

Suite 22 West
Lancs
Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 08456 40 40 40
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566930
Direct F 01695 729320
e-mail gtunncliffe@cfbt.com

30 April 2010

Mrs Vilma Orchard
Executive Headteacher
Hibaldstow Primary School
Hopfield
Hibaldstow
Brigg
North Lincolnshire
DN20 9PN

Dear Mrs Orchard

Special measures: monitoring inspection of Hibaldstow Primary School

Following my visit to your school on 28 and 29 April 2010, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The visit was the first monitoring inspection since the school became subject to special measures in November 2009. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Children's Services for North Lincolnshire.

Yours sincerely

Marianne Young
Her Majesty's Inspector



Special measures: monitoring of Hibaldstow Primary School

Report from first monitoring inspection on 28 and 29 April 2010

Evidence

The inspector scrutinised a range of documents and examined pupils' work. Eight part lessons and an assembly were jointly observed with the executive headteacher. Meetings were held with the executive headteacher, teaching staff, two members of the governing body, the local authority senior adviser and the School Improvement Partner. Informal discussions were also held with pupils in class and at social times.

Context

After the last inspection the headteacher resigned her post. Since January 2010, an executive headteacher from a local infant school works for three days a week in the school. This arrangement has been brokered by the local authority and will continue until 31 August 2010. The local authority has also strengthened the governing body with the addition of four new governors.

Currently, the school and the local authority are consulting with all stakeholders about a possible federation between Hibaldstow Primary School and a nearby primary school. This consultation period ends on 13 May 2010.

Pupils' achievement and the extent to which they enjoy their learning

At the time of the last inspection, levels of attainment at both Key Stage 1 and Key Stage 2 were too low, especially in English. New systems are now in place which give all staff a more reliable and informative picture in order to track pupils' progress. As a result, the school is better placed to identify and address the gaps in pupils' learning due to the legacy of underachievement. Although there are signs that some pupils are making progress in some lessons, overall it is too slow and pupils' achievement continues to be inadequate. The school's most recent performance data and lesson observations indicate, however, that a slightly higher proportion of pupils are on track to reach the standards expected for their age this year, especially in Year 6, compared to results in 2009.

Other relevant student outcomes

Pupils are friendly, well behaved and get on well with each other and adults. They try hard in lessons even when the purpose of learning is unclear to them or the tasks in lessons do not match their particular needs. Local authority support is helping the school to identify and improve weaknesses in pupils' literacy skills. To this end, the school is providing more opportunities for pupils to write and talk at length in a



number of different situations. For example, during the inspection, pupils in the Year 4 and Year 5 class were rehearsing for their performance of 'The Magic Jungle', which they had written together. Pupils had also designed the scenery, costumes and props and were learning how to produce and perform in a production. Other opportunities for improving writing are being provided, however, developing their literacy skills is not being systematically taught and as a result, pupils' skills in this area are inconsistent as they move through the school.

The effectiveness of provision

Regular monitoring by the executive headteacher and local authority consultants has provided the school with an accurate picture of the strengths and weaknesses that are evident in lessons. Considerable support and training have been provided for class teachers who have also visited other schools in order to observe practice. Meetings have been held so that teachers can discuss and moderate their pupils' work. Consequently, teachers are becoming more confident and consistent when assessing pupils writing in particular. Assessment data are provided to help teachers plan their lessons. Despite all this work, teaching is not good enough to raise standards and achievement. In some lessons, expectations are too low and inappropriate work is set which does not meet pupils' individual needs, especially for the more able pupils. Too often, the pace of learning is slow and inaccuracies are allowed to go unchecked. A brisker pace, more interesting subject matter and attention to individuals' progress were typical features of the better lessons.

Teachers have the data from the school's tracking system to guide their planning and influence the grouping of pupils in order that those who are underachieving receive either additional help or further challenge. Pupils are beginning to use and understand their targets for reading and writing, however, these targets are very new for some. Where they are being used regularly, it is helping to improve pupils' progress in lessons.

Progress since the last inspection on the areas for improvement:

- 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 – inadequate.

Local authority consultants and the executive headteacher have worked closely with staff in the Foundation Stage classroom. Significant improvements have been made to both the indoor, but more particularly, the outdoor environment. Children have



free, but structured access to activities both inside and outside. Activities are closely linked so that children can develop their literacy and numeracy skills. For example, children were enjoying the tale of 'The Very Hungry Caterpillar' where they wrote about and counted the different foods that were eaten in the story. They understand the classroom rules, are clear on what they may and may not do, choosing activities sensibly. Resources are much improved and the area is bright and welcoming with appropriate display to inform and celebrate children's achievements. Children's successes are noted and their progress is monitored regularly. As a result, progress is evident and school data demonstrate that all Reception children are making progress against each of the early learning goals. Although linked to the overall theme for the class, different work is provided for the Year 1 pupils in the Foundation Stage classroom so that appropriate challenge is provided for them.

Progress since the last inspection on the area for improvement:

- 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 – satisfactory.

The effectiveness of leadership and management

Since her appointment, the executive headteacher has worked tirelessly to monitor, evaluate and gain an accurate picture of pupils' achievements and the quality of provision. This has enabled her to identify clearly the priorities needed to secure improvement. Her businesslike approach has been welcomed by most staff and has provided them with a clearer understanding of how, for example, to set appropriate targets in order to raise standards and improve the quality of their teaching. Termly meetings are increasing the accountability of teachers for securing pupils' progress. However, it is too early to see the full impact of these measures. There remains some way to go to see the accelerated rates of progress in all classes that pupils need to make in order to regain lost ground. Leaders' expectations for greater consistency, for example, marking pupils' work, is being shared with staff. However, scrutiny during the inspection revealed that inconsistencies still remain between different classes. Leaders and governors recognise that there is still some way to go to ensure that revised procedures are fully embraced by all staff and completely embedded in all classes. Other leaders are at a very early stage of developing their skills and all recognise that they will need much support. Although there is some evidence of improving pupils' understanding of diverse communities, this area has not yet had the full attention of the school. Overall, there are signs of improvement but recovery, at present, is fragile.



The governing body has been strengthened by the addition of four new governors who bring different aspects of educational experience. Governors are resolute in their determination to improve provision and opportunities for all pupils. This resolve is evident in their regular monitoring of the work of the school; however, governors recognise that they are yet to evaluate fully the outcomes. Nevertheless, governors understand completely the challenges faced by the school. They are fully supportive of the executive headteacher and demand to know why some aspects are not moving fast enough.

Progress since the last inspection on the area for improvement:

- 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 – satisfactory.

- Ensure that governors rigorously monitor and evaluate the work of the school and hold it to account for its effectiveness – satisfactory.

External support

Following the November 2009 inspection, the local authority submitted a statement of action that required amendments in three areas. More clarity was required to identify the person responsible for leading actions and the success criteria for each of the priorities in the inspection report were not clear. The statement of action also failed to cover the whole period for which the school is expected to be in special measures. These deficiencies have been successfully addressed in the local authorities' action plan. Regular monitoring and helpful reports from the visiting consultants are providing a clear picture of the training and support that has been provided. Teachers report that they are gaining benefit from the external support; however, this is not evident in all classes.

Priorities for further improvement

- The priorities for further improvement continue to be those identified at the school's inspection in November 2009.

