

Scartho Infants' School

Inspection report

Unique Reference Number	117956
Local Authority	North East Lincolnshire
Inspection number	339108
Inspection dates	20–21 October 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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	188
Appropriate authority	The governing body
Chair	Mr Malcolm Martin
Headteacher	Mrs Andrea Todd
Date of previous school inspection	1 September 2006
School address	Edge Avenue Grimsby Lincolnshire DN33 2DH
Telephone number	01472 879634
Fax number	01472 879634
Email address	office@si.tlfe.org

Age group	3–7
Inspection dates	20–21 October 2009
Inspection number	339108

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and held meetings with governors, staff, pupils and parents. The inspectors 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 33 questionnaires returned by parents and carers.

- children's progress in the Early Years Foundation Stage, particularly of the boys
- progress in writing in Years 1 and 2, particularly of the higher attaining pupils
- the promotion of community cohesion and pupils' understanding of cultures different to their own
- the role of governors in monitoring and evaluating the school's work.

Information about the school

This is a smaller than average-sized primary school. Most pupils are of White British heritage. Of the few that are from other ethnic origins, none are at an early stage of learning to speak English as an additional language. A well below average proportion have free school meals. The school has a below average proportion of pupils who have special educational needs and/or disabilities.

There are 79 children in the Early Years Foundation Stage distributed across the Nursery and Reception classes. Children join the Nursery in the term following their third birthday and attend for up to five sessions a week.

The school has a Basic Skills Agency Primary Quality Mark, an Activemark and Healthy Schools Award.

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?

2

The school's capacity for sustained improvement

2

Main findings

Scartho Infants is a good school. It is a calm, friendly and harmonious community where pupils of all abilities and backgrounds feel settled and happy. Their good attendance reflects their eagerness to be at school and their good achievement shows that they enjoy learning. These positive attributes, alongside their above average standards at the end of Year 2, ensure that pupils are well prepared for the next stage of their education. Parents and carers are very happy with the school and appreciate the way the school encourages them to help their children learn at home.

Children make a sound start in the Nursery and Reception classes, where provision is satisfactory. They start with the levels of skills expected for their age and make satisfactory progress. Although provision is satisfactory, not enough is done to ensure children have free access to the outside areas or that children try everything that is planned. As a result boys often select to play outside in preference to tackling more challenging activities such as writing or number work. Progress is not better because assessment is not used well enough to plan work to challenge them enough, particularly the more able. Boys do not perform as well as the girls in literacy and numeracy. In Years 1 and 2, careful assessments inform the planning. Consequently, pupils of all abilities achieve well, particularly in reading, mathematics and science. While girls achieve well in writing, boys consistently under perform. The school is addressing this by providing all pupils, but particularly the boys, with more opportunities to write independently on subjects that interest them. Effective interventions to support pupils who have special educational needs and/or disabilities ensure that these pupils achieve well.

Lessons are generally interesting and lively and pupils respond well. The curriculum is well organised, so pupils build successfully on previous learning. As one pupil commented, 'School is really good because we do fun things like science.' Pupils in Years 1 and 2 know what they have to do to improve their work because teachers guide them well.

Pupils feel safe and procedures to keep them safe are sound. Good care and support arrangements ensure pupils develop well and learn confidently regardless of their individual circumstances or difficulties. The curriculum promotes community cohesion satisfactorily. Links with the local community are strong and pupils are secure within their own culture. They are respectful of others and show care by raising funds. They have few opportunities to celebrate and understand the diverse cultures and traditions represented in the school or the wider world. Governors are very supportive, particularly in promoting good links with the local community. They have not done enough to promote links with diverse communities beyond the local area and to ensure all

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

safeguarding arrangements are robust.

Governors and leaders monitor the school's performance well and have addressed successfully the issues raised in the last inspection report. The school development plan identifies the right improvement priorities. More pupils now attain higher levels. Self-evaluation is largely accurate. Value for money is good because pupils achieve well, personally and academically. In light of these strengths, leaders and managers demonstrate good capacity to improve the school further.

What does the school need to do to improve further?

- Raise the standards boys attain in writing, particularly at the higher levels by:
 - - providing more opportunities to write independently and at length
 - - ensuring boys have more challenging targets for writing.
- Improve provision in the Early Years Foundation Stage by:
 - - planning more challenging activities to extend children's learning
 - - ensuring boys try all the activities that are planned for them
 - - ensuring all children have free access to the outside areas.
- Ensure that leaders and managers drive school improvement by:
 - - doing more to promote pupils' understanding of diverse communities
 - - checking that all safeguarding procedures are robust.

