

# Blakeney Primary School

## Inspection report

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<b>Unique Reference Number</b>	115502
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	357762
<b>Inspection dates</b>	9–10 November 2010
<b>Reporting inspector</b>	Krishan Sharma

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	78
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	null null
<b>Headteacher</b>	Brett Stevenson
<b>Date of previous school inspection</b>	10 November 2010
<b>School address</b>	High Street Blakeney GL15 4EB
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## Introduction

This inspection was carried out by two additional inspectors. They observed seven teachers and 10 teaching sessions. Meetings were held with the Chair of the Governing Body, senior leaders and a group of pupils. Inspectors looked at some of the school's policies and procedures, pupils' current work and the tracking data used to monitor pupils' progress. Thirty-four parental questionnaires were analysed, as well as those completed by staff and Key Stage 2 pupils.

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

- The progress of pupils with special educational needs and/or disabilities across the school.
- The quality of teaching in meeting the needs and interests of all pupils, particularly in mathematics.
- The rigour of the school's monitoring and evaluation and its contribution to its capacity to secure and sustain improvement.

## Information about the school

Blakeney is a smaller than average primary school. Almost all pupils come from White British backgrounds and all pupils are competent in English. The proportion of pupils known to be eligible for free school meals is below average. The proportion of those with special educational needs and/or disabilities is above average and their needs mostly relate to moderate learning difficulties. The school holds Healthy School status and the Eco-Schools' silver award in recognition of its work in raising pupils' environmental awareness.

The governing body is currently discussing plans for federating with another small primary school nearby.

**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?****2****The school's capacity for sustained improvement****2**

## Main findings

Blakeney Primary is a good school. Parents and carers are well satisfied with the care their children receive. As one typical parent wrote: 'I am happy my child is at this school, as is she.' Senior leaders and the governors work hard to make the school an exciting place to be. Pupils' enthusiastic participation in extra-curricular activities testifies to their satisfaction.

Pupils make good progress as they move up through the school, including those with special educational needs and/or disabilities. Children make a good start in the Early Years Foundation Stage and most of the current group are on target to reach the expected levels of attainment for entry to Year 1. Pupils of all abilities continue to make good progress throughout the school and standards at the end of Key Stage 2 are broadly average. Attainment in English is strong and represents the school's continuing success in helping pupils become good readers and writers. Attainment in mathematics suffered a dip recently but is beginning to rise due to the recent developments in teaching and the use of new resources. Most pupils can handle mathematical operations, but their skills in applying them to real-life problems are insufficiently developed. In some lessons, the use of correct mathematical vocabulary is not always stressed, nor are pupils expected to demonstrate their working out. As a result, their use of inefficient calculation strategies and misconceptions are not always recognised and dealt with.

Teaching is mostly well paced and meets the needs and interests of all groups of pupils. In a few lessons, teachers carefully prepare pupils for assessing their own work. As yet, this good practice is not a common feature across the school. Teachers' oral comments in lessons and the marking of written work clearly inform pupils about what they have done well and how they could improve their work.

Effective self-evaluation assists senior leaders to maintain an overview of the school's strengths and weaknesses and has been instrumental in securing improvement since the last inspection. It continues to underpin the school's good capacity for further sustained improvement. Currently, the headteacher undertakes most of the monitoring and evaluation activities; other leaders are infrequently involved in observing teaching and scrutinising pupils' written work. This means opportunities for them to hone their monitoring and evaluation skills are limited. The governing body's monitoring role is insufficiently focused on holding the school to account for the implementation of agreed policies and procedures.

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

- Raise attainment in mathematics in Key Stages 1 and 2 by:

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- ? increasing opportunities for pupils to apply their mathematical skills in solving meaningful problems
- ? promoting the use of correct mathematical vocabulary in lessons and during conversation with pupils
- ? expecting pupils to show the working out of their calculations more often.
- Strengthen monitoring and evaluation in the school by:
  - involving subject leaders more often in classroom visits and in the scrutiny of pupils' written work
  - regularly refreshing the monitoring and evaluation skills of all leaders
  - increasing systematically governors' engagement in evaluating the work of the school
  - preparing pupils to ensure that they themselves know how well they are doing in lessons.

