

# Church Lane Primary School

## Inspection report

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<b>Unique Reference Number</b>	120387
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	358753
<b>Inspection dates</b>	21–22 October 2010
<b>Reporting inspector</b>	Lois Furness

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	177
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Kyte
<b>Headteacher</b>	Helen Fulcher
<b>Date of previous school inspection</b>	30 June 2008
<b>School address</b>	Church Lane Sleaford NG34 7DF
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## Introduction

This inspection was carried out by three additional inspectors. Sixteen lessons or parts of lessons were visited and eight teachers and one teaching assistant observed teaching. Meetings were held with parents and carers, groups of pupils, members of the governing body, staff and the School Improvement Partner. Inspectors observed the school's work and scrutinised documentation including the school improvement plan, monitoring and evaluation reports, assessment records, pupils' work, safeguarding documentation and the recent report of the School Improvement Partner. In total, 61 parents' and carers' questionnaires were analysed. The team also analysed 77 responses to the Key Stage 2 pupil survey, and 18 responses to the staff questionnaire.

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

- The evidence to support the school's view that attainment is rising and progress, especially of boys in English, is good.
- How well the school has addressed the issues from the last inspection of raising attainment in science and improving the school's curriculum.
- The depth of pupils' understanding of different communities within the United Kingdom and the wider world.
- The effectiveness of self-evaluation in the Early Years Foundation Stage.

## Information about the school

In this smaller than average, privately funded initiative (PFI) primary school the majority of pupils are of White British heritage. However, there are an increasing proportion of pupils from other European countries, many of who are at the very early stages of learning English. The proportion of pupils who have special educational needs and/or disabilities is well above average, as is the proportion with a statement of special educational needs. The Early Years Foundation Stage unit opened in September 2010. The school has received a number of awards including Healthy Schools status and Activemark. There have been considerable staffing changes since the previous inspection. A new headteacher was appointed in September 2008, and since then seven teachers including a deputy headteacher have been appointed. Over the past two years, the school has been involved in the local authority's Improving Schools Programme (ISP). The school provides a breakfast club and after school provision.

**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

Church Lane Primary School provides a good quality of education. Pupils, parents and carers are proud of their school. They appreciate the improvements made over the past two years. 'The new headteacher has really changed the school for the better. The school is now a much more peaceful place, and a more conducive place for learning,' exemplify the positive comments made. The headteacher has been pivotal in moving this school forward and, since her appointment, a range of management systems and guidelines have been established which sharpen the focus on the quality of teaching and strengthen accountability for pupils' progress. Attainment is broadly average but it is rising sharply, and this is evidenced by the significant improvement in the provisional results in the National Curriculum tests for eleven-year-olds in English and mathematics in 2010. The gap between reading and writing has narrowed, and boys are now performing as well as girls in English. Pupils' performance in 2010 shows good progress from their starting points. Science attainment has also improved significantly since the time of the previous inspection and is no longer below that expected for the pupils' age. Assessment information of pupils currently in Year 6 indicates that improvements to attainment are to continue.

Teachers work hard to provide well-planned and interesting lessons for pupils of different abilities. The school's very good tracking system provides teachers with accurate information about pupils' prior learning. This information is used well to pitch work at the correct level. The common approach for setting success criteria and learning objectives has helped to raise the quality of teaching. However, the success criteria are not always referred to well enough so pupils are able to review for themselves how well they are succeeding with their tasks. In addition, although marking is satisfactory, it does not consistently provide pupils with a clear picture of what they need to do next to improve their work. Sometimes useful comments are made but pupils are given insufficient time to respond these. There are missed opportunities, when marking work in subjects other than English and mathematics, for pupils to be reminded of how well they are using their basic skills of literacy and numeracy. At times teachers do not have high enough expectations of pupils' presentation skills including handwriting and spelling.

The headteacher, well supported by staff and the governing body, has a realistic picture of the school. Self-evaluation is detailed and accurate, and the school improvement plan provides a useful tool to manage and organise development work. Although provision in the newly established Early Years Foundation Stage unit is satisfactory, planning does not identify clearly enough the opportunities for learning and interactions with children, including questioning, are not sufficiently purposeful. The majority of staff are new to this key stage. The headteacher knows time must be given to the knowledgeable Early Years Foundation Stage leader to support and coach other members of this key stage team to develop their skills in working more effectively with young children. The outdoor area,

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including resources, is not sufficiently developed to support learning as well as it should. Community cohesion is good at school and local level. While pupils have a good awareness of their own locality, their understanding of the diversity of life in the United Kingdom and in the wider world is underdeveloped. However, the improvements made to date, especially in improving attainment by Year 6 and pupils' good progress, show the school is well placed to improve further.

