

Yarborough Primary School

Inspection report

Unique Reference Number	131540
Local Authority	North East Lincolnshire
Inspection number	341161
Inspection dates	14–15 January 2010
Reporting inspector	Jane Hughes

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	279
Appropriate authority	The governing body
Chair	Mr Alan Nicholson
Headteacher	Mr Steven Carr
Date of previous school inspection	9 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons or parts of lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school's development plan, self-evaluation, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Questionnaires from 115 parents and carers, 29 pupils and 27 staff were analysed.

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

- reasons for pupils' attainment in English and mathematics by the end of Year 6
- impediments to rising attainment by the end of Year 2, particularly in writing
- the school's support for boys' attainment
- the degree of challenge offered to pupils through match of work to ability
- the impact of perceived strengths such as pupils' personal skills, early years provision, pastoral care and leadership.

Information about the school

This school is larger than most primary schools. There has been a temporary fall in the number of pupils on roll due to the demolition of the first of two phases of an estate of local authority housing. This has necessitated changes to staffing because of ensuing financial restrictions. A larger than average proportion of pupils is eligible for free school meals. Almost all pupils are of White British heritage. None speaks English as an additional language. The proportion of pupils with special educational needs and/or disabilities is larger than average. The school holds several external awards including Healthy Schools, Activemark, Eco-Schools (Bronze) and Financial Management in Schools Standard.

The Early Years Foundation Stage comprises Nursery (Foundation 1) and Reception (Foundation 2) classes. These operate as a unit. Children access 15 hours of nursery education weekly, usually in a combination of three-hour morning or afternoon sessions, although bespoke sessions may be arranged to meet individual needs.

The school runs its own breakfast club for pupils daily from 08.00. Riverside Children's Centre is located in the school building, as is Precious Times Daycare. Neither setting was part of this inspection.

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

Yarborough Primary is a good school. Pupils achieve well as a result of good teaching. Lessons move along at a good pace and staff incorporate pupils' ideas into their daily plans. Skilful teaching assistants are well deployed to support pupils with a range of individual needs. The school has some outstanding features. Its foremost strengths lie in the very high-quality care, guidance and support it provides for pupils along with first-class safeguarding arrangements. As a result, pupils affirm that they feel very safe in school and recognise that any concerns they may voice will be speedily addressed by staff. Ambitious leadership ensures that pupils' personal skills, provision for children in the Early Years Foundation Stage and the work the school undertakes with partners are also continuing strengths.

The headteacher has maintained staff morale despite a period of financial constraint beyond the school's control. Senior leaders motivate the staff team well to ensure that they work diligently to improve currently good or better outcomes and practice. Despite the difficulties, the school has continued to provide high-quality education and to achieve good outcomes and pupils' attainment is rising. The gap between the attainment of boys and girls is narrowing. Self-evaluation is accurate, concise and well-evidenced. It correctly identifies the school's next improvement steps. These positive elements demonstrate the school's good capacity for sustained improvement. Parents and carers typically comment: 'This school has provided a consistently excellent experience for my children. The pupils are at the heart of the school and every effort is taken to promote their self-esteem and achievements.'

Weaker areas of provision include variability in the accurate match of tasks set to pupils' abilities, inconsistencies in teachers' marking in terms of the identification of points for improvement and how well pupils act on these suggestions. Currently, the school does not promote community cohesion beyond the immediate locality. This weakness in provision also has an impact on outcomes for pupils in terms of their awareness of multicultural Britain.

What does the school need to do to improve further?

- Present greater challenge for all by ensuring that planned lesson activities provide an accurate match of task to pupils' abilities.
- Increase the effectiveness of teachers' marking by:
 - ensuring that teachers' written comments consistently identify areas for improvement

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- checking that pupils regularly read what teachers write and that they respond to these comments in subsequent pieces of work.
- Further develop the promotion of community cohesion by establishing links with diverse communities beyond the school's immediate locality that represent multicultural Britain.

