

Coomb Briggs Primary School

Inspection report

Unique Reference Number	117907
Local Authority	North East Lincolnshire
Inspection number	339096
Inspection dates	21–22 October 2009
Reporting inspector	Linda Murphy

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	161
Appropriate authority	The governing body
Chair	Mrs Valerie Crosby
Headteacher	Mrs Jayne Day
Date of previous school inspection	4 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons or part-lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work and looked at the school's data records, policies, minutes of governing body meetings and notes of the school improvement partner's visits. Returned parental questionnaires were received and analysed from 36 parents and carers.

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

- the achievement of groups of pupils at Key Stage 1
- the impact of recent changes in staffing
- the impact of changes to the leadership structure on pupils' achievement.

Information about the school

This is a smaller than average size primary school. Most pupils are White British. The proportion of pupils eligible for a free school meal is much lower than average and the proportion with special educational needs and/or disabilities is higher than nationally. Provision for the Early Years Foundation Stage consists of one Reception class. The school has gained the Financial Management Standard in Schools, the Healthy Schools Award and the PE-Sports Partnership Council Award. During 2008-2009 major refurbishment took place: the school experienced much staffing turbulence the same year.

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?

3

The school's capacity for sustained improvement

3

Main findings

This school provides a satisfactory education for its pupils. Pupils' personal development is prioritised. This results in pupils' good behaviour and a very clear understanding of how to live a healthy lifestyle. Pupils contribute well to the school and local community. Pupils' above average attendance reflects very helpful relationships with parents and carers and the pupils' enjoyment in learning. The school is popular with parents and carers who typically comment that 'My child blossomed at this school'.

Standards are broadly average by the end of Year 6 and show an increasingly positive picture since the last inspection. Strengths are in mathematics and science: a weakness is writing. All groups of pupils make satisfactory progress. Pupils with special educational needs and/or disabilities make satisfactory progress, although there is inconsistency in the quality of their individual educational plans and the speed at which their needs are identified. Satisfactory teaching provides an effective blend of fresh ideas and established practices, although there is some inconsistency related to the planning of tasks and the understanding pupils have of how to improve. The school meets its aim to 'provide a stimulating and secure environment in which the school community can thrive'. In Reception, children make satisfactory progress, although their use of the outside areas and their development of independence are at times curtailed through over direction by adults.

Safeguarding is satisfactory although senior leaders had not until recently kept some aspects of its administration up-to-date and governors' monitoring of this has not been as rigorous as it should be.. This shortcoming means that the otherwise good quality of, guidance, care and support provided is no better than satisfactory overall. The inspection team found no evidence that any harm came to pupils as a result of administrative omissions. The school's self-evaluation is satisfactory and increasingly less reliant on external support. There is much helpful data, but it is not well used to closely check pupils' progress. Since the last inspection, the school has managed to overcome a deficit budget, maintained pupils' satisfactory achievement overall and improved the accommodation. This, along with the current rate of change and increasingly timely identification of priorities, indicates that the school has a satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Raise standards in writing by:
 - ensuring teachers plan for greater levels of challenge in activities, in particular for more-able pupils

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- helping pupils have a clearer understanding of what they need to do to improve
- helping pupils generate ideas and think more about the content of their work so that writing is worthwhile and lively.
- Improve the quality of and rigour in the ways in which the school checks its work by:
 - robustly using data to make sure progress is good in every class
 - identifying pupils with special educational needs and/or disabilities early and providing appropriate support so that their progress is good
 - ensuring the governing body carefully monitors all aspects of the school's work
 - rigorously monitoring the quality of teaching to ensure that good practice is shared and relative weaknesses are addressed, so that pupils' learning is at least consistently good.
- Improve provision in the Early Years Foundation Stage by:
 - providing more opportunities for children to develop independence and have greater opportunities to play outside.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils' satisfactory achievement includes those pupils who join the school at different times throughout the year. The school's results in the national tests show a positive picture of rising standards. Pupils enjoy learning spellings, but struggle to enjoy writing and to extend the written content of their work in most subjects. Pupils are confident to speak out to a large group, but imaginative discourse is limited by ideas not being well enough developed. Skills in collaborative working are developing well. Pupils say they very much prefer practical challenges to written work. They are not always sure about how to improve their work which at times slows the pace of their learning.

The school ensures that pupils gain a good understanding of how to live a healthy lifestyle. The messages are taken to heart, for example, one pupil confidently used the learning to influence relatives to give up smoking. The school ensures pupils have clear values and that they use them well in the school and local community, for example, through the active school council. As a result, pupils are keen to take responsibility and are mature in their outlook. Their politeness and good behaviour are marks of the school's high expectations of these aspects

These are the grades for pupils' outcomes

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

How effective is the provision?

Lessons are planned carefully. In the best, teachers use information from assessment to change their plans to meet pupils' needs. Most use day-to-day assessment well. Very positive relationships enhance learning and, in particular, the way in which pupils work together, when given the opportunity. Teachers use a good range of strategies to foster learning, for example, a wide range of visual and auditory stimuli help pupils to remember new concepts. Any challenging behaviour is dealt with well. Inconsistencies occur in the quality of marking, the deployment of adults, maximising opportunities for pupils to speak and in the allocation of time to teach a focus group.

