is inadequate.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	4
	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching in some lessons is satisfactory but too little is of this quality. In effective lessons pupils have opportunities to ask questions and discuss their ideas. For example, they talk excitedly about their work with a local football team and why it is important to lead healthy lifestyles. Too often, however, teachers concentrate on lengthy, uninspiring presentations and devote insufficient time to asking questions to assess pupils' understanding or involving them in discussions. These lessons lack pace and challenge and, with little reference to pupils' previous attainment, all pupils often complete the same tasks. Occasionally, teachers' subject knowledge is insecure and pupils are then confused. Marking is inconsistent and pupils do not have personal targets to help them understand what they have to do to improve their work. Support staff guide pupils who need additional help with their learning satisfactorily so these pupils participate confidently.

The curriculum does not ensure that pupils develop their skills effectively. Themes that link different subjects have been introduced, but too recently to have had a positive impact. The introduction of French lessons is proving popular and pupils enjoy this cultural dimension. Even so, pupils have too few opportunities to work independently, particularly on extended writing tasks to increase their fluency and confidence in literacy. Modified plans and resources allow pupils who need specific support with their learning to achieve satisfactorily. Where other pupils fall behind, interventions are not planned well enough to help them catch up quickly. Out-of-school activities, visits and visitors that bring learning alive are satisfactory. A sound programme of personal, social and health education ensures that pupils understand the dangers of drug abuse, for example, and how to stay safe.

Pastoral care is good. Parents and carers are happy with the care arrangements and the way their children settle into school. Staff respond promptly if individuals need help. With good links with external agencies, pupils who need specific help, for example those with physical or emotional needs, receive the right support quickly. Child protection procedures meet requirements. Health and safety procedures are sound.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The school does not demonstrate enough ambition to raise standards. Pupils are not receiving the education to which they are entitled and so equality of opportunity is inadequate. After the last inspection, a period of instability left leadership very fragile. Despite a new appointment last year, effective teamwork to move the school forward has not been secured. Leaders and managers have not taken prompt and rigorous action to raise the performance of pupils and teachers. This has resulted in a decline in the quality of teaching and hence low standards. The school's monitoring fails to identify the significant weaknesses in teaching. The school's assessment data are unreliable. The work in pupils' books does not reflect the levels they are assessed at, so teachers have no way of checking that pupils are on track to achieve successfully. The school's low targets do not reflect pupils' potential accurately. Leaders do not evaluate the school's performance so there is no way of measuring its success. Governors have not challenged the information provided by senior leaders regarding standards or held them to account for pupils' progress. Partnerships with agencies such as those that support pupils with special educational needs and/or disabilities are satisfactory. Not enough is done to ensure that partnerships with parents and carers are effective.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	4
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	4

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Early Years Foundation Stage

Children enjoy being at school and work confidently alongside their Year 1 classmates. While this helps them learn from older pupils, some find lengthy sessions in which they are expected to listen too demanding and become restless. Children have insufficient opportunities to make their own choices to explore and investigate independently, and do not have free access to the outdoor area. This makes it difficult to ensure that each child has appropriate experiences in all areas of the curriculum. This limitation, along with the poor outdoor facilities, makes provision inadequate. Children are keen to learn and try hard. Most are very articulate, for example when exploring fruit one commented, 'This pineapple smells very fresh.' They respond well to adult-led activities but with too much direction and too few opportunities to discover for themselves, progress is inadequate overall and particularly weak in literacy and numeracy.

Welfare arrangements are satisfactory and routines such as washing hands before eating a snack are reinforced consistently. Good relationships between home and school benefit all children, particularly those who are less confident. Those who need specific help are supported sensitively.

Leadership and management of the Early Years Foundation Stage are inadequate. Assessment data are unreliable and do not inform lesson planning accurately. The classroom area is spacious and newly refurbished but the outside area is confined, dull and unimaginative. Inadequate resources and a general lack of creativity stop provision from being challenging and exciting for children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	4
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	4
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

Views of parents and carers

Many parents and carers express positive views about the school. They say their children enjoy school, teaching is good and children are safe and well cared for. However, a significant number are far from positive. They raise concerns about leadership and management, the school's general ethos, children's progress and behaviour and the fact that the school does not take sufficient account of the views of parents and carers. They are also concerned about how effectively their children are prepared for the next stage of their education.

Inspectors found behaviour to be good and that pupils feel happy and safe at school.

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However, inspectors agree with parents and carers that there are significant shortcomings in leadership and management, teaching and learning, the progress children make and the general ethos of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hibaldstow Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 35 completed questionnaires by the end of the on-site inspection. In total, there are 106 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	45	15	45	2	6	1	3
The school keeps my child safe	14	42	18	55	1	3	0	0
The school informs me about my child's progress	13	39	16	48	4	12	0	0
My child is making enough progress at this school	10	30	13	39	9	27	1	3
The teaching is good at this school	10	30	20	61	2	6	0	0
The school helps me to support my child's learning	8	24	20	61	5	15	0	0
The school helps my child to have a healthy lifestyle	9	27	22	67	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	30	13	39	7	21	0	0
The school meets my child's particular needs	9	27	19	58	3	9	0	0
The school deals effectively with unacceptable behaviour	4	12	16	48	7	21	2	6
The school takes account of my suggestions and concerns	4	12	16	48	7	21	3	9
The school is led and managed effectively	6	18	12	36	5	15	6	18
Overall, I am happy with my child's experience at this school	9	27	18	55	5	15	1	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 November 2009

Dear Pupils

Inspection of Hibaldstow Primary School, Brigg, DN20 9PN

Thank you for making us welcome and for being so friendly and polite when we inspected your school recently. I am writing to tell you what we found out. We enjoyed talking with you. You explained how you enjoy school and that you have many good friends. You said that you like your teachers and that they help you if you have problems. You said you particularly like the work you are doing with Scunthorpe United. It was good to see you enjoy a healthy lunch with lots of salads to choose from and to see the kind way older pupils look after younger ones.

Some things, like your behaviour and attendance, are good. However, we do not think the school is helping you to learn as well as you could and so we have placed it in 'special measures'. This means that the school needs extra help to improve so it provides an effective education for you. We have asked the headteacher, other staff and governors to do a number of things to improve the school. The school should:

- help you achieve higher standards in all your subjects, particularly English, by giving you more challenging work, building on what you can already do and give you more opportunities to write in other subjects
- provide better facilities and more opportunities for children in the Reception class to explore and learn by themselves indoors and outside and to improve their skills in literacy and numeracy
- make sure that the adults who manage your school do so effectively, including by keeping a close check on how well you achieve in every class and doing more to help you understand how other communities differ from yours.

These improvements need to happen as quickly as possible. This is why your school will have extra help. Inspectors will come back regularly to check on the progress being made. There are things you could do to help too. For example, you could make sure that you ask for harder work if your work is too easy.

Thank you once again for helping the inspectors.

Yours sincerely

Mrs Rajinder Harrison

Lead inspector

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