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

- Increasing pupils' involvement in learning, enabling them to produce their best work by:
  - developing pupils' self-evaluation skills and encouraging them to use success criteria to help them improve their work
  - providing pupils with clear advice, when marking their work, about the good features of their work and how they can improve
  - giving pupils opportunities to respond to written comments
  - informing pupils, when marking subjects other than English and mathematics, how well they are using their basic literacy and numeracy skills
  - supporting pupils in improving their presentation skills including handwriting and spelling.
- Improve provision in the Early Years Foundation Stage by:
  - ensuring planning clearly identifies the opportunities for learning within each activity
  - developing the skills of effective interaction with children, including questioning skills
  - improving the use of the outdoor learning environment including resources
  - enabling the Early Years Foundation Stage leader to support and coach less experienced colleagues.
- Develop pupils' understanding of community cohesion by:
  - making links with communities within the United Kingdom and globally, that have communities that are different from those found within the school and local community.

## Outcomes for individuals and groups of pupils

**2**

Children's attainment on entry to the Nursery is below that expected for their age especially in communication, language and literacy. Since the previous inspection, progress has improved because teaching is now good, and assessment information is used more precisely to plan next steps of learning. Those with special educational needs and/or disabilities make good progress from their different starting points. The needs of those at the early stages of learning English are met well. Consequently, they make similar rates of progress as their peers. Pupils want to learn and try hard to do their best. They make good progress in lessons. For example, in a Year 6 mathematics lesson, pupils readily accepted the challenge of investigating number statements. More able pupils enjoyed

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solving algebraic equations. The open-endedness of the problems they were presented with promoted lively debate. In Year 5, pupils confidently considered how to change present tense verbs into past tense when writing about their trip to the Golden Hind, which they thoroughly enjoyed. However, pupils do not often respond to comments teachers write in their books.

Pupils say they enjoy coming to school because of the interesting things they do. Their broadly average attendance, improving basic skills and good social skills prepare them satisfactorily for the next stage of education. Behaviour is good. Pupils have a good understanding of right and wrong, and a clear understanding of social responsibility. They are keen to help others and over the past year, the school council has undertaken a number of projects including raising money for charity, revamping the school tuck shop, and running competitions to enable them to raise a budget to effect further changes. Pupils are aware of possible dangers around them and have a good range of strategies to keep themselves safe. Acquisition of Healthy Schools status and Activemark reflects pupils' good understanding of how to develop healthy lifestyles by, for example, taking regular exercise and eating a balanced diet. Spiritual, social, moral and cultural development is good but cultural awareness is the weaker element because pupils have limited direct contact with pupils whose backgrounds are different from their own.

*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>3</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

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## How effective is the provision?

The curriculum has been revised since the previous inspection when it was identified as an area for improvement. Theme-based topics combine subjects sensibly and effectively to make them interesting for pupils. Importantly, the school plans well for progression in the knowledge, skills and understanding required and the curriculum meets statutory requirements. Pupils report they enjoy the curriculum as it makes their learning interesting and fun. They speak enthusiastically about the theme weeks when 'experts' from the local community come into school to support learning. For example, the RAF supported pupils during science week and local restaurant owners and travel agents came into school during geography week. Activities such as these, together with a good range of well-attended clubs and educational visits effectively enrich pupils' experiences.

The school's good use of support from local authority consultants and focused monitoring has resulted in greater consistency in the quality of lesson planning. Teachers take care to structure activities suitable for the range of pupils' needs. Most lessons are interesting. They motivate and enthuse pupils, which helps them to learn well. Strategies such as 'talk partners' are used effectively to ensure all pupils have the opportunity to share ideas. Teaching assistants play a significant role in helping pupils to learn. They know when to encourage reluctant learners, and how to keep those who sometimes lose concentration, on track. Oral feedback to pupils on how well they are doing is often good. However, written feedback is not consistently rigorous in guiding improvement and raising standards of presentation. The clear success criteria provided are not used enough to help pupils assess their own progress. Also, pupils are not always given time to respond to comments made in their books.

A strength of the school is its caring and supportive family atmosphere. It accounts for why pupils feel safe and happy in school. The school knows its pupils well, and the priority given to their care and support is good. Those pupils, who require additional support, are provided for sensitively and carefully. The learning mentor is instrumental in this. She has established very positive relationships with families and pupils to ensure that those at risk of falling behind in their work are effectively tracked and targeted. The breakfast club and the after-school Nutcracker club, provide a safe and caring environment for pupils. Pupils enjoy these clubs and find the activities on offer interesting.

*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>

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## How effective are leadership and management?

The headteacher, who provides strong and energetic leadership is supported by a capable and committed team. Discrimination has no place in this school and all pupils are given good opportunities to succeed. The monitoring and tracking of pupils' progress is consistent and accurate. This helps with identifying where intervention is necessary to ensure pupils make good progress. Since the last inspection, staffing appointments have strengthened the quality of teaching and learning. Staff morale is high, and there is clear and strong determination to succeed and to continue to attain higher standards. The governing body knows the strengths and weaknesses of the school. It is supportive, and governors make regular visits to the school. Through training, the governing body is starting to develop its role of holding the leadership to account.

