

# Faldingworth Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	120445
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	380022
<b>Inspection dates</b>	20–21 September 2011
<b>Reporting inspector</b>	Ruth McFarlane

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>	57
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Phillipa Bibby
<b>Headteacher</b>	Kiera Evans
<b>Date of previous school inspection</b>	10 September 2008
<b>School address</b>	High Street Faldingworth Market Rasen LN8 3SF
<b>Telephone number</b>	01673 885366
<b>Fax number</b>	01673 885366
<b>Email address</b>	enquiries@faldingworth.lincs.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. Twelve lessons were observed and six teachers or teaching assistants were seen teaching. Meetings were held with staff, representatives of the governing body and groups of pupils. The inspectors observed the school's work, and looked at information about pupils' progress, evidence of monitoring, the school development plan, a variety of policies and safeguarding documentation. In addition, the lead inspector analysed the questionnaires returned by 38 parents and carers, 21 Key Stage 2 pupils, and 6 staff.

The inspectors reviewed many aspects of the school's work. They looked in detail at a number of key areas.

- Whether the good quality of the Early Years Foundation Stage has been maintained now that it has expanded to include younger children.
- How effectively and consistently literacy and numeracy skills are taught through the school.
- What the reasons are for fluctuations in attainment through the school.

## Information about the school

This school serves a rural community and is much smaller than average. The pupils are all White British. A far higher proportion than usual enters or leaves the school roll at other than the usual times. The proportion of pupils known to be eligible for free school meals is above average. More pupils than average have special educational needs and/or disabilities. In some year groups, it is almost half the pupils. More pupils than average have a statement of special educational needs. These are for a variety of reasons including moderate or specific learning difficulties, and difficulties in speech, language and communication.

The Early Years Foundation Stage comprises children of Nursery and Reception age. The governing body has just taken over the running of the mornings-only, on-site provision for three- to four-year olds. These children are now taught alongside Reception-age children in a separate area (the Foundation Stage Unit) linked to the infant class. Reception-age children spend the afternoons in the infant class (Key Stage 1: Years 1 and 2). There is one other class for pupils in Years 3 to 6 (Key Stage 2). The school has achieved several awards for its provision including Healthy School Status and the International Schools Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

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

**2**

## Main findings

This is a good school that has improved its effectiveness since the last inspection. Pupils achieve well, they develop good personal skills, they enjoy school and they demonstrate considerate, respectful behaviour. There are a number of reasons for the improvements.

- Consistently good teaching has accelerated pupils' progress. The good start in the Early Years Foundation Stage has been maintained and progress has now improved to good throughout the school. Careful lesson planning and good behaviour management ensure that pupils are fully engaged in learning in a lively and purposeful atmosphere.
- The curriculum is good. Its best features lead to pupils' very strong contribution to the school and local community. The programme of social and emotional development does much to raise pupils' self-esteem and to develop their independence and sense of responsibility. Provision for promoting healthy lifestyles, which has led to Healthy Schools Status, is reflected in pupils' excellent adoption of healthy eating habits and their regular exercise regimes.
- The good levels of care, guidance and support provided create a fully inclusive, nurturing ethos. In consequence, pupils are tolerant and caring individuals who are able to give of their best within a safe and encouraging learning environment.
- Pupils with special educational needs and/or disabilities are well provided for. This diverse and large group is well managed. Features such as one-to-one tuition and high quality individual education plans have resulted in good outcomes. The plans are well thought through and contain clear targets which are specific to their differing personal and learning needs
- Parents and carers praise the 'strong teaching group, led by the strong headteacher'. They feel their children's 'individual needs are understood and met well.' Summing up these views, one wrote, 'Faldingworth is a wonderful school with a professional and dedicated team of staff who work exceptionally hard to provide a safe and nurturing environment for all the children who attend.
- The headteacher provides a clear vision, well shared with staff. From the competent and knowledgeable governing body to the support and maintenance staff, all contribute well to pupils' good learning and well-being.

Literacy and numeracy are taught consistently well throughout the school and

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through a good range of subjects, but target setting for these key subjects is patchy. It is most successful in Key Stage 2 literacy and this gives older pupils clear pointers of how to move to the next level in their reading and writing. However, during the inspection, pupils who were asked could not readily recall their targets, and their responses to the pupils' questionnaire confirmed a lack of clarity about how well they are doing. Parents and carers are not formally involved in their children's target setting, which reduces the ways they can support their children's learning.

The inclusion of the three- to four-year olds in the Foundation Stage Unit has got off to a good start. Leaders and managers are already making checks on their practice in this area to ensure the best possible start and continuation for both Nursery and Reception children. However, due to this very recent development, evaluation of the way of working, to ensure each child's needs are met, is at a very early stage. Nevertheless, self-evaluation is good throughout the school. Improvements are systematically planned for and progress checked. The impact of this is evident in improved pupils' progress, teaching and the curriculum and clearly demonstrates good capacity for further improvement.

