

Messingham Primary School

Inspection report

Unique Reference Number	117741
Local Authority	North Lincolnshire
Inspection number	339069
Inspection dates	20–21 January 2010
Reporting inspector	Amraz Ali HMI

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair	Mr P Barber
Headteacher	Mrs Lynda Cavanagh
Date of previous school inspection	0 October 2006
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors spent almost half of their available time observing learning, they visited 23 lessons and observed all of the teachers who were teaching on those days. They held meetings with governors, staff, groups of pupils, parents, community groups and a representative from the local authority. They observed the school's work, looked at pupils' records and test results and scrutinised pupils' work books. Questionnaires from 181 parents and carers were analysed along with 20 questionnaires from staff and 99 from pupils.

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

- the attainment of pupils and their progress, particularly at Key Stage 2 and in science
- the school's systems for identifying and supporting pupils with special educational needs and/or disabilities
- the impact of recent modifications to the curriculum
- the capacity of leaders at the school to bring about sustained improvement.

Information about the school

This slightly above average sized primary school is on two sites separated by approximately three quarters of a mile; one housing the infant department and the other the junior department. It serves the village and surrounding area of Messingham to the south of Scunthorpe. Almost all pupils are White British, with a small number from minority ethnic groups. The number with special educational needs and/or disabilities is below average and the proportion with a statement of special educational needs is average. The proportion of pupils eligible for a free school meal is low. There have been some changes to staff since the last inspection, including the appointment of a new headteacher and a new deputy headteacher. Early Years Foundation Stage provision is provided for children in a Reception class and in a mixed class of Reception and Year 1 pupils. Forty percent of the classes at the school are comprised of a mixture of two year groups.

There are plans to extend the infant building and locate all pupils on the one site, but no date has been confirmed for this work to begin.

The school holds National Healthy Schools Status, Active Mark and the International Award.

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?

3

The school's capacity for sustained improvement

3

Main findings

Messingham Primary provides its pupils with a satisfactory quality of education. After a period of decline in the attainment of pupils the headteacher and staff have responded with a determination to bring about improvements. There are strengths in the quality of care for pupils and in their understanding of how to stay safe and be healthy. Although many parents appreciate this and value the work of the school, some raise concerns about the quality of their children's experience as they move through the school. The inspection concluded that some of their concerns reflect why the school is now satisfactory rather than good.

From wide and varied starting points that are above what is typical for their age, children get a good start in the Reception classes and achieve well. They make good progress to attain above average standards by the end of Year 2 in reading, writing and mathematics. This momentum is not always sustained as pupils transfer to the junior site and, as a consequence, standards have declined over the past three years to broadly average. Although attainment in English, specifically reading, has remained above average, attainment in mathematics is closer to average and in science it is below average. This is primarily because the proportion attaining the higher Level 5 are average in mathematics and below average in science. Although variable, the progress that pupils make over time is satisfactory overall. However, some more-able pupils do not always do as well as they could in mathematics and science and some boys do not always make the progress that they could, particularly in writing. Inspection evidence indicates that attainment in the current Year 5 and 6 groups is again on the rise and achievement is at least satisfactory.

Teaching, although satisfactory overall has a core of good lessons. Teachers' good relationships with pupils along with clear expectations of behaviour ensure that pupils are happy and have good attitudes to their work. However, the quality of teaching is inconsistent, which is the main reason why progress is satisfactory rather than good. Teachers do not always use assessment information effectively to set suitably challenging work that matches the abilities of different groups of pupils. This is especially the case for those pupils who are more-able. Consequently, some tasks lack challenge and the pace of learning slows. In a minority of lessons, pupils spend too much time listening to their teachers and not enough time on their work. Although teachers have good subject knowledge, some of the methods used to teach calculations are inconsistent and at times confuse some pupils. While some good examples of teachers' marking were seen to provide good advice to pupils on how to improve their work, the quality of marking remains inconsistent. The good curriculum places appropriate emphasis on the basic skills of English and mathematics and recent

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developments to make links between subjects are having a positive impact on pupils' interest and motivation.

