

West Butterwick CofE Primary School

Inspection report

Unique Reference Number	118018
Local Authority	North Lincolnshire
Inspection number	358247
Inspection dates	15–16 November 2010
Reporting inspector	Roger Sadler

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	54
Appropriate authority	The governing body
Chair	Mrs Bunty Harris
Headteacher	Mrs Jo Buckle
Date of previous school inspection	19 June 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited four lessons. All teachers were observed at least once. The team analysed samples of pupils' work, particularly in mathematics and writing, and held meetings with governors, staff, pupils and parents and carers. They observed the school's work, including play times and assembly, and looked at records from the previous and current academic years. School documents, including the school improvement plan and safeguarding procedures and records, were evaluated. The school's data in relation to pupils' attainment, progress and attendance was compared with national data. Inspectors analysed the 19 questionnaires returned by parents and carers, along with questionnaires returned by pupils and staff.

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

- Whether pupils, especially those who are more able, achieve well enough.
- How well assessment is used to promote learning.
- How well the school's own monitoring and evaluation support school improvement.

Information about the school

Almost all pupils attending this small, rural primary school are from White British families; only a small number speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. An average proportion of the pupils have been identified as having special educational needs and/or disabilities. The school works in confederation with another local school and the headteacher's time is shared between the two schools. Since the previous inspection, the school has received the Healthy Schools status and the Financial Management Standard in Schools.

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

This is a good school. Parents and carers agree. Pupils' attainment is above national averages by Year 6 and almost all attain levels expected of their ages in national assessments at the age of seven and 11. Pupils, including those with special educational needs and/or disabilities, achieve well and make good progress. However, a smaller proportion of pupils than could be expected attain the higher levels because they are not always given enough extra challenge and support.

Pupils act with careful regard for the safety of others and they feel safe and secure in school. This is because the care, guidance and support for pupils are good. Throughout this happy school, relationships are harmonious and many pupils speak warmly of staff and are strongly supportive of the school. Pupils' good behaviour is a credit to their families and the school. Children make satisfactory progress in the Early Years Foundation Stage. However, aspects of provision, such as the way assessment information is used to inform planning and teaching, are not as effective as in Key Stages 1 and 2.

The headteacher provides a very clear and strong sense of direction for the school and has ensured that all staff are fully committed to raising standards and improving the school. She has won the full support of parents and carers, staff and pupils. Her accurate monitoring and evaluation ensure that the school concentrates on improving the relatively weaker aspects of its work and this supports school improvement well. Much is done to ensure that staff continually improve their work and learn from one another. As a result, the quality of teaching and the use of assessment are good in Years 1 to 6. Leaders have ensured that teachers have a detailed awareness of the needs of individuals and the level at which they are working. Other than in the Early Years Foundation Stage, this information is used to good effect when planning lessons. These factors and the trend of improving attainment indicate that the school has good capacity to continue to improve in the future.

What does the school need to do to improve further?

- Improve the proportion of pupils attaining higher levels at both key stages, by:
 - providing extra support for the more-able pupils
 - ensuring that the more-able pupils are consistently given work that they find challenging.
- Improve the progress of children in the Early Years Foundation Stage by ensuring that staff use assessment information more effectively to inform planning and teaching.

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Outcomes for individuals and groups of pupils

2

Many pupils say they love coming to school and levels of attendance are above average. Pupils concentrate and respond well in lessons and find them interesting. This helps them enjoy their learning, achieve well and make good progress. They especially enjoy the expert way that information and communication technology is used to enhance teaching and learning in many subjects, especially in the older class. Rates of progress in lessons are improving as the school's work to improve the use of assessment has begun to take effect. On occasions, higher attaining pupils are not fully extended in lessons and this slows their progress a little. The achievement and progress of pupils with special educational needs and/or disabilities is good due to good quality provision for these pupils, often provided by teaching assistants.

