

# Blyton Cum Laughton Church of England School

## Inspection report

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<b>Unique reference number</b>	120619
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	380075
<b>Inspection dates</b>	27–28 February 2012
<b>Lead inspector</b>	Stephen Walker

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	162
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Penny Davies
<b>Headteacher</b>	Lynne Saint
<b>Date of previous school inspection</b>	30 June 2009
<b>School address</b>	High Street Blyton Gainsborough DN21 3JX
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	27–28 February 2012
<b>Inspection number</b>	380075



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## Introduction

Inspection team

Stephen Walker

Additional inspector

Aune Turkson

Additional inspector

This inspection was carried out with two days' notice. The inspectors visited 14 lessons and observed six teachers. Meetings were held with the headteacher, the Chair of the Governing Body, members of the senior team, staff and groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a range of evidence, including the school improvement plan, the tracking system to monitor pupils' progress, safeguarding documentation, and a sample of pupils' work. They also analysed questionnaires completed by staff, pupils and 82 parents and carers.

## Information about the school

The school is smaller than the average primary school. It includes two sites in the villages of Blyton and Laughton, which are about two miles apart. The Laughton building caters for the Reception children and Key Stage 1 pupils, and the Blyton building caters for the Key Stage 2 pupils. The majority of pupils are from White British backgrounds although there are a very small number from minority ethnic backgrounds. The proportion of disabled pupils and those with a range of special educational needs is below average. The proportion of pupils known to be eligible for free school meals is also below average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Provision for the Early Years Foundation Stage is made through the Reception class. Pupils in Years 3, 4 and 5 are taught in two mixed-age classes. The school has received the Activemark, Rooted in Reading, Artsmark and International School awards, and has achieved National Healthy Schools Status.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This satisfactory school provides a safe and happy atmosphere. Despite some growing strengths, it is not yet good because teaching, leadership and management are not of a consistently high enough quality to ensure good progress in all classes.
- Pupils make satisfactory progress and attain broadly average standards by the end of Year 6. Too few reach the higher levels in their work because they have not fully developed their skills in writing or mathematics. Pupils at risk of underachieving do not always get additional support quickly enough, and attainment targets are not sufficiently challenging to ensure high standards.
- Teaching is satisfactory. There is a positive atmosphere for learning in most lessons and some good practice, particularly in Reception and Year 6. However, teachers do not always use assessment information well enough to inform their planning, particularly to challenge the more-able pupils, or encourage pupils to take responsibility for their own learning.
- Pupils' behaviour is good. They feel very safe, are polite and respectful, and have positive attitudes to learning. They enjoy school and develop into friendly and considerate individuals. Attendance is above average and improving.
- Leadership and management, including the leadership of teaching, are satisfactory. The headteacher has a clear understanding of the areas for development and has improved the monitoring of performance, although lesson observations are not yet sufficiently focused on pupils' progress. The senior leaders do not yet fully share whole-school responsibilities, and do not involve parents and carers sufficiently in contributing to school improvement and supporting their children's learning.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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## What does the school need to do to improve further?

- Improve the achievement of pupils across the school so that attainment is above national averages in English and mathematics by:
  - building on the systems for tracking pupils' progress and providing timely additional support for pupils identified as at risk of underachieving
  - further developing pupils' abilities and confidence in writing, and in applying skills in mathematical calculation
  - ensuring that attainment targets are sufficiently challenging.
- Raise the quality of teaching and learning by making sure that all teachers:
  - use assessment information consistently well to inform planning and learning
  - ensure that the work is challenging for the more-able pupils so that they attain the higher levels in English and mathematics
  - encourage pupils to take greater responsibility for their own learning.
- Improve the consistency and impact of leadership and management by:
  - developing the roles of the senior team so that there is a greater sharing of whole-school responsibilities across the school
  - ensuring that lesson observations by senior staff are more closely focused on learning and pupils' progress
  - sharing the best practice in teaching and learning across the school
  - encouraging all parents and carers to be more involved in discussions on school improvement and how they can support their children's learning.

## Main report

### Achievement of pupils

Pupils' current work and the lessons observed show that the majority are making satisfactory progress, as confirmed by parents and carers, and attainment is broadly average. In a number of classes progress is good due to the higher quality of teaching. For example, the teacher's good use of stimulus material and effective support ensured that Year 6 pupils were fully engaged and made good progress in their independent writing on how it felt to be an Olympic athlete.

Children enter the Early Years Foundation Stage with skills that are broadly at the levels expected for their age, although there is some variation from year to year. They make good progress in lessons, thanks to a good range of structured activities that have a positive impact on their personal development as well as promoting strong number and language skills.

Pupils make good progress in Key Stage 1 in writing and mathematics due to well-

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structured teaching. They make good progress in reading throughout the school because this is a key focus, and they read regularly in school and at home each day. As a result, attainment in reading is above average across the school. The school has been successful in improving the progress of boys in writing through structured independent writing and imaginative teaching. Disabled pupils and those who have special educational needs, and those known to be eligible for free school meals, make progress in line with their peers because teaching assistants are providing effective additional support for pupils in literacy and numeracy. The small number of pupils from minority ethnic backgrounds also make satisfactory progress.

Pupils' progress in Key Stage 2 has slowed in the past. It is now satisfactory, but the skills and confidence of a significant number of pupils in writing and applying skills in mathematical calculation have not been consistently developed during their time at school, so they are finding it harder to gain the higher levels in their work. The new systems for tracking pupils' progress and additional help for underachieving pupils are supporting improvements in achievement. Nevertheless, a small number of pupils are not fully benefiting from this extra support because they are not identified quickly enough for additional help. Attainment targets are based on previous performance but are not sufficiently challenging for all pupils.

