

East Halton Primary School

College Road, East Halton, Immingham, Lincolnshire, DN40 3PJ

Inspection dates

24–25 February 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Parents recognise vast improvements since the school became federated with Goxhill Primary School in July 2013. Parents regard the school exceptionally highly.
- Leadership and management, including governance, have been transformed and are now excellent. The school is now very well placed to continue to improve and to become outstanding.
- The executive headteacher, the head of school and other senior and middle leaders play a strong role across both schools in the federation. They have worked as a highly effective team to identify and tackle any weaknesses and to improve the quality of teaching and learning for East Halton pupils.
- Pupils of all abilities now achieve well. Standards are rising and many more pupils than previously are attaining standards above those expected for their ages in reading, writing and mathematics.
- Teaching is good and helps pupils progress well throughout the school.
- All groups of pupils do equally well. The most able pupils are now being extended and supported to do their best. Disabled pupils and those with special educational needs also progress well. Disadvantaged pupils do just as well as other pupils at the school.
- Pupils' behaviour around the school and in classrooms during the inspection was invariably excellent and pupils are proud to say that behaviour is always like this at their school.
- The school's work to keep pupils safe is excellent. Pupils say they feel extremely safe and are very happy at school. Their spiritual, moral, social and cultural development is excellent. Pupils show great respect for the ways of life of others and treat each other with kindness and consideration.
- Children quickly settle into the well-led and managed early years class and the good teaching they receive thoroughly prepares early years children for Year 1 and later school life.

It is not yet an outstanding school because

- Chances are occasionally missed to develop and extend pupils' skills in writing and mathematics in other subjects, such as history and geography.
- Pupils are sometimes not given sufficient time to improve their work in the light of teachers' marking.

Information about this inspection

- The inspector saw teaching and learning in all classes, including a joint observation with the headteacher. In addition, a number of shorter visits were made to the early years and to see particular aspects such as the teaching of reading or pupils participating in support programmes. A range of other school activities including playtimes, lunchtimes and an assembly were observed.
- Past and current work was scrutinised and some pupils were heard reading.
- Meetings were held with school staff and with members of the governing body.
- Documents, including school improvement planning and reports showing the school's view of its own performance, safeguarding documents, and policies and records relating to behaviour, safety and attendance, were inspected. A range of information on the performance of the school in comparison with other schools nationally was analysed. The school's records of pupils' progress were also reviewed.
- The inspector held short discussions with 17 parents of a total of 29 children at the beginning of the second day of the inspection. The results of the most recent school survey of parents' views held by the school in October 2014, when 30 parents responded, were also taken into account. Too few parents responded to the online 'Parent View' questionnaire to provide useful evidence.
- The inspector received the views of staff through discussions and by analysing the 11 responses to the inspection survey of staff views. He received the views of pupils through both informal and pre-arranged discussions.

Inspection team

Roger Sadler, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school. An average proportion of pupils are from minority ethnic groups. Almost all pupils speak English as their first language.
- There is an average proportion of disadvantaged pupils who are eligible for the pupil premium. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and children who are looked after.
- The school has an early years unit, which most children attend full time.
- The proportion of disabled pupils and those with special educational needs is average.
- The school meets the government's current floor standards that are the minimum expectations for pupils' attainment and progress.
- Since the last inspection, the school has entered into a formal partnership, known as a hard federation, with Goxhill Primary School. Both schools are under the leadership of a single executive headteacher and a single governing body. The head of school at East Halton manages the school on a day-to-day basis. Senior and middle leaders in the federation have responsibility for the leadership and management of both schools.
- There have been major staffing changes at the school. All school leaders and teachers have been appointed to their posts at East Halton since the last inspection.

What does the school need to do to improve further?

- Improve the quality of teaching to consistently outstanding by:
 - ensuring pupils are given time to act on teachers' marking in order to move their learning forward in writing and mathematics
 - providing more opportunities to develop the particular skills pupils are learning in mathematics and English lessons in other subjects.