**Outcomes for individuals and groups of pupils****2**

In lessons, pupils are keen to learn and to do well. They commit themselves to the tasks teachers set for them. They work responsibly on their own as well as in groups. Their enjoyment of learning is discernible when they find the activity challenging and it gives them some room for using their own initiative. In one such Year 5/6 lesson, pupils discussed the basic features of play scripts and what goes into making a drama on television. This prompted them to write and present a short script themselves. Boys, in particular, found the practical nature of this task exciting. Most of them put their hearts into the activity and their first attempts produced good working scripts. Occasionally, however, pupils find the work given to them too easy and their motivation for learning wanes.

Children enter Reception with skills and understanding that are below the levels expected for their age. Lesson observations, the school's own data, and pupils' current written work indicate that most pupils make good progress as they move up through the school. Those with special educational needs and/or disabilities and the higher attaining pupils also make good progress because both groups are challenged and supported to achieve their best. Attainment at the end of Year 6 has risen from a dip in 2009 and is now securely average in English. The dip in mathematics continued for the second year. However, the school has made a verifiable case that the nature of this small cohort played a significant part in the dip in 2010. Most of the current Year 6 are already working within or beyond the levels expected for 11-year-olds. The art work seen on display during the inspection was impressive.

Pupils' behaviour is good, both in class and around the school, and reflects their awareness of what is acceptable and what is not. They say they feel very safe at school. Their good understanding of the need to stay healthy reflects the recognition the school has gained for its work towards the Healthy Schools status. Pupils keenly take on responsibility for a range of jobs on behalf of their classes and the school. They care about their community and willingly raise funds for good causes. Good achievement in the basic skills and the pupils' self-confidence and other personal qualities prepare them well for the

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next stage of their education. They are able to reflect well on their own and others' experiences.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The quality of teaching in the observed sessions ranged from satisfactory to good. In their introductions, teachers make their intentions clear. The additional adults are deployed productively to support small groups of pupils with identified specific needs. Consequently, these pupils make good progress towards their short-term goals and their overall performance in literacy and numeracy improves considerably. In the better lessons, teachers demonstrate strong subject knowledge and use this in their questions and the comments they make about pupils' performance. They ask searching questions that help them to assess pupils' understanding and misconceptions. In these lessons, all groups of pupils are given demanding tasks and are encouraged to assess their own work. Good features found in the better lessons do not feature sufficiently in the mainly satisfactory lessons.

The school offers a good curriculum which provides a broad and balanced range of activities to meet pupils' needs and interests in the mixed-age classes. Planned tasks for pupils with special educational needs ensure step-by-step progress. Basic skills remain a key focus and ample opportunities are provided for pupils to use them in other subjects, particularly their literacy skills. The use of information and communication technology is

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widespread and used well, and independently for research by the older pupils. The range of enrichment activities offered adds to pupils' learning and enjoyment. The school's grounds are used well as part of its provision for environmental education, which received recognition with the Eco-Schools award. Pupils' understanding of cultural diversity is increasingly being developed through visits to various places of worship and celebration of festivals.

Pastoral care is good and ensures that all groups of pupils receive the guidance and support they need, both within the school and from external agencies. Pupils with special educational needs and the few pupils whose circumstances may make them vulnerable receive systematic support. As a result, they become confident learners and their achievement improves. The school has been successful in encouraging the vast majority of its pupils to attend regularly. Transition arrangements for pupils leaving after Year 6 and those joining the school in Reception and at other times are working well.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher has high expectations of all who work in the school, including himself. The priorities for improvement and their implementation clearly reflect the senior leaders' commitment to raising standards and securing pupils' good all-round development. Increasingly challenging targets are set for all groups of pupils. The regular collection and collation of data contribute effectively to the tracking of pupils' progress towards their individual targets and to identifying pupils who would benefit from specific short- or long-term additional support. The checks on the quality of teaching are mainly made by the headteacher, who also examines pupils' written work. Together, these activities provide a broadly accurate view of the quality of teaching and its impact on learning. The effectiveness of the governing body is satisfactory. Governors are supportive of the school and know its many strengths. As yet, their monitoring and evaluation of the school's implementation and review of essential policies and procedures is insufficiently systematic. As a result, they are not always as fully informed about the work of the school as they would like to be.