**Quality of teaching**

Most teachers plan interesting activities and create a positive learning atmosphere in their classes, as confirmed by the pupils. Displays in classrooms provide a stimulating environment for learning and celebrate the work of the pupils. Teaching assistants are used well to support children who require additional help with their work. In general pupils receive good verbal feedback on how well they are doing and they are aware of their targets. Teachers' marking provides encouragement and guidance on how to improve their work. All pupils have daily periods of literacy and numeracy, and this aspect of the curriculum is supporting the teaching of basic skills. The teaching of different cultures, beliefs and ways of life is good and recognised by the International School Award. However, not all teachers encourage pupils enough to take responsibility for their own learning. Some talk too much in lessons and tend to do the thinking and problem-solving for the pupils. Teachers are not consistently using assessment information to inform their planning and teaching of lessons to ensure that the activities meet the different learning needs of the pupils. For example, in many lessons all pupils were engaged on the same task and there was no higher-level work for the more-able pupils.

In lessons observed during the inspection, the teaching was particularly strong in the Reception class and Year 6, and this was also highlighted by some parents and carers in the questionnaire. Good use was made of a range of teaching strategies, with many opportunities for pupils to develop their skills, work independently and increase their pace of learning. Good teaching was generally seen when teachers challenged their pupils with high-quality questioning and encouraged them to take greater responsibility for their work. For example, Year 3 and 4 pupils made good progress and were fully engaged in a science project on making parachutes to land

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an egg safely in order to illustrate Newton's laws of gravity. Similarly, Reception children made good progress with their handwriting and counting skills through a range of structured activities in and out of the classroom that engaged and challenged them.

### **Behaviour and safety of pupils**

Pupils' behaviour is typically good in lessons and around the school, and this contributes to a positive atmosphere for learning. The school has well-developed systems for promoting positive behaviour. Nine out of ten parents and carers who returned questionnaires believe that behaviour is good. In lessons, pupils consistently meet the school's expectations and usually engage well. A small number of parents and carers say that some pupils misbehave. Inspectors found that the very small number of pupils who display challenging behaviour are managed well by the teaching assistants so that they do not disrupt the learning of the other pupils. Pupils confirmed that disruptions are very rare and one Year 6 pupil said that 'the teachers do not accept bad behaviour at this school.

Bullying of any kind is very rare. Pupils and their parents and carers say there is occasionally some unkind behaviour, particularly teasing, but that it is dealt with quickly and effectively. Teachers and other adults take good steps to ensure that all groups of pupils have an equal chance to thrive in an atmosphere of fairness and trust, and without fear. Consequently pupils feel very secure, and they have a good awareness of issues relating to safety. Pupils talk confidently about how they would keep themselves safe in a variety of situations such as using the internet and crossing the main road. Above-average attendance reflects the pupils' enthusiasm and willingness to engage with school.

### **Leadership and management**

The headteacher regularly monitors the quality of teaching, rigorously holds teachers to account for pupils' progress and organises appropriate training to improve teaching practice. Consequently, previous instances of inadequate teaching have been eradicated. The headteacher's view of the quality of teaching is accurate. However, lesson observations by senior staff are not always closely focused on the impact of teaching on learning and pupils' progress. The headteacher is involved in most aspects of the school and is not yet fully empowering the other senior leaders to share whole-school responsibilities.

The school improvement plan is a comprehensive working document, sharply focused on improving pupils' attainment and progress. The members of the governing body are well informed and are effective in their evaluating and monitoring roles. There is a strong commitment to inclusion and tackling discrimination. The school's arrangements for safeguarding pupils meet statutory requirements. All staff and governors receive appropriate training in child protection and safeguarding.

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The school has developed an appropriate curriculum that is relevant to pupils' needs and provides a satisfactory range of enrichment activities. For example, visits such as those to Laughton Woods, Leicester Space Centre and Robinwood Residential Centre increase pupils' enjoyment and experience of school. The range of experiences within the curriculum contributes well to their spiritual, moral, social and cultural development. Pupils gain confidence and self-esteem, and develop good social skills and a clear sense of right and wrong.

The large majority of parents and carers are supportive of the school and value the education provided for their children. They receive weekly newsletters and regular information on pupils' progress. However, the questionnaires indicate that a small minority feel that they are not sufficiently involved in discussions on school improvement and how they can support their children's learning. The clear leadership of the headteacher, the developing systems for tracking pupils' progress and the evident improvements in teaching and pupils' progress show the school's satisfactory capacity for further improvement.



## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	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 2010 to 31 August 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](http://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.
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.**



29 February 2012

Dear Pupils

**Inspection of Blyton Cum Laughton Church of England School,  
Gainsborough, DN21 3JX**

Thank you for making us so welcome and for sharing your views with us during the inspection and through your questionnaires. We really enjoyed watching your lessons and looking at your work. It was also good to see you during assembly, playtime and lunch. Your school is satisfactory. The headteacher and governing body have made some improvements since the last inspection. There are many positive things about your school.

- You enjoy school, attend regularly and work hard in your lessons.
- You are friendly and well behaved.
- You show kindness and consideration to others.
- Your teachers and their support staff care greatly for you as individuals.
- The curriculum strongly supports your personal development and experience of school.

We have asked the headteacher, staff and governing body to do the following things to make the school even better.

- Help and challenge all of you to make good progress in English and mathematics.
- Support your teachers in sharing good practice so that you can make even better progress in all lessons.
- Make sure the work you are given is never too easy or too hard across all subjects.
- Ensure that senior leaders, governors, and parents and carers are fully involved in supporting improvements in the school and the quality of your learning.

You can all help by continuing to work hard and enjoying the many good things in your school.

Yours sincerely

Stephen Walker  
Lead inspector

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