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

Pupils of all abilities and groups achieve equally well and thoroughly enjoy their learning. This is reflected in their above average attendance and good punctuality. Pupils comment on the fun they have in lessons. They readily agree that the celebrated 'learning journeys' help them to appreciate subjects they once disliked. They remark, 'It's like when your mum hides peas in the mashed potato so you don't notice you're eating them!' Pupils attain broadly average standards in English, mathematics and science by the end of Year 6. This represents good progress from their well below average starting points. Currently, pupils in Key Stage 1 are working at levels closer to the expectations for their age than in previous years. Pupils engage well in their learning, collaborate effectively with their peers and form strong relationships with teachers and other adults. They concentrate well in lessons and show a good recall of their learning when questioned.

Children get off to an increasingly good start in the Early Years Foundation Stage and pupils are now better equipped for success in Years 1 and 2. For instance, a far greater proportion of pupils currently in Year 1 are on track to reach average standards by the end of Year 2 in reading, writing and mathematics than previously seen and the current picture is also stronger in Year 2. Pupils with special educational needs and/or disabilities and those whose circumstances make them vulnerable engage well in their learning due to the excellent pastoral care, mentoring and support they receive, both in and out of lessons.

Pupils are considerate, courteous and well behaved. They are proud of their school and express very positive views about Yarborough. They are very aware of the coherent strategies used by the school to ensure their safety and well-being such as discussions on cyber bullying, e-safety or the risks they may face outside school. They value emotional and practical support from all the adults and say, 'I like the way you can go to anyone in the school to talk about a problem.' Pupils are aware of the constituent parts of healthy living and make the most of sporting opportunities. From an early age, pupils accept responsibilities and help others in their class and around school. For example, playground buddies are both supportive and valued by their peers. The school council is an influential expression of the pupil voice. Pupils contribute well to the local community in their role as junior wardens. Pupils' broadly average basic skills make a satisfactory contribution to their future economic well-being. Although pupils' spiritual, moral and social development is strong, aspects of their cultural development are less well developed. They do not develop first-hand understanding of the cultures, faiths and values of the various ethnicities in Britain today.

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

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	3
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	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers stimulate pupils' interest well in their learning. Pupils are urged to formulate their own daily questions to stimulate debate such as, 'Why do people float in space?' Teachers then use these to create logical links between subjects such as English, science and history. In this way, pupils help to shape a curriculum that interests them. However, some activities teachers plan in a few less successful lessons do not meet pupils' individual needs well enough. These are pitched at levels either too high or too low and so do not offer the correct levels of challenge.

Adults use assessment data well to identify any underperformance by pupils. The school successfully targets these pupils and effective support programmes are introduced. This is particularly effective in meeting the needs of pupils with special educational needs and/or disabilities. Teachers mark pupils' work regularly and provide praise and clear summaries. However, they do not consistently point out how pupils could improve their work. Where guidance is given, the same point is frequently repeated after subsequent tasks because pupils do not check the marking messages carefully enough before starting a new piece of work.

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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Outstanding pastoral care ensures that every pupil is very well known to staff and pupils' needs are catered for exceptionally well. The smallest concern triggers a daily well-being check and this adds to pupils' sense of security. Teaching assistants provide high-quality care. Mentoring is flexible and meets individual needs very effectively. Excellent links with external agencies add to pupils' success and well-being.

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	1

How effective are leadership and management?

Senior leaders and governors vigorously embed ambition and drive improvement throughout the school. Consequently, the school is developing apace and the leadership has a clear view of what needs further improvement. Governors provide good challenge and support for senior leaders. Exemplary safeguarding practices use established best practice to ensure that current statutory requirements are met. The required records are more than a checklist; they are used as a tool by the school to ensure safety for all.

The school promotes equality of opportunity and tackles discrimination well. For instance, the cost of the breakfast club is subsidised so that all families may take advantage of its provision. In turn, this promotes good punctuality. Targeted interventions for small groups of pupils are successful. Inclusive practice is a high priority and there are very effective working relationships with a wide range of outside support agencies. Senior leaders rigorously monitor the quality of teaching and identify whole-school issues and individual improvement points. There is a determination within the leadership team to tackle areas of relative weakness and move the many good features up to outstanding. Leaders understand the various contexts within which the local community operates and meets its immediate needs effectively. Even so, pupils have limited awareness of the different faiths and cultures within multicultural Britain.