Pupils' spiritual, moral, social and cultural development is good. Their cultural development is the least strong element because it is limited by a lack of experience and knowledge of the diversity of life in modern Britain and abroad. Older pupils take a particularly strong role in the school community, for example, as playground leaders. The school's good sports programme and the twice daily classroom exercise sessions have provided pupils with a clear understanding of the need for regular exercise. Work towards the Healthy Schools Award and the school's good science curriculum has helped them understand the importance of healthy eating. Good progress in basic skills, strong relationships and regular attendance ensure pupils are prepared well for the next stage of education and the world of work beyond.

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

These are the grades for pupils' outcomes

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

¹ 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?

Staff have a detailed understanding of the level at which each pupil is working and, in Years 1 to 6, use this information well to help ensure that their teaching matches the needs of individuals. The only exception to this is that the more-able pupils are not always fully extended, especially when teachers talk for too long. Teaching assistants make an important contribution to when pupils are working in groups and this helps them make good progress, but they are sometimes under-deployed in whole-class lessons. Pupils are continually given high quality feedback on their work and shown how to improve. They are often given helpful checklists and success criteria that enable them to assess their work and see exactly what is required next. Teaching is invariably clear and interesting: additional impact is often provided by the effective use of interactive white boards. Pupils in the older class benefit greatly from the expert use of electronic response pads which enable pupils' answers to the teacher's questions to be presented instantly in a graph for easy analysis and discussion.

The curriculum places appropriately strong emphasis on the development of basic skills. Pupils in the older class are currently thoroughly enjoying the theme of life in Tudor times. They also appreciate the opportunities they are given to understand exactly what they will be learning, when and why. Pupils also say they enjoy the weekly French lessons. The curriculum is adapted well to meet the learning needs of pupils with special educational needs and/or disabilities. The school has a good range of interesting and well supported

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clubs and activities which contribute to pupils' social development. School and home work well together to promote pupils' good progress in reading. Many parents and carers respond well to the school's encouragement to read with their children at home. This greatly enhances both the good quality programmes to help younger pupils learn about letters and sounds and the effective guided reading sessions. The school's well-developed personal, social and health education programme makes an important contribution to pupils' good personal development and well-being.

Good quality care ensures the personal needs of all pupils are met, including potentially vulnerable pupils and those with special educational needs and/or disabilities. Each class teacher has a detailed knowledge of individual pupils' personal development needs and modifies the provision to meet these needs. The school ensures that pupils are aware of how to keep themselves safe within and outside school including when they use the internet. Staff work effectively with families and other professionals to ensure that the pupils' needs are fully met. As a result pupils trust the adults in school and know exactly who to turn to if they have any concerns.

These are the grades for the quality of provision

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

How effective are leadership and management?

Monitoring and evaluation are thorough and comprehensive, and the school improvement plan concentrates on key priorities. The role of subject leaders has improved well over the last year and they play an important part in monitoring and improving standards in their subjects. The headteacher effectively communicates her ambitions for pupils and, through regular meetings with individual teachers, ensures that they carefully monitor the progress of each individual. All pupils are valued, equal opportunities are promoted well and discrimination is not tolerated. Staff training is good and regular checks help to ensure that initiatives are consistently implemented.

The governing body holds the school to account and has a clear overview of the school's strengths and weaknesses. However, its role in monitoring the school improvement plan is limited by the lack of clarity in the criteria that will be used to measure the effect of actions on pupils' attainment and progress. The school's partnership with its confederation school has a positive impact on the quality of teaching and is used well to enable staff to learn, one from another. Good partnerships which enhance the quality of provision have also been established with other local providers, social and health services, the church and with parents and carers. Leaders are aware of the need to undertake a review of the school's contribution to community cohesion, especially of the ways in which staff promote pupils' knowledge of a range of cultures in modern Britain and in the rest of the world,

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and there is a plan to undertake this review in the near future. Procedures for safeguarding pupils are good and fully meet current requirements. Staff training in safeguarding is comprehensive and effective, and the school has well-developed systems to identify potential risks.