Inspection judgements

The leadership and management are outstanding

- The school has improved quickly since the executive headteacher became headteacher of the federation in July 2013. Senior and middle leaders have built on and extended their skills developed at Goxhill School and modernised East Halton School very effectively.
- Staff are proud to be associated with the federation and are very ambitious for East Halton School and its pupils. They are thoroughly committed to making the school even better in the future.
- Staff and governors know the school's strengths and exactly what needs improving. They have a very clear and shared vision for the school. They have highly effective ways of checking on the quality of teaching and pupils' learning and are adept at ensuring that things continually improve.
- Staff training, provided jointly for the staff of both schools, is excellent. The federation has provided this school with a large pool of expertise and enthusiasm which would otherwise not be available to such a small school.
- The leadership and management of teaching and learning are particularly strong and have resulted in rapidly improved teaching by both teachers and teaching assistants. Behaviour and relationships are consistently and expertly managed by all staff in line with the school's effective behaviour management procedures. Strong procedures to monitor and assure regular attendance have led to improved rates of attendance and better punctuality.
- Pupils are assessed regularly and the information gathered is used in pupil progress meetings held at least termly. Any possible underachievement is quickly identified and additional support is arranged to ensure each individual pupil does his or her best. These meetings have already brought about substantial improvements in pupils' learning and are helping the school work towards its ambition to become outstanding.
- The school is strongly committed to fairness and equality and is keen to promote British values such as tolerance and democracy. The school's commitment to equality is best exemplified by its work to ensure that all groups of pupils, from those who find learning difficult to the most able, are given sufficient support to achieve well and enjoy school. Pupils from minority ethnic backgrounds were proud to tell the inspector that there is no discrimination in their school and that all pupils are taught to treat others fairly and equally.
- The curriculum is very effectively modified to meet the learning needs and interests of each individual pupil. Provision for the most able is much improved and opportunities to work regularly with similar pupils at Goxhill are provided. The curriculum fully meets the learning needs of disabled pupils and those with special educational needs, and also fully supports the learning of disadvantaged pupils.
- The curriculum for pupils' personal development is outstanding and results in pupils' strong spiritual, moral, social and cultural development and excellent behaviour and relationships. The curriculum is often interesting and fully engages pupils, which results in very positive attitudes to learning. It is enriched by French lessons, visitors to the school and a regular programme of visits. Pupils say that they have learned a great deal about other ways of life from the recent topic on Hinduism and Buddhism provided by a visitor.
- Extra funding, such as that for disadvantaged pupils or to fund additional physical education and sport, is used wisely. Sports funding has been spent well to ensure that teachers have greater confidence and skills in teaching sports and also to extend opportunities for participation in sport and sporting competitions. Pupil premium money is spent well so that there is little difference in the achievement of disadvantaged pupils and that of other pupils at the school.
- Safeguarding arrangements fully meet requirements. Staff and volunteers are checked to ensure their suitability and staff are trained to make sure pupils are kept safe.
- The principal contribution of the local authority to the school has been its work to promote the federation and ensure that this is successful. The success of the federation, initially driven by the local authority, has been the key reason why the school has improved so well.
- **The governance of the school:**
 - Governors are highly skilled and ambitious to ensure the school provides outstanding education for its pupils. They work very efficiently to make sure that they support, challenge and help direct the school's work. They are well trained and have established excellent ways of finding out about the school. They analyse data thoroughly and have a detailed knowledge about the quality of teaching in the school. Governors continually challenge the headteacher to deal with any weaker aspects of the school's performance.
 - Specialist governors are appointed to many aspects of the school's work. For example, there is a group

of governors, led by the designated safeguarding governor, who ensure that all safeguarding requirements are fully met and that the school is a safe place for its pupils and staff. Another group oversees the appraisal system and makes sure salary increases are linked to the better achievement of pupils in class. Effective financial management and leadership have ensured that the school provides very good value for money.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. This is recognised by parents and pupils who say that behaviour is much improved at the school. Pupils are friendly, considerate, polite and confident when speaking to visitors. They are very proud of their work and keen to share it. They show great respect for adults and one another; they are tolerant of pupils' different skills and lifestyles.
- They work very hard in lessons and their excellent concentration and ambition to do their best help them achieve well. As pupils grow older, their attitudes to learning become stronger. Consequently, achievement is consistently at least good throughout the school and older pupils' achievement is frequently outstanding.
- There are many chances for pupils to take on responsibilities. One of the most popular and successful of these is the reading buddy system, when older pupils support and show an interest in the reading of a younger pupil. This system helps pupils enjoy reading and gives reading a high profile in the school.
- Behaviour and relationships are expertly led and managed by staff. All pupils are aware of the details of the school behaviour policy and feel they are treated well and fairly.
- Attendance has steadily improved and is now at average levels due to strong procedures to value and reward regular attendance. Although the persistent absence of a few pupils has been reduced, it has not been entirely eliminated; this is the key reason why levels of attendance are not above national averages.