Outcomes for individuals and groups of pupils**2**

Pupils learn effectively and achieve well because they enjoy their lessons and try hard. While pupils' overall progress is good, it is best where teaching is stronger. Pupils become particularly excited when teachers set challenges, for example, to complete mathematical tasks by a set time. Most respond well in lively question and answer sessions. Frequent opportunities to work with others enable pupils to work faster and achieve more. They are equally confident when working independently, doing so sensibly, because behaviour is good. Occasionally, when pupils have to listen for too long or if teachers do not involve them enough, a few, particularly boys, lose interest and attention. Regular assessments identify quickly if pupils fall behind their targets and effective intervention helps them to catch up quickly. This is not as easy in writing where pupils need more time to develop their skills. Consequently, not enough boys attain the higher levels. Current Year 2 boys are working at above average levels in all but writing. Pupils who need additional help with their learning receive good support and achieve well.

Pupils feel safe at school because they form good relationships and are confident they can raise any concerns with staff. They show respect for others by listening sensibly and answering politely. They understand well what they should do to stay healthy. Many choose healthy lunches and know that the vegetables they grow are nourishing. Physical exercise is a strength and many pupils attend extra activities to extend their skills. Their spiritual, moral and social development is good and their cultural development satisfactory. Pupils adopt a mature attitude as they help around the school, and school

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

councillors take serious decisions about playground activities. They express a sense of wonder as they learn about sustaining the earth's resources, growing food and recycling waste. They talk enthusiastically about links with their local community through offering harvest gifts and involvement in various church and community events. A few are very vague about what life is like for people from different cultures and faiths With few opportunities to explore and experience the diverse cultures and traditions of communities different from their own, pupils' understanding of the world in which they are growing up is satisfactory.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
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	2
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 generally well planned with interesting activities and good emphasis on practical tasks to encourage pupils to explore and discover for themselves. This sense of fun and adventure helps pupils learn effectively. For example, in a Year 2 lesson, pupils were spell-bound by the events leading up to the first moon landing. They watched and listened in awe, quickly grasping that gravity is a powerful force, and with one remarking that, 'You couldn't have soup in a bowl in the spaceship because it would just

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

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

float everywhere.' Probing questions make pupils think about their learning and apply what they know in new situations effectively. Teachers use technology well to present information and to extend pupils' ability to use computers to research independently. Pupils have individual targets to aim for and teachers provide detailed guidance to help them achieve these successfully. Occasionally, insufficient reference to pupils' previous attainment results in a few not achieving all that they could. Support staff guide well pupils who need help with their learning so that they can participate in lessons fully.

The curriculum is organised well to ensure pupils build on previous work successfully. Developing pupils' numeracy and reading skills is high priority but insufficient time is devoted to promote writing. A new programme in word-building is having a positive impact on pupils' spelling and reading skills. Modified plans and good resources allow pupils who need additional help with their learning to achieve well. A good personal, social, health education programme ensures that pupils understand, for example, the dangers of drug abuse and 'stranger danger'. Enrichment activities provide pupils with good opportunities to experience, for example, their local community, keep fit and music. Multicultural and fun-fitness weeks and clubs such as gardening, cooking and jewellery making, provide pupils with good opportunities to extend their interests and skills. Visitors and visits enrich pupils' experiences well and make learning more real. Links with the Schools Sports Partnership, for example, enrich learning further.

Pupils are cared for very well. Staff respond promptly if individuals need help. Pupils who have social, academic or other needs are cared for sensitively. Good links with other agencies ensure any concerns that parents and carers or staff raise are addressed promptly. Parents and carers, particularly of children who have special educational needs and/or disabilities, praise the school for the helpful way it supports their children. Arrangements to ease the transfer of children into the Nursery and to the junior school are good. The arrangements for children transferring from other pre-school settings into the Reception classes, particularly with respect to assessment information to support planning, are not as robust.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

School leaders, including governors, work hard to maintain the school's good standing in the community. They have addressed the key issues raised in the last inspection successfully and are ambitious in their intent to provide the best education possible.

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

Pupils achieve well because leaders evaluate the school's performance rigorously and take the necessary actions to address concerns. The school development plan, an issue in the last inspection report, is now more concise and effective checks quickly identify where interventions are needed to ensure success. Pupils of all backgrounds and ability are integrated well and have the help they need to succeed. The numbers attaining higher levels has increased in all subjects. The gap between the attainment of boys and girls has been eliminated in all but writing. Teaching and learning are good because teachers and skilled assistants are deployed effectively to help all pupils achieve their best.