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

- Develop target-setting so that:
  - all pupils throughout the school have clear individual targets for learning, to which they have contributed, and make sure that the targets are reviewed regularly.
  - each pupil's targets are shared with their parents or carers.
- Extend the good practice already evident in the new Foundation Stage Unit so that planning for each child's learning and development meets their individual needs and enables them to make the best progress.

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

**2**

From starting points that are often below those expected for their age, progress and achievement are consistently good. The quality of learning for pupils with special educational needs and/or disabilities is also good. Those with speech, language and communication difficulties are especially helped by the consistently good phonics (linking letters with their sounds) teaching. Attainment at the end of Year 6 is usually above average, however, fluctuates because there are very small numbers of pupils in each year group and their ability range is wide.

The pupils enjoy school and their smiling faces confirm their interest and enthusiasm for all it offers. They settle down quickly to learning at the start of the school day because, as they told inspectors, 'lessons are fun'. A typical example observed involved Key Stage 2 pupils in work on global warming. They were fully engaged in their contribution to the fast-paced lesson, whether it was film making, role play, internet research, geographical work or scientific experiments. The same warm

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enthusiasm for learning was evident in other lessons seen. Pupils have developed excellent links with the agricultural community and are proud of the 'living willow maze' they created at a local farm, in partnership with a local professional artist. Their invitation to the community to come into school and sample soup the infants had made from pumpkins they had grown from seed, and bread made by the older pupils, was a great success. Pupils' knowledge of how to keep safe in different situations such as on the roads, near water and when using the internet is good. Pupils are keen to help in school, in roles such as road safety officers. The school council took the initiative in helping to improve resources in the playground. Good assemblies ensure pupils are tolerant young people with a good sense of right and wrong. They learn about a wide range of people's beliefs and life in other countries, which gives them a sound understanding of other cultures. However, their rural location means they have few opportunities to mix freely with people from contrasting communities.

*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>	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
<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>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Pupils' good learning and progress since the last inspection is the direct result of improvements evident in teaching and the curriculum. The curriculum is well organised with good interplay between subjects to hold the interest of all learners, whatever their ability or needs. Information and communication technology is used well to support learning, especially for pupils to research topics in independent learning. Visits out, visitors to school and popular clubs, such as cooking and rugby, are much enjoyed. Partnerships are strong, and enhance pupils' experiences locally,

<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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such as in sports and art. Wider links have led to the International Schools Award. Pupils value the fact that they are known as individuals. Adults keep a vigilant eye on their daily needs, quickly attending to any upsets. As a result, pupils behave well, and make good academic progress. The school works well with outside agencies to enable all pupils, whatever their particular needs, to make good progress in their learning. Transition to secondary school is well managed. Pupils settle in well and receiving staff are well informed about any pupil’s individual needs.

In class, there is a good focus on literacy and numeracy through the cross-curricular work. For instance, pupils are given plenty of opportunity to write, often in paired work or small groups, whether or not the focus of the lesson is literacy-based. They are frequently asked to use their problem-solving and calculation skills, for instance, in geographical or scientific investigations that require measurements to be taken. Teachers successfully rise to the task of ensuring that the work they set is well matched to the wide range of ability and ages in each class. The key to this is that they organise the class into smaller groups, containing pupils of broadly similar ability rather than age. Each group is then set different, but challenging, activities that are well tailored to their needs. The needs of pupils with special educational needs and/or disabilities are met well in this way, supplementing their specialist support well. Phonics (linking letters with their sound) is particularly well taught. Additional challenge is given through high quality verbal feedback or by modifying the task as the lesson proceeds to ensure individual pupils are not marking time. Pupils self-evaluate their learning, often by responding to ‘thumbs up’ if they have understood. Teachers’ written marking is positive and helpful in pointing to improvements, especially in literacy. Individual target setting, to help pupils understand what they need to do to reach the next level in their learning, is not fully developed. In consequence, while pupils usually have a clear idea of what they are aiming for in each individual lesson, they are less sure of how to reach the next level in their learning.

*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?

Strong and sustained leadership and management of the headteacher and other staff have had a significant impact on provision and outcomes. All share the ambition to improve the school. For example, the improvements in teaching are due to regular monitoring of lessons that provides teachers with clear pointers for improvement which they then act upon. The drive for improvement has also led to

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the enrichment of the curriculum. It is constantly adapted to the changing needs of each group of pupils. Adults promote equality of opportunity well, checking to see that pupils make good progress, no matter what their background or needs. Discrimination in any form is not tolerated. Good partnerships with parents, carers, local primary and secondary schools, and with agencies to support pupils with additional needs are widening pupils' learning experiences and enabling them to develop their social skills and overcome any barriers to learning.