Partnerships with other agencies are good, and the work with the local authority in implementing the ISP programme has been especially beneficial. The school is a cohesive community in which pupils show tolerance and respect and good plans are in place to increase pupils' understanding of the world around them. However, this is at an early stage of development. Safeguarding procedures are well developed, and are rigorously applied across all aspects of the school's work. All the required checks on adults who work in school are diligently recorded. Partnerships with parents and carers are good, and they vastly appreciate the text message service, which they say 'is a good sign of keeping up to date with the modern world'.

*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>2</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

Progress in this key stage is satisfactory and on entry to Year 1, attainment is broadly average. Children enjoy their time in the Early Years Foundation Stage and although they



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have only been in this environment for a short time, they are settled and know what is expected of them. The use of assessment information is satisfactory and many interesting activities are available with a good emphasis on outdoor learning. However, children have too few quality resources to use in the outdoor area. They learn about the importance of keeping healthy and know to wash their hands before eating fruit at snack-time. Relationships are good and the 'key person' system effectively ensures parents, carers and children know who to speak to if they are worried or concerned. Staff are enthusiastic and the welfare of children is at the heart what they do. However, adult interaction with children is not purposeful enough and questioning lacks focus. Planning clearly outlines the activities available, but it is not as specific about the opportunities for learning that these activities enable. The Early Years Foundation Stage leader is very skilful in her interactions with children, for example, using questioning to encourage children to solve the problem of how to stop the water from the drainpipe running onto the floor. However, as she has yet to use her expertise to coach others to develop their skills.

*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

Just over a third of parents and carers returned the questionnaire. Of these almost all are pleased with the school's work. They are most pleased their children enjoy school, are kept safe and the school helps their children to lead a healthy lifestyle. A few parents and carers expressed concerns about knowing how well their children are progressing and how they could help to support them with their learning. Inspection evidence indicates that parents and carers receive sound information on the progress their children are making. Nonetheless, the headteacher and governors are keen to find out more from parents and carers about the additional information they would like from the school and how the school can help them to support their children's learning.

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

Ofsted invited all the registered parents and carers of pupils registered at Church Lane 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 177 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	69	18	30	1	2	0	0
The school keeps my child safe	39	64	21	34	1	2	0	0
My school informs me about my child's progress	36	59	19	31	6	10	0	0
My child is making enough progress at this school	35	57	23	38	3	5	0	0
The teaching is good at this school	36	59	23	38	1	2	0	0
The school helps me to support my child's learning	34	56	19	31	7	11	0	0
The school helps my child to have a healthy lifestyle	39	64	20	33	1	2	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)	34	56	22	36	3	5	0	0
The school meets my child's particular needs	36	59	20	33	3	5	0	0
The school deals effectively with unacceptable behaviour	32	52	20	33	5	8	1	2
The school takes account of my suggestions and concerns	29	48	24	39	4	7	0	0
The school is led and managed effectively	37	61	21	34	3	5	0	0
Overall, I am happy with my child's experience at this school	40	66	18	30	3	5	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

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



25 October 2010

Dear Pupils

**Inspection of Church Lane Primary School, Sleaford, NG34 7DF**

Thank you very much for your warm welcome when we visited your school recently. We really enjoyed talking to you hearing your views as well as watching you learn. At the end of visit, we evaluated your school as good. We thought you behaved well and took good care of one another. We were impressed about how much you knew about leading a healthy lifestyle and about how to keep safe. We thought you did lots to help each other within the school and the local community. However, we felt that you could learn more about different communities in the United Kingdom and the wider world. We have asked the staff to look at ways of developing this.

You told us that your lessons were fun and we could see why. Your teachers work hard to plan an interesting curriculum for you. By Year 6, you attain standards in your work that are similar to those found in most schools. The standards of your work are improving. Although you make good progress, we think that you could do even better if your teachers gave you clearer advice about how to improve your work. We have asked them to remind you, firstly, to use the agreed success criteria to help you evaluate for yourselves how well you are learning, and, secondly, of the importance of applying your literacy and numeracy skills when working in subjects other than English and mathematics. Although you always try to do your best, we have asked your teachers to help you to improve the presentation of your work by improving your handwriting and spelling skills.

Those of you in the Early Years Foundation Stage are working in a brand new classroom and have lots of interesting activities though you could do with more resources in the outdoor area. You enjoy learning and are making sound progress. We think that you can make even better progress and have asked school leaders to improve how staff plan for, and work with you, to develop your learning.

Thank you again for your help during the inspection and please continue to keep learning as well as you can.

Yours sincerely

Lois Furness

Lead inspector (on behalf of the team)

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