The school enjoys very good relationships with its parents and carers, who are kept well informed about their children's performance. Effective use of external partnerships augments the school's own provision, for example in sports, modern foreign languages and special educational needs. The school ensures that all forms of inequality are successfully tackled and that no pupils are discriminated against, as shown by the similar rates of progress of all groups of pupils. Safeguarding arrangements in place meet

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requirements, although governors' oversight of them is not close enough. The school has taken a series of actions to promote community cohesion within its own community and beyond. The impact of these actions is yet to be fully ascertained.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Most children make good progress from their starting points on entry to Reception. Consequently, their attainment at the end of Reception often reflects a good level of development across all areas of learning, although it varies according to the nature and size of each group. For example, last year's group achieved levels below those expected for their age in many areas of learning by the time they left Reception. As a result of the effective induction, children settle quickly to the routines and join in the wide range of activities offered to them. They behave well while working and playing with others and show concern about others' safety. During the inspection, those experimenting with mixing colours and making a collage were engrossed in their work for longer periods and were palpably proud of their achievements. Planning ensures a good balance between activities that children are expected to choose for themselves and those directed by adults, which include a regular focus on the teaching of basic literacy and numeracy skills. Occasionally, adults intervene too soon, and too often, which limits opportunities for children to express themselves freely. Adults observe children closely and make a thorough assessment of their progress and use it in subsequent planning. The leader effectively promotes teamwork and ensures that adults remain focused on helping children to learn and develop across all areas of their learning.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents' and carers' response rate is about average for primary schools. Of those who responded, the vast majority are in agreement with all 13 questionnaire statements. They feel that their children greatly enjoy school and make good progress. Parents and carers believe that teaching is good and that the school meets their children's needs. Inspection findings firmly endorse parents' positive views about the school. One of the rare reservations expressed included a concern about 'sharing' their headteacher with another school, as a result of the federating arrangements currently being discussed. The governing body was made aware of this concern at the oral feedback after the inspection.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Blakeney 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 34 completed questionnaires by the end of the on-site inspection. In total, there are 97 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	53	14	41	0	0	0	0
The school keeps my child safe	19	56	14	41	1	3	0	0
My school informs me about my child's progress	18	53	16	47	0	0	0	0
My child is making enough progress at this school	14	41	18	53	0	0	0	0
The teaching is good at this school	17	50	17	50	0	0	0	0
The school helps me to support my child's learning	17	50	16	47	0	0	0	0
The school helps my child to have a healthy lifestyle	18	53	15	44	1	3	0	0
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)	7	21	23	68	0	0	0	0
The school meets my child's particular needs	16	47	17	50	0	0	0	0
The school deals effectively with unacceptable behaviour	11	32	20	59	1	3	0	0
The school takes account of my suggestions and concerns	6	18	22	65	0	0	0	0
The school is led and managed effectively	16	47	14	41	1	3	0	0
Overall, I am happy with my child's experience at this school	19	56	13	38	0	0	0	0

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 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



11 November 2010

Dear Pupils

**Inspection of Blakeney Primary School, Blakeney GL15 4EB**

Thank you for the warm welcome you gave me and my colleague during our recent visit to your school. It was good to talk to you about your work. Special thanks to the group of pupils who met with me to share their views of the school.

As a result of our inspection, we have judged that you attend a good school. It has many strengths. Here are some of them.

- You make good progress as you move up through the school.
- Teaching is good and you enjoy most lessons.
- You behave well in lessons and around the school.
- You have a good awareness of how to keep healthy.
- Adults in the school take good care of you.
- You are willing to take on jobs to help adults in the classrooms and in the school.
- You care about others in the community and raise funds to help them.

To improve your school further, the adults in the school should make sure that:

- you get better at mathematics and achieve better than you do now
- senior leaders and governors check more regularly your lessons and written work and also how well your school is performing.

We are sure you can also play your part by working harder, particularly in mathematics lessons. It will also be a great help if you learn to check your own work so that you yourselves know how well you are doing ? before your teachers tell you!

Yours sincerely

Krishan Sharma Lead inspector

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