



Messingham Primary School

Inspection Report

Unique Reference Number 117741
Local Authority North Lincolnshire
Inspection number 290919
Inspection dates 10–11 October 2006
Reporting inspector Wendy Ripley HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Northfield Road
School category	Community		Messingham, Scunthorpe
Age range of pupils	4–11		DN17 3SA
Gender of pupils	Mixed	Telephone number	01724 762818
Number on roll (school)	285	Fax number	01724 761394
Appropriate authority	The governing body	Chair	Mr Phillip Barber
		Headteacher	Mr David Denovan
Date of previous school inspection	Not previously inspected		

Age group 4–11	Inspection dates 10–11 October 2006	Inspection number 290919
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

The school is on two sites; one housing the infant department and the other the junior department. They are separated by approximately three quarters of a mile. The majority of the pupils come from the village of Messingham and surrounding villages, although some pupils come from the nearby town of Scunthorpe.

The area served is neither particularly advantaged nor disadvantaged, although few children are entitled to a free school meal. There are 22 pupils who are considered as having learning difficulties and/or disabilities which represents a lower proportion than in most primary schools. The majority of children are of White British heritage and very few pupils have English as an additional language.

The headteacher and literacy coordinator were on an educational visit to China at the time of this inspection.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school which has a justifiably high reputation within the local community. Pupils attain high standards. They achieve well, including those with learning difficulties and/or disabilities. Provision in the Foundation Stage is good and children make good progress.

Parents are supportive and appreciative of the school because of the high standards of care it provides, which ensures the well-being of their children. Children make good progress whilst at the school, which prepares them well for the future.

Pupils report that the best thing about the school is the 'teachers and all of the staff'. They like coming to school because they enjoy learning and being able to take part in the different clubs and activities the school provides at lunchtime and after school. Pupils are confident and their behaviour in lessons and around the school is good. This is due to the good relationships between the pupils and between the staff and the pupils, so that all groups of pupils feel secure and cared for.

Recent staff changes and the restructuring of their responsibilities means that subject leaders and the assessment coordinator have only recently taken up their roles; consequently, the assessment of pupils' performance is not yet as rigorous and consistent as it might be. The leadership team is also relatively new, and the direction it gives and its impact on provision are good. However, quality assurance arrangements to review and update policies and implement school development plans are not currently effective enough to raise standards further. The school has the capacity to address both of these issues quickly, now that staff changes and administrative support are more embedded.

The school provides good value for money and there is good capacity to improve.

What the school should do to improve further

- Review quality assurance procedures for policies and planning and ensure these are robust and implemented consistently by staff.
- Improve the assessment of pupils' performance (including assessment, monitoring and evaluation) by making it more rigorous and consistent.
- Increase opportunities for pupils to develop and use ICT skills in Key Stage 1.

Achievement and standards

Grade: 2

Achievement is good and standards are high. Children's attainment when they enter the school is above average. By the end of the Foundation Stage children meet the nationally expected goals set for their learning, and a good proportion exceed them. The children develop independent learning skills. They achieve well in all areas of learning in the Foundation Stage curriculum.

Pupils make good progress in Key Stages 1 and 2. By Year 2, attainment is above the national average in reading, writing and mathematics. Pupils continue to make good progress in Key Stage 2. There has been an improving trend from 2001 to 2005 so that by the end of Year 6 pupils' attainment in English, mathematics and science has been consistently above average. The 2006 results for Year 6 have yet to be validated but early indications suggest that results have dipped, particularly in English. This was expected and reflects the children's lower levels of attainment when they were in Key Stage 1.

Pupils who have learning difficulties and/or disabilities make the same progress as others because they are well supported by staff. Their individual education plans are of a good quality and include focused targets to improve specific weaknesses. Pupils of high ability receive challenging work, but only when teachers highlight their needs in their planning. The school is in the process of establishing more formal provision to meet the needs of these pupils.

Personal development and well-being

Grade: 2

The school successfully promotes children's personal development and well-being. Their self-esteem improves significantly through their involvement in the additional activities available to them and from initiatives such as 'pupil of the week' and the teachers' 'VIP' reward system in the junior department. Pupils respond well to the responsibilities they are offered. They willingly undertake jobs such as buddying, being eco-monitors and supervising doors at break times. They understand they are contributing to safety in the school; for example, 'by stopping them running'. Pupils enjoy coming to school, they display good behaviour and positive attitudes to learning. Attendance and punctuality are very good. There is a calm atmosphere around the school and pupils are polite, friendly and welcoming. The pupils report that their views are taken into account by the school through the school council. For instance, they helped to choose equipment for the playground.

Pupils' spiritual, moral, social and cultural development is good. They know about and discuss other faiths and cultures; for example, through their developing links with a partner school in China, and activities such as 'Africa week' and Chinese New Year celebrations. They consider the needs of others by raising funds for different charities. Pupils know what they need to do to stay safe and this is reinforced by posters covering such topics as 'stranger danger' which are displayed around the school. They also understand the importance of healthy lifestyles: one Year 2 pupil explained to an inspector that 'you need water to stay hydrated especially when it's hot'.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning are good. All of the teaching staff are involved in increasing the part pupils play in assessing their work. Where teaching is most effective, lessons are well planned and managed, have clear learning objectives and work is matched well to individual learning needs. Personal targets are set for pupils and often prominently displayed in the front of pupils' workbooks. Where teachers' assessment is not so sharp or as effectively used in planning, lessons are less effective and learning is slower, though still broadly satisfactory.

