

Weelsby Primary School

Inspection report

Unique Reference Number	117919
Local authority	North East Lincolnshire
Inspection number	379498
Inspection dates	16–17 May 2012
Lead inspector	Stephen Fisher

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	305
Appropriate authority	The governing body
Chair	John Coates
Headteacher	Heather Hawkes
Date of previous school inspection	4 December 2008
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Introduction

Inspection team

Stephen Fisher
Andrew Clark
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Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 19 lessons or parts of lessons taught by 13 teachers. The inspectors held meetings with members of the governing body, staff, pupils and a parent. The inspectors observed the school's work and looked at a range of school policies and documentation relating to safeguarding and strategic planning. They listened to children read and looked at samples of their work. Inspectors examined pupil progress data, school leaders' monitoring records and took account of the information on the school website. The inspectors examined 65 questionnaires returned by parents and carers, as well as questionnaires from pupils and staff.

Information about the school

Weelsby is larger than the average-sized primary school. Most pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is high. The proportion of disabled pupils and those who have special educational needs who are supported by school action plus or have a statement of special educational needs is above average. The percentage of pupils joining or leaving the school other than at the normally expected admission points is higher than usual. The school has not met the current floor standards, which are the minimum standards expected by the government. It has applied for academy status and an academy order has been granted.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school. Pupils’ achievement is satisfactory. Currently their progress is better than satisfactory because of recent improvements to teaching, though progress remains variable in some year groups. Pupils are cared for exceptionally well and are kept safe. The school is not yet good because, although gaps in attainment are closing, attainment is below average. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Teaching is satisfactory overall, though there is good teaching in each key stage. Teaching promotes pupils’ spiritual, moral, social and cultural development effectively and basic literacy and numeracy skills are taught well. Support for disabled pupils and those who have special educational needs and others whose circumstances have made them vulnerable is effective and, consequently, they make good progress. However, teachers’ questioning in lessons is not always targeted to extend pupils at all levels and support staff are not always used to best effect.
- The Early Years Foundation Stage has improved considerably since the last inspection. Teaching in this phase is satisfactory, though children do not have enough opportunities for purposeful play and exploration outdoors as well as inside.
- Pupils’ behaviour throughout the school is good. Pupils say that they feel safe. They respond positively in lessons and enjoy the wide range of enrichment activities provided for them. They say that where behaviour issues arise, teachers are ‘really good at sorting out problems.’
- Leadership and management are satisfactory. Leaders generally know the school’s strengths and areas for development well and the school has a clear sense of purpose. However, there are shortcomings. For example, the roles of leaders are not developed well enough to ensure that they rigorously monitor the quality of teaching and learning and act on findings.

What does the school need to do to improve further?

- Improve the quality of teaching to good or better in order to raise standards by:
 - using targeted questioning to challenge pupils' thinking at all levels
 - ensuring that supporting adults are used to best effect in lessons
 - reviewing learning with pupils at the end of lessons
 - giving pupils wider opportunities to talk about their learning in lessons and explain their thinking
 - ensuring that there is sufficient time in lessons for pupils to be able to practise and develop their skills.

- Improve leadership and management by:
 - developing the roles of senior and middle managers so that they are more actively involved in monitoring the quality of teaching and act on their findings
 - promoting the greater awareness of the governing body to pupil performance data.

- In the Early Years Foundation Stage, ensure that there is highly effective development for children in all areas of learning through a good balance of planned, purposeful play and exploration outdoors as well as indoors.

Main Report

Achievement of pupils

Pupils' attainment is below average in English and mathematics at the end of Key Stage 2. Children start school with skills and abilities that are exceptionally low in comparison with expected levels for their age group. In addition, a large minority of pupils join the school during Key Stages 1 and 2, having had interruptions to their education in other schools. The school's strong focus on the early identification of specific needs and difficulties and on highly structured programmes to improve pupils' basic literacy and numeracy skills enables pupils to make good progress overall in English and mathematics, though rates of progress vary according to the quality of teaching. Disabled pupils and those who have special educational needs make particularly good progress.

Children in the Early Years Foundation Stage respond very positively to the activities provided for them and to the challenges of the structured teaching of reading skills. Many of them have significantly under-developed communication and social skills but make good progress in these areas of learning. However, they do not have sufficient opportunities to engage in purposeful play and exploration outdoors as well as inside, and this limits their learning potential. Their attainment is below expected levels by the time they join Key Stage 1. Pupils in Key Stage 1 work with keenness and enthusiasm. There is a strong and successful emphasis on the development of pupils' reading and writing skills, though this is not always complemented by a similar approach to the development of their speaking skills. When given the opportunity, pupils are very responsive to their teachers and are happy to talk about what they

are doing. For example, in a literacy lesson pupils were asked to say what the word 'dawn' meant. One said to the class, 'It's when you are at the beach and the sun comes up in a semi-circle above the sea and lights up the sky.'

By the end of Key Stage 1, pupils' skills in reading, writing and mathematics have improved and though standards are below average, the gap between school and national standards has narrowed. Pupils' literacy and numeracy skills continue to be developed systematically in Key Stage 2 and pupils generally make good progress. They apply their skills effectively in other subjects, as in a Year 6 science lesson where pupils collaborated effectively in groups and communicated the findings of their investigations to good effect. In a Year 3 and 4 history lesson, pupils used hand-held computers to help them develop their writing skills. Pupils in Key Stage 2 work productively in lessons, though they do not have enough opportunities to talk about their learning and explain their thinking during and at the end of lessons so that they can get instant feedback from their teachers and know how well they have done. However, they say that teachers' marking and target setting help them 'a lot' and show them how to improve.