Effective partnerships with parents and carers enable staff to work closely with them to support their children. Partnerships with others, for example, local sports providers, are also good in benefiting pupils' learning and well-being. Good links with the church and the local community enable pupils to feel very secure and content in this setting. School leaders have tentative links with other communities but make too little of the rich diversity represented in the school population to promote pupils' experience and understanding of diverse communities in Britain and abroad. While safeguarding, child protection and health and safety procedures are generally sound, governors have not been diligent in checking that policies and procedures encompass latest guidelines and that all adults have had the relevant training to act upon these guidelines appropriately.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

Early Years Foundation Stage

Children are happy at school because they feel cared for and valued. They enjoy

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

learning, behave well, form positive relationships and settle quickly because they are supported well. Most are confident learners and work well with others. While the Nursery has good resources and facilities, staff are unable to plan effectively because children's attendance arrangements are too flexible. Some attend five sessions over two and a half days; others attend various morning or afternoon sessions. Consequently, children either experience the same activities repeatedly or miss out on work covered in their absence. This arrangement limits children's progress in the Nursery. Children who transfer from the Nursery to the Reception classes adjust quickly because staff share useful information in preparation.

Good relations between home and school benefit children, particularly those who are less confident. Children who need specific help are supported sensitively. 'My child is really happy at school.' is typical of parents' and carers' comments. The learning environment, particularly the outside area, is attractive. Without clear procedures to check that children try everything that is planned for them, children in the Reception classes, particularly the boys, tend to rush out to the wheeled toys and climbing frames or play with the construction toys at every opportunity rather than select more challenging tasks such as writing and numeracy. The boys engage with these areas during adult led sessions, but less so voluntarily and hence their progress in these areas is not as good as that of the girls. Children in the Nursery do not have enough free access to the outside areas to explore and learn independently.

Leadership and management, along with provision, are satisfactory. Staff plan a good balance of activities that children choose and those led by adults. Most children work well in adult led sessions where teaching is often good. A few struggle to maintain interest and attention because presentations are occasionally too long and the work is not matched accurately to their needs. Staff underestimate the ability of those who could achieve more through increased challenge. This lack of challenge and insufficient checks to ensure children experience all the areas of learning regularly results in overall progress being satisfactory. The school's assessment data shows children attain broadly average levels at the end of the Reception Year.

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 positive about the school, commenting that it is a 'friendly' school and their children make good progress. They say that teaching is good and that

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

their children are well prepared for the next stage of their education. They say that the school is led and managed well. A few expressed concerns about the bad behaviour of a few pupils and concerns about their child's safety at school. Inspectors agree with all the strengths parents and carers identify. Inspectors judge behaviour to be good.

Occasional incidents of bad behaviour do occur and are dealt with promptly. Inspectors discussed the school's procedures for safeguarding children's safety with school leaders and these are being reviewed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Scartho Infants' 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 33 completed questionnaires by the end of the on-site inspection. In total, there are 188 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	76	8	24	0	0	0	0
The school keeps my child safe	19	58	11	33	3	9	0	0
The school informs me about my child's progress	14	42	17	52	1	3	0	0
My child is making enough progress at this school	17	52	14	42	0	0	0	0
The teaching is good at this school	20	61	13	39	0	0	0	0
The school helps me to support my child's learning	17	52	15	45	0	0	0	0
The school helps my child to have a healthy lifestyle	23	70	10	30	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)	16	48	8	24	0	0	0	0
The school meets my child's particular needs	14	42	19	58	0	0	0	0
The school deals effectively with unacceptable behaviour	13	39	17	52	2	6	0	0
The school takes account of my suggestions and concerns	13	39	15	45	3	9	0	0
The school is led and managed effectively	19	58	14	42	0	0	0	0
Overall, I am happy with my child's experience at this school	21	64	12	36	0	0	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 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.



22 October 2009

Dear Pupils

Inspection of Scartho Infants' School, Grimsby DN33 2DH

Thank you for making the inspectors who visited your school recently so welcome and for being so friendly and polite. We enjoyed talking with you and learning about your school. I am writing to tell you what we found out. You said that you enjoy school, particularly all the sports clubs and that you enjoy science. You said that you make good friends at school. It was impressive to discover how much you know about eating healthy food and growing vegetables. Your vegetable plot certainly looked very healthy, particularly the beetroot and cabbages.

Your school is a good school. Some of the things that make your school good include your behaviour and attendance and your understanding of why it is important to stay healthy. You work hard at school and enjoy learning. You make good progress and by the end of Year 2 you reach above average standards in reading, mathematics and science. Your lessons are interesting and the staff take good care of you. You do well at school and this helps you to get ready for moving to the junior school.

While these aspects of your school are good, the inspectors think that a few things could be better. We have asked the headteacher, other staff and governors to do the following to improve the school:

- to give you more opportunities to practise your writing so all of you do even better, but especially the boys who could do with harder targets
- to do everything they can to help you learn more, so you make even better progress in the Nursery and Reception classes
- to do more to help you learn about communities that are different to yours and to make sure they do everything they should to look after you.

There are things you could do to help too. For example, some of you boys could work harder with your writing.

Thank you once again for helping the inspectors

Yours sincerely

Rajinder Harrison

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.