Teaching assistants are used well to support groups of learners. The atmosphere in class is purposeful and earnest: pupils are keen, behave well, concentrate on their work and have a good attitude to learning. Pupils work well together because their relationships are good. In discussion, children said that they particularly liked history as they 'enjoyed going to museums and finding out about the past'.

Curriculum and other activities

Grade: 2

The curriculum is good. Overall, it is well matched to the needs of the pupils. In the Foundation Stage, children participate in a wide range of activities that are appropriate to the developmental needs of children of their age.

There is good provision for literacy and numeracy. The school has made significant improvement in the provision for ICT. Pupils in Key Stage 2 have access to an ICT suite of computers with internet access and they develop appropriate ICT skills. Provision for ICT in Key Stage 1 is not as well developed, though best use is made of the hardware that is currently available.

The school has good links with the local community and uses these effectively. For example, there are good relationships with local churches who contribute to collective worship; a local specialist language college supports the teaching of modern foreign languages; and parents and governors come into school to read to and talk with children during book week. The school's centenary celebrations this year provided a rich learning opportunity for pupils who heard first-hand accounts about life at the school and in Messingham in the past. Many members of the local community have visited the school to talk to the children about their memories and contribute items and photographs for the displays. Pupils have also developed their communication skills by acting as hosts and guides to the many visitors who have come to see the centenary exhibition.

Care, guidance and support

Grade: 2

Care, guidance and support throughout the school are good. This is because it is made clear to all pupils that they matter and they are well cared for. Children feel very safe

at school, they trust staff and have confidence in them to deal with anything they are concerned about, and there is always someone they can talk to or turn to for help. Staff review pupils' progress in learning regularly and teaching assistants are a strength.

Arrangements for starting school and moving on to secondary school are a particular strength of Messingham. Parents value the induction activities for Reception children and these help them feel more confident about leaving their child for the first time. They particularly appreciate the home visits teachers make. Pupils also say how special these visits make them feel and how much they look forward to coming to school.

There are very good links with outside agencies in order to extend and enrich provision and support for all pupils. Child protection and safeguarding procedures meet the required standards.

Leadership and management

Grade: 2

The quality of leadership and management is good overall and self-evaluation is accurate. The leadership team is relatively new and, although the direction it gives and its impact on provision are good, some aspects of school planning such as the review and consistent use of policies and procedures are not as good as they might be. There is an appropriate emphasis on providing a broad range of continuous professional development opportunities for staff. These opportunities for training enable the school to respond effectively to priorities arising from school's self-evaluation and enhance the school's capacity to improve further.

During this inspection, the headteacher and literacy coordinator were on an educational visit to China. The acting deputy headteacher, the remaining members of the leadership team, and the staff as a whole demonstrated their ability to manage the school effectively and efficiently on a day-to-day basis.

Communication between the school and the governing body is good. The relationship between the headteacher and the chair of governors is a strength with high levels of confidence and trust. Governors fulfil their statutory obligations enthusiastically and are well informed about school and national developments. They contribute effectively to school improvement and members use their specific expertise to enhance management and participate in the daily life of the school as much as possible. The keen involvement of parents, outside agencies and others with a direct interest in the school also contributes well to improvement.

Financial management is secure and the school is well placed to improve further.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

The Children

Messingham Primary School

Northfield Road

Messingham

Scunthorpe

DN17 3SA

10 Oct 2006

Dear Children

As you know, we visited your school recently and want to say a big thank you to you all for helping us and making us feel so welcome. We really enjoyed meeting you and seeing you in your lessons. We were very interested to hear about all the things you do and what you think about your school. You told us that the best thing about Messingham is the teachers and you really like coming to school and enjoy learning very much. We want to tell you that we agree with you.

Here are some of the other things that we found out from our visit.

- Your behaviour in lessons and around the schools is good. You work hard and like to get down to business and to crack on with your learning which is great. You all deserve a very big round of applause for that!
- You get on well with the adults and with each other and you try to look after and be kind to each other too.
- You told us that you feel safe and happy.
- You like being eco-monitors and 'pupil of the week' very much.
- Everyone tries very hard to make both your buildings as nice as possible; the colours you all chose for the new toilets look fantastic!

We also found some things that can be better in your school and we have asked the headteacher and staff to sort these out. These are the things they need to do:

- make sure that those of you in Key Stage 1 get more chances to use computers
- make sure that the paperwork that the adults use, for instance to check how well you are doing in your learning, and what sort of rules and things they need to remember are kept up to date.

You can help too by continuing to behave so well and working as hard as you were when we saw you at Messingham, The main thing really is to keep on enjoying going to school, learning as much as you can and being proud of yourselves for working so hard. Thank you again for being so friendly, we liked you and your school a lot.

Best wishes

Wendy Ripley

Her Majesty's Inspector of Schools