The school actively encourages parents' and carers' participation in pupils' learning. Parents and carers regularly work alongside pupils. For example, parents and carers of children in Year 2 were present in a class-based numeracy workshop to learn about place value in two-digit numbers. Parents and carers value these opportunities to understand how their children learn and confirm that they are better able to support their children's learning at home as a result.

These are the grades for leadership and management

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 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	2
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	1
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 respond very well to the good start they experience in Nursery and Reception and in particular to:

- the vibrant and welcoming learning environment, both indoors and outside
- imaginative learning experiences that closely reflect individual children's interests
- a wide range of colourful resources that stimulate imaginative play
- high-quality pastoral support.

Children join the setting with weak independence and language skills. They learn and develop well because key workers ensure that children feel secure. Adults identify children's individual skills at an early stage and children make good progress. In 2009 most attained the early learning goals expected for their age, an improvement on previous years. As a result, children moved into Year 1 last September at a far higher level of development than in previous years, particularly in reading. Adults enable children to become independent learners. They plan a wide range of exciting learning experiences and encourage children to investigate these at their own pace. The learning environment hums with independent and purposeful activity as, for example, children make stylish hats inside or stage a mini grand prix, complete with lap counter, outdoors. The Early Years Foundation Stage is well led and managed. Robust systems and consistently caring practitioners ensure that children's needs are very carefully met. Parents and carers value this positive start to their children's education.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers who responded to the inspection questionnaire are satisfied with the school's work and confirm that it meets children's needs well. They are supportive of the school and appreciate how well the school provides for their children. The school's own surveys of parents and carers, and pupils, reinforce these views as do inspection findings. There was no underlying pattern to the small number of individual concerns raised by a few parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Yarborough 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 115 completed questionnaires by the end of the on-site inspection. In total, there are 279 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	58	43	37	1	1	0	0
The school keeps my child safe	76	66	39	34	0	0	0	0
The school informs me about my child's progress	69	60	41	36	3	3	0	0
My child is making enough progress at this school	65	57	46	40	1	1	0	0
The teaching is good at this school	74	64	37	32	1	1	0	0
The school helps me to support my child's learning	73	63	38	33	1	1	0	0
The school helps my child to have a healthy lifestyle	69	60	44	38	1	1	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)	64	56	45	39	0	0	0	0
The school meets my child's particular needs	63	55	49	43	0	0	0	0
The school deals effectively with unacceptable behaviour	59	51	44	38	9	8	0	0
The school takes account of my suggestions and concerns	52	45	54	47	1	1	0	0
The school is led and managed effectively	64	56	47	41	2	2	0	0
Overall, I am happy with my child's experience at this school	76	66	35	30	2	2	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



18 January 2010

Dear Pupils

Inspection of Yarborough Primary School, Grimsby, DN34 4JU

Thank you for all your help when I inspected your school with my colleagues. We enjoyed meeting you and listening to your views. This letter tells you what we found out about your school.

Your headteacher and all the adults are doing a good job and take excellent care of you. Yarborough is a good school and you all achieve well, whatever your individual needs. It is clear that you really enjoy coming to school and are proud of all the things you achieve. You explain clearly what you learn and obviously thoroughly enjoy your 'learning journeys'. You behave well and take very good care of yourselves and each other.

Part of our job is to see what your school could do better. We have asked your teachers to make sure that the work they plan challenges all of you. We also want your teachers to make sure that, when they mark your work, they always suggest how you could improve it. You can help with this by making sure you read what your teachers have written in your books and that you take notice of these suggestions when you complete your next piece of work. We have also asked your headteacher to develop links with schools and organisations outside your local community where there is a different mix of cultural backgrounds from Yarborough. This will help you become more aware of differences in British society.

Thank you again for making our visit such a positive and enjoyable one.

We send you our very best wishes for the future.

Yours sincerely

Jane Hughes

Lead Inspector

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