The headteacher, well supported by the deputy headteacher, provides clear direction for the development of the school. A largely accurate self-evaluation has identified what needs to be done to bring about improvement. Improvement plans are in place and new initiatives, such as the close tracking of progress and progress reviews are helping to identify pupils who need extra help. While some subject leaders are driving forward change and raising standards, this is not the case in all areas. Sometimes there is insufficient focus on checking on the work and standards reached by pupils, and on the required actions likely to bring about improvements. The school provides satisfactory value for money and recent improvements in teaching, the development of phonics and work to make the curriculum more relevant and interesting indicate that the school has satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Raise standards by making progress more consistent, particularly in Key Stage 2, for boys in writing and for the most-able in mathematics and science.
- Improve the consistency in the quality of teaching by:
 - making better use of assessment information to finely tailor work to pupils' needs and abilities, particularly to challenge and engage the most-able
 - use a more uniform approach to the teaching of calculations
 - develop and extend the good practices in marking
 - involve pupils more in the assessment of their own learning.
- Develop the role of middle leaders by:
 - improving their skills in analysing data and scrutinising pupils' work
 - improving their skills in monitoring and evaluating the work of their colleagues.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Although there is a core of lessons where learning is good, the quality varies too much and the quality of pupils' learning and progress is satisfactory overall. Pupils are keen to learn, usually work hard and they mostly say that they enjoy their time at the school. Children get off to a good start with their learning in the Reception and Key Stage 1 classes. However, as pupils progress through the school their learning and progress vary. As a consequence, pupils' achievement is satisfactory overtime and they reach broadly average standards. While some make consistently good progress, for some pupils it stalls. This is particularly the case for more-able pupils in mathematics and science, who do not always reach the highest levels possible. Some boys do not make

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the progress that they could in writing. It has only been in the last year that the school has introduced a system to track very closely the progress that pupils are making. As a consequence, staff are now aware of where progress slows and are beginning to provide these pupils with extra help. Pupils with special educational needs and/or disabilities are identified appropriately and their progress is satisfactory over time. Pupils from minority ethnic groups make progress that is similar to their peers. While the most recent statutory assessments of Year 6 pupils in 2009 saw attainment decline in all subjects, inspection evidence shows that attainment in the current Year 6 is on the rise and pupils are on track to reach their end-of-key-stage targets. Some good practice was seen in pupils helping each other to improve their work through peer marking. However, this practice is not widespread.

Pupils say they feel safe and that bullying is rare. They are aware of how to keep healthy, take exercise and know the importance of a healthy diet; they know for example, the importance of eating five pieces of fruit or vegetables each day. Pupils' contribution to the local community and to the school is good. All pupils readily take on responsibilities such as acting as playtime buddies, sports leaders or doing office duty. Pupils' spiritual, moral, social and cultural development is good. They generally get on well with one another and have a clear understanding of right and wrong. Good attainment in reading and information and communication technology (ICT), coupled with secure standards in mathematics, their good personal skills, above average attendance and good punctuality mean that pupils are well placed to continue their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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

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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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2 2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Although the quality of teaching is satisfactory overall, it varies across the school. Some good features were common in all lessons. Good relationships help to create a caring and supportive atmosphere in which pupils behave well and have positive attitudes towards their learning. However, teachers do not always use assessment information effectively enough to plan work that matches pupils' individual needs, especially those who are more-able. When this happens pupils lose interest and their learning slows. Teaching assistants are soundly deployed to support pupils, particularly those with special educational needs and/or disabilities. The use of ICT to support learning is generally good and pupils' skills and confidence are well developed.

A recent review of the curriculum has resulted in more vibrant and engaging work, which is effectively interesting pupils. Whole-school themes are planned and pupils are able to say what they would like to learn and identify the questions that they would like answered. Teachers use this as a starting point for planning. Pupils say that these changes have made the work, 'more interesting and relevant' and, 'more fun'. There is a high take-up of the varied after-school activities which pupils say they enjoy. Music is a strength of the school; many pupils learn to play musical instruments and enjoy playing together in groups. The curriculum effectively helps pupils to make healthy lifestyle choices and equips them with the information they need to stay safe.

The whole staff provide good care and support, successfully promoting pupils' health and emotional well-being. Staff know pupils well and pupils value the support they receive. Pupils say they feel safe and that there are many adults that they could go to if they have any worries. Effective partnerships with a range of providers help the school to support pupils in overcoming any barriers to their learning. This has led to improvements in pupils' confidence, attitudes and behaviour. Pupils were very clear about this and were keen to tell inspectors about the wealth of strategies in place to help them to manage their own behaviour.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3 3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

The greatest success of the headteacher and her new leadership team has been in identifying exactly what needs to be done to improve outcomes for pupils. Although they know the school well, they have been a little over generous in their evaluation of the school's overall effectiveness. Their plans for improvement reflect their high ambition for the school and its pupils to do well. There are some good features in the work of senior leaders at the school. However, these are not found uniformly and some, although enthusiastic are new to their roles. They do not all have the appropriate skills to analyse pupils' work and progress data and are at the early stages of developing their skills in evaluating and supporting the work of their colleagues. The governors are fully committed to supporting the work of the school and are very keen for pupils to be happy and play a full part in the life of the community. Although there are some examples of areas where governors have challenged the work of the school, there is scope for this aspect of their role to be further developed, particularly where pupils' standards and progress are concerned. They have been provided with all of the recent assessment data, the school's own analysis of data and the School Improvement Partner's reports, but have not necessarily realised the implications of these.