These are the grades for leadership and management

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

Early Years Foundation Stage

Most children enter Nursery with skills and knowledge in line with those typical for their ages. Good relationships with parents and carers and good induction procedures enable children to feel confident and make a secure start to their education. As a result, children make satisfactory progress in most areas of learning. By the end of Reception many children's knowledge and skills are in line with expectations for their age. Their personal, social and emotional development is the strongest aspect and many show above average social development by the end of Reception.

Staff treat the children with sensitivity and kindness, and parents and carers are confident that their children are well looked after, safe, secure and contented. Children work and play happily together and enjoy the good range of interesting activities provided both indoors and outside. Adults carefully assess the learning of individuals. However, this information is not used sufficiently to inform the planning of the next steps in their learning. Plans are vague on exactly how adults should intervene and on the questions they should ask each individual in each activity and this slows progress. Children listen and concentrate well in whole-class activities although the work is sometimes a little too easy for the more-able children.

Leadership and management are satisfactory. Appropriately strong priority is given to children's welfare and to ensuring good relationships with parents and carers. However, staff are not fully involved in monitoring and evaluation and improvement planning and so

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they are sometimes a little unclear where further improvements are needed in the Early Years Foundation Stage.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers, who returned the questionnaire, are fully supportive of the school. Their written and oral comments to inspectors indicate that they are confident that their children are well taught, very happy in school and that the school meets their children's needs, so that they make good progress. Parents and carers are particularly appreciative of the quality of care and support provided. The inspectors endorse these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West Butterwick CofE 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 19 completed questionnaires by the end of the on-site inspection. In total, there are 54 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	63	7	37	0	0	0	0
The school keeps my child safe	13	68	6	32	0	0	0	0
My school informs me about my child's progress	12	63	6	32	0	0	0	0
My child is making enough progress at this school	10	53	8	42	0	0	0	0
The teaching is good at this school	11	58	8	42	0	0	0	0
The school helps me to support my child's learning	10	53	9	47	0	0	0	0
The school helps my child to have a healthy lifestyle	6	32	12	63	0	0	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)	6	32	11	58	0	0	0	0
The school meets my child's particular needs	8	42	11	58	0	0	0	0
The school deals effectively with unacceptable behaviour	9	47	9	47	0	0	0	0
The school takes account of my suggestions and concerns	7	37	12	63	0	0	0	0
The school is led and managed effectively	8	42	10	53	0	0	0	0
Overall, I am happy with my child's experience at this school	12	63	7	37	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

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). 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"> ■ 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 pupils' 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.



17 November 2010

Dear Pupils

Inspection of West Butterwick CofE Primary School, Scunthorpe DN17 3LB

Thank you for making the inspectors so welcome when we came to your school. We especially want to thank those of you who gave up part of your lunchtime to talk with me. We enjoyed watching you learn and talking with you in lessons and around school.

Your school provides a good standard of education and you make good progress. Staff look after you well and we are pleased you enjoy lessons so much. You clearly enjoy school and your attendance is good. It is good to see that most of you arrive on time. You know how to act safely and think about the safety of others. Your preparation for life at your next school and for life beyond school is good. You show consideration for others, understand what is right and what is wrong, and are very friendly to each other. We hope you are proud of your good behaviour and manners. Those of you who find learning difficult also make good progress because the school helps you learn and you are given extra help in small groups.

There are many things that your headteacher, teachers, other staff and the governors want to improve, because they want your school to get even better. We have asked that the headteacher and governors concentrate especially on:

- helping those of you who find learning easier than most to achieve the highest standards you can, by making sure that your work is challenging and by giving you extra support
- helping the youngest children make good progress by asking teachers and teaching assistants to adjust the activities for each individual.

Yours sincerely

Roger Sadler

Lead inspector

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