Safety

- The school's work to keep pupils safe and secure is outstanding. Safety is a high priority for governors and staff.
- Site security is much improved. Rigorous procedures are in place to check and monitor visitors. Safeguarding procedures, including staff training, are comprehensive and thorough and fully meet requirements.
- Pupils show a good understanding of the ways in which bullying can take place and say they feel completely safe and free from any kind of harassment and bullying. They show full confidence that adults will deal with any difficulties that arise. They are very clear about how to keep safe on the internet. Pupils, especially older pupils, act with great respect for the safety of others.

The quality of teaching is good

- The quality of teaching has improved well since the last inspection. It is at least good throughout the school and sometimes outstanding, particularly in Key Stage 2.
- The teaching of reading and writing is particularly strong but mathematics, science and other subjects are also well taught. Consistently good or better teaching over time has resulted in pupils of all ages and abilities making good progress throughout the school.
- Teachers are very adept at modifying their questions during whole-class lessons to ensure that all pupils can keep up or are challenged.
- Teaching is carefully tailored to meet the learning needs of all pupils. The deployment of the well-trained teaching assistants is excellent; teaching assistants have a strong influence on the good progress made by all learners in the mixed-age, mixed-ability classes.
- Marking is excellent and gives pupils clear guidance on exactly where their work needs improvement. However, sometimes not enough time is set aside for pupils to work on the issues identified by teachers in their marking so that they can move their learning forward.
- Teachers and teaching assistants expect a great deal of pupils, not only in their behaviour but also in their learning. Pupils respond very well to these high expectations. They are taught to take great pride in the presentation of their work.
- Chances are sometimes missed to help pupils develop and extend their writing and mathematics skills in

other subjects such as history and geography.

- Lessons are interesting and pupils enjoy them very much. They also enjoy reading, both in school and at home and many parents contribute well to their children's good progress in reading.

The achievement of pupils

is good

- Pupils achieve well throughout the school due to the much-improved teaching they receive. Parents and pupils know that standards are higher than they were at the time of the last inspection.
- Numbers are small and pupils join the school with a wide range of knowledge and skills. However, the majority join nursery with knowledge and skills broadly typical for their age. All groups of pupils progress well. Pupils with disabilities or special educational needs progress well because teaching is so well modified to meet their individual needs.
- Attainment is improving at a fast rate. Last year, standards attained by Year 6 pupils in reading, writing and mathematics were in line with national averages. In Years 4, 5 and 6, the school's accurate assessments and the work in pupils' books indicate that attainment is now above standards expected for these year groups.
- The most able are fully challenged and many more pupils are attaining above the standards expected for their ages in reading, writing and mathematics.
- Reading is very well taught and pupils use their well-developed knowledge of letters and sounds to read new words. They progress very well in reading throughout the school and enjoy books.
- In Year 6 last year, there was a very low number of disadvantaged pupils and it is not possible to make a valid comparison with the progress and attainment of other pupils nationally or in the school. However, pupils' work and school records indicate that disadvantaged pupils do as well and sometimes better than other pupils in the school.

The early years provision

is good

- The school staff visit homes and work closely with parents to ensure that children are helped adapt to school life quickly. The early years staff work as an effective team so that children are treated in a consistent fashion and children are very happy and secure at the school.
- The early years team ensures that weaker aspects of provision are identified and addressed. For example, staff are aware that there is a need to improve some of the outdoor areas further to provide even more stimulus for developing children's language.
- The early years area is spacious and well organised and children are provided with a wide range of interesting activities. Adults modify their questions and other interventions in the light of the regular assessments they make of each child's progress to ensure that they can gain from each task they complete.
- Parents are fully involved in their children's learning and regard provision in the early years highly. They know that their children are sensitively treated and are pleased that a lot is expected of the way they behave and learn. Parents say that their children are well prepared for Year 1 and school life in the future.
- The quality of teaching provided by teaching assistants and the teacher is good and this enables children of all abilities and interests to enjoy school and make good progress.
- Over the last two years, a larger proportion of children have ended their Reception Year with a good level of development. Last year, an average proportion of children were at a good level of development; this year, an above-average proportion of children are on track to reach a good level of development.
- Children's personal and social development is a particular strength and this is a key reason why they are so well prepared for Year 1. They soon learn to sit and listen quietly, to answer questions politely and to behave and concentrate well.
- Safeguarding is given high priority and procedures are very strong. Children are kept safe and secure throughout the school day.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors. A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.

School details

Unique reference number	117736
Local authority	North Lincolnshire
Inspection number	453573

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	53
Appropriate authority	The governing body
Chair	Jeff Teasdale
Headteacher	Caroline Breslin
Date of previous school inspection	28 February 2013
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