Satisfactory provision is made for literacy and numeracy. Cross-curricular links are developing to provide extra opportunities for pupils to practise their basic skills. Good progress has been made in improving the infrastructure for information and communication technology. This adds to the enjoyment of teaching and learning, the breadth of the curriculum and pupils' adeptness in using computers. Pupils appreciate the practical elements to the curriculum and some would like more. Visits, such as those to Eden Camp, contribute well to pupils' understanding, and as one pupil explained, 'they are educational with a hint of fun'. Days set aside to study global issues contribute well to pupils' cultural development. Even so, in this geographically isolated area, there are few visitors representing other races, lifestyles or religions.

Many aspects of care, guidance and support are very effective, but the overall judgement is tempered by some administrative shortcomings in safeguarding procedures that have only recently been rectified. Staff have a detailed knowledge of each pupil and attend carefully to individual care and well-being. Pupils who join part

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way through their primary education settle in well. Until recently, the school has not responded quickly enough to pupils in Key Stage 1 who require extra help. This has, however, now been addressed.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Outcomes for pupils are satisfactory and value for money is satisfactory. A new senior leadership team is ensuring that the school works within its budget and in a 'smart' way. The school has overcome much in the last year. For example, the past underachievement of pupils currently in Year 3 is being remedied through much improved teaching and the identification of groups who require extra support. Subject leaders understand their role and have an appreciation of the strengths and areas to develop. Staff, pupils, parents and carers mostly agree that the school is a good place to be. The school now provides equality of opportunity for all groups of pupils. The school gathers a lot of data, but is at an early stage of using it to ensure pupils' better progress.

The governing body generally offers a sound level of challenge and support. However, governors do not monitor the effectiveness of safeguarding procedures rigorously enough. There were administrative errors until recently. Safeguarding systems were otherwise satisfactory. The school effectively liaises with support agencies and other schools, although the leadership of the provision for pupils with special educational needs and/or disabilities is over-reliant on external support. The satisfactory promotion of community cohesion is strongest within the school and its local community

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3

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 effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children join the Reception class mostly with skills typical for their age. Their achievement and progress are satisfactory. As a result, children at least attain the expected levels by the time they enter Year 1. This is because of sound teaching and good relationships. The classroom is welcoming and spacious and children have a sensitive induction to the class. Children respond well to the staff's high expectations of behaviour and are happy and content. Assessments, recorded as individual 'learning journeys,' are thorough, but the information is not always best used to plan carefully for children's next steps in learning.

Safeguarding is satisfactory. Hygiene routines help pupils to understand the importance of health and snacks of fruit help them to know that they need 'five a day' to stay healthy. Direct teaching is purposeful and of good quality, particularly when it includes demonstration. An example observed was when the teacher helped children understand capacity by pouring coloured scented water from a tall cylinder to a larger squat container. Other activities are interesting but are often overly directed by adults. This can curtail children's choice and their imaginative response to learning. Opportunities to play outdoors are mostly over-directed by adults. Leadership and management are satisfactory: partnerships with parents and carers are positive.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers are very supportive of the school. A very small minority voiced concerns over pupils' behaviour, liaison with parents and carers, and transition. The inspection team judge these aspects to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Coomb Briggs 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 inspection team received 36 completed questionnaires by the end of the on-site inspection. In total, there are 161 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	53	16	44	1	3	0	0
The school keeps my child safe	27	75	8	22	0	0	0	0
The school informs me about my child's progress	18	50	13	36	0	0	0	0
My child is making enough progress at this school	18	50	17	47	1	3	0	0
The teaching is good at this school	19	53	13	36	0	0	0	0
The school helps me to support my child's learning	18	50	16	44	1	3	0	0
The school helps my child to have a healthy lifestyle	17	47	17	47	1	3	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)	18	50	14	39	2	6	0	0
The school meets my child's particular needs	16	44	14	39	2	6	0	0
The school deals effectively with unacceptable behaviour	16	44	18	50	1	3	0	0
The school takes account of my suggestions and concerns	12	33	18	50	4	11	0	0
The school is led and managed effectively	18	50	14	39	2	6	0	0
Overall, I am happy with my child's experience at this school	21	58	13	36	1	3	0	0

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 pupils' 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.



22 October 2009

Dear Pupils

Inspection of Coomb Briggs Primary School, Immingham, DN40 2DY

Thank you very much for the very friendly reception you gave the inspectors when your school was inspected. Your school provides you with a satisfactory education. Strengths are in the way it helps you to behave well and gain a good understanding of being healthy. Your attendance is good and you enjoy school a lot. You also contribute much to your school and local community and know a great deal about what is right and wrong.

Your school is led in a satisfactory way by the senior staff and governors. However, a few of the things that the school is required to do have been missed and so the inspectors have asked the school to check on its work regularly, to make better use of the information it has about your progress and to make sure those of you who need extra help get this quickly.

You work together well in groups. You make sound progress because the teaching mostly meets your needs. To make it even better the school has been asked to provide more opportunities to develop the independence of the children in the Reception class, to help you all improve your writing, to ensure that the work you are set is matched to your needs, and to help you know more about how you can improve.

You can help by always trying your best with your writing, thinking of good ideas to write about and doing your best to achieve the targets which are set for you.

Yours sincerely

Mrs Linda Murphy

Lead inspector

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