Although there are some good examples of the school and its staff engaging well with parents, some aspects of this work are underdeveloped and are satisfactory overall. There are many successful partnerships which are benefiting pupils, for example, work with the school nurse and instrumental music specialists. The school's policies and procedures for ensuring equality of opportunity are sound, consequently, all pupils are fully included in the life of the school, feel safe and generally make the progress that is expected. The safeguarding of pupils is secure; appropriate procedures are followed and well documented for all educational visits. Effective steps are taken to ensure that the school is a safe and healthy environment and all appropriate checks are made on staff and governors. Although school leaders know the community well and the school plays a full and active part in the life of the village, the fact that the school is housed on two sites limits the extent to which this is one cohesive community. Links with a school in China are helping pupils to be respectful and understanding of other people's differences. Leaders have begun to put strategies into place to promote community cohesion, such as providing a greater range of information about the faiths and cultures that are present in current day Britain.

These are the grades for leadership and management

<p>The effectiveness of leadership and management in embedding ambition and driving improvement</p>	<p>3</p>
<p>Taking into account: The leadership and management of teaching and learning</p>	<p>3</p>
<p>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</p>	<p>3</p>

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The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Just over two-thirds of parents responded to the inspection questionnaire and almost a half of these made additional comments. A strong theme of the comments related to the differing experiences of pupils on the two sites. Additionally, some indicated concern about the progress of their children, the level of support for children's learning, the management of behaviour, leadership and management and the extent to which the school responds to their suggestions. Inspection evidence confirms that the behaviour of pupils was good and sometimes outstanding; pupils themselves indicate that this is an improvement. The inspection confirms that the actions of leaders at the school are bringing about improvement where it is most needed and that the work of leaders is satisfactory overall.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Messingham 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 181 completed questionnaires by the end of the on-site inspection. In total, there are 270 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	103	57	73	40	4	2	1	1
The school keeps my child safe	95	52	84	46	1	1	0	0
The school informs me about my child's progress	49	27	116	64	14	8	2	1
My child is making enough progress at this school	67	37	93	51	18	10	2	1
The teaching is good at this school	75	41	98	54	2	1	1	1
The school helps me to support my child's learning	59	33	98	54	19	10	1	1
The school helps my child to have a healthy lifestyle	56	31	115	64	7	4	1	1
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)	49	27	106	59	12	7	2	1
The school meets my child's particular needs	61	34	103	57	12	7	2	1
The school deals effectively with unacceptable behaviour	43	24	112	62	19	10	4	2
The school takes account of my suggestions and concerns	42	23	104	57	25	14	3	2
The school is led and managed effectively	53	29	96	53	23	13	3	2
Overall, I am happy with my child's experience at this school	70	39	95	52	7	4	3	2

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

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



22 January 2010

Dear Pupils

Dear Pupils

Inspection of Messingham Primary School, Scunthorpe, DN17 3SA

Thank you all for being so helpful and welcoming when we came to inspect your school. We really enjoyed speaking to many of you and seeing you in lessons. I particularly enjoyed listening to the choir and the inspectors who heard the brass band practising were very impressed.

We judged your school to be providing you with a satisfactory education. This means that some things are going well but there are some things that could be better for you. The youngest pupils get off to a good start in the Reception classes. The headteacher and all of the staff help you to make satisfactory progress in your work with good progress in reading. We were impressed by how polite and helpful you were and that you are all keen to learn.

All of the staff and governors are keen for you to get the best education possible. I have agreed some ways with your headteacher which can make things better for you. This includes improving the progress that you are making, particularly the most-able of you and some of the boys in their writing. I would like more of your teaching to be like the best teaching that we saw and I have asked the teachers to plan activities that are at just the right level for each of you, not too easy and not too hard. I have also asked the school to make sure that teachers with special responsibilities for different subjects get better at judging your work and progress.

You have your part to play too by keeping up the good behaviour and attitudes that we saw.

Yours sincerely,

Mr Amraz Ali

Her Majesty's Inspector

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