Quality of teaching

The quality of teaching is satisfactory overall and showing improvement. Teachers form good relationships with pupils. This motivates pupils to behave well and enables lessons to proceed smoothly. The grouping of pupils by attainment is efficient and time is used well. Teachers use their good subject knowledge and adopt a consistent and effective approach to the teaching of reading, writing and mathematics which enables pupils to make good progress in most lessons. For example, in a Year 1 and 2 literacy lesson, the teacher targeted individual pupils with challenging questions and made sure that they knew what they had to do to take the next steps in their writing. Progress was accelerated in a Year 3 and 4 numeracy lesson because the teacher was particularly skilled at knowing when to move the pupils forward as they attempted to solve number problems.

In the most effective lessons, the teacher refers to the success criteria as pupils are working, as well as at the end of the lesson, thus enabling teacher and pupils to know how successful the lesson has been. However, this practice is not consistently applied in all year groups. Support staff are well qualified and provide effective assistance for pupils, including disabled pupils and those who have special educational needs. On some occasions, they are not used to best effect, particularly in the part of the lesson where the teacher is working with the whole class.

Pupils say that they enjoy their lessons, particularly when they are kept active and busy and when they have opportunities to talk and work in groups in different subjects. This helps their progress and contributes to their good spiritual, moral, social and cultural development. They say that they do not like sitting and listening for long periods. In a small number of lessons visited during the inspection, there was so much time spent by adults giving instructions that there was insufficient time for the pupils to demonstrate what they could do. Teachers generally plan well to meet the needs of pupils of different levels of ability and provide appropriately challenging activities for different individuals and groups. However, when teachers are working with the whole class they do not routinely vary the complexity and

challenge of their questions to take into account pupils' wide ranging needs and abilities.

Teachers follow the school's assessment, target setting and marking policy well. Marking involves setting targets for pupils and asking them to respond to teachers' comments, which they do.

Behaviour and safety of pupils

The large majority of parents and carers who responded to the parental questionnaire expressed the view that behaviour is good. Not all pupils agreed in their questionnaires that behaviour is good. When spoken to by inspectors, however, pupils said that they know what to do if they have problems, that staff manage behaviour effectively and look after them well. An examination of school behaviour records shows that the number of cases of inappropriate behaviour is reducing and that school behaviour and anti-bullying policies are effective. Pupils know how to respond to various form of bullying, such as cyber-bullying. Observations of pupils in lessons, in assembly and at play clearly demonstrate that the vast majority behave very well and that enjoyment of school and good behaviour are the norm. There is a calm atmosphere in the school and pupils move around properly. They are thoughtful towards each other and take pride in their school, which presents as a warm and welcoming place.

Attendance is below average but steadily improving. The school uses a wide range of practical and effective incentives to promote good attendance and works closely with outside agencies to improve attendance in cases where it is low.

Leadership and management

Senior leaders have a clear understanding of the effectiveness of the school and there is a sense of common purpose throughout. Analysis of how the school can be improved has resulted in school leaders taking effective steps to bring this about, such as re-structuring the leadership teams and introducing a new mathematics curriculum, with the provision of associated training for teachers and teaching support staff. Some leaders, including those relatively new to their roles, are not fully effective, however. Aspects of performance are not firmly established, such as monitoring and evaluating teaching and its effect on pupils' outcomes, and then taking subsequent steps to support and improve teaching. Governance is satisfactory. The governing body is very supportive and fulfils its statutory responsibilities. However, its grasp of pupil performance data is not accurate enough to ensure that it can provide effective challenge to the school. As such, the school's capacity for further improvement is satisfactory rather than good.

The curriculum is good because it meets pupils' basic academic needs well and provides a good range of sporting and cultural experiences for them, as well as a wide range of lunchtime and after-school clubs. The school's commitment to providing memorable learning experiences for its pupils contributes significantly to pupils' good spiritual, moral, social and cultural development. Equality is promoted well and any form of discrimination is tackled effectively. One of the school's main strengths is its dedication to and success in improving the well-being of its pupils.

The school works effectively with outside agencies to support and promote pupils' well-being. The parents and carers who either wrote to or spoke to members of the inspection team were very positive about the school and how it cares for and develops their children. The school's arrangements for safeguarding pupils and staff are effective.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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 May 2012

Dear Pupils

Inspection of Weelsby Primary School, Grimsby, DN32 7PF

Thank you very much for the welcome that you gave the inspectors when we visited your school recently. We enjoyed our visit and it was a pleasure to see you at work in your lessons and enjoying your play times. We came to evaluate how well Weelsby Primary School is performing. Part of that process involved us listening to your views of the school and we would like to thank you for talking to us.

We have judged that your school is satisfactory. This means that some aspects are effective and others need to be improved.

The best things about your school are:

- you are making good progress in your reading, writing and mathematics skills
- you behave well in lessons and around the school
- the staff take very good care of you and keep you safe
- in most of the lessons you are given work that makes you think and challenges you to do even better
- when marking your work, teachers give you helpful advice in order for you to improve.

The staff and governors want the school to become better and in order to help them do this we have asked them to do three things. These are to make sure that:

- teaching is consistently good throughout the school
- school leaders are more effective in helping to ensure that teaching and your standards improve
- Nursery and Reception-aged children have more opportunities to play, explore and learn outside their classrooms as well as inside.

You can help with this improvement by always trying your best and by attending school regularly.

Yours sincerely

Stephen Fisher
Lead Inspector

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