The governing body provides good challenge and support to the school and has an in-depth understanding of the school's strengths and weaknesses. Governors ensure that safeguarding procedures are good and are implemented well. Staff are thoroughly trained in safeguarding and good steps are taken to minimise any risk to pupils on- or off-site. The governing body monitors the work of the school well and gives thorough feedback on clear focuses agreed with the headteacher. Governors have completed a basic audit of provision for community cohesion, and local community understanding is strong. There are broad plans to extend this more prominently in the national and global communities and to thoroughly evaluate the action already taken.

*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>2</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children settle happily into school and make good progress in their learning from their widely varying starting points. They improve their skills and knowledge well across all areas of learning so that they enter Year 1 with broadly average attainment, especially in problem-solving and linking sounds and letters. Children's behaviour is good and positive relationships help them to feel confident and safe. They make sensible choices about what to eat and drink, know how to keep



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themselves safe on visits and when using the toys and equipment provided, such as scissors. Good teaching and well-planned activities, many of which children choose for themselves, ensure they are interested and able to use their imagination well. The indoor and outside environments are stimulating and well-resourced, which successfully promotes learning and personal development.

The change to include three- to four-year-olds has been managed well, so that the good quality of provision noted in the last inspection has been maintained. Careful planning is paying dividends and the arrangements enhance the experience for all the children. In the afternoons, Reception children benefit socially and academically from working alongside older pupils. Assessment procedures are meticulous, with children’s progress carefully recorded and quickly used to guide the planning of next steps. Questioning ensures that the most able are challenged. For instance, in an excellent start to the day, during the inspection, effective questioning extended children’s numeracy skills. Children were encouraged to count the number of children present, and compare the number with the total for the previous day. ‘There are three less than yesterday,’ said one, correctly. Links with partners, such as the local authority, are strong and provide a source of additional expertise, reflecting the leaders’ strong drive for improvement.

*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**

The response rate to the questionnaire was higher than normal. Most parents and carers are happy with the school. They are particularly pleased with how safe their children are at school, how well the school meets their children’s needs, and they praised the good teaching throughout the school. This reflects the inspection findings. A very small minority of parents indicated they were unhappy with how unacceptable behaviour was tackled. This was investigated by looking at school records, observing lessons and talking to pupils and staff. During the inspection consistently good behaviour was seen in lessons and around the school. A few parents feel the school does not help them enough to support their children’s learning. Inspectors have asked the school to develop this aspect further, but judged the school’s engagement with parents and carers overall to be good.

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

Ofsted invited all the registered parents and carers of pupils registered at Faldingworth Community 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 38 completed questionnaires by the end of the on-site inspection. In total, there are 57 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	74	9	24	0	0	1	3
The school keeps my child safe	24	63	14	37	0	0	0	0
The school informs me about my child’s progress	24	63	13	34	1	3	0	0
My child is making enough progress at this school	22	58	14	37	1	3	0	0
The teaching is good at this school	24	63	11	29	0	0	2	5
The school helps me to support my child’s learning	21	55	12	32	2	5	1	3
The school helps my child to have a healthy lifestyle	25	66	10	26	1	3	1	3
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)	21	55	12	32	1	3	1	3
The school meets my child’s particular needs	19	50	17	45	0	0	0	0
The school deals effectively with unacceptable behaviour	21	55	12	32	3	8	1	3
The school takes account of my suggestions and concerns	20	53	13	34	0	0	2	5
The school is led and managed effectively	23	61	11	29	0	0	1	3
Overall, I am happy with my child’s experience at this school	22	58	13	34	1	3	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and 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.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



23 September 2011

Dear Pupils

**Inspection of Faldingworth Community Primary School, Market Rasen LN8 3SF**

Thank you for welcoming me to your school. It is a good school that has improved in recent years.

You told me how safe you feel in school, how well you are taught, and how much fun you have in lessons when subjects are linked together. As a result, the progress you make in your learning has improved and you now reach higher standards than most children of your age, by the time you leave in Year 6. You develop well as individuals and give of your best. Your behaviour is good. You know about how to keep safe and are really knowledgeable about what makes a healthy lifestyle. Importantly, you like being part of a small school in which everyone gets on well and cares for each other.

Special thanks are due to the school council for sharing their views. In your questionnaire responses, while most were positive, almost a quarter of you indicated a negative response to the question 'I know how well I am doing at school'. So, I have asked your headteacher and the governing body to make sure that you have your own targets to help you know how to get to the next level in your learning, and to involve you more in this process, sharing this information with your parents and carers.

Now that the three-year-olds are a real part of your school, I have asked the leaders to make sure that planning meets each child's needs and that they do not miss any aspect of their learning because they are only at school in the mornings.

There are many things for you to be pleased about in such a small school. You can help now by really thinking about your targets and how they can help you do your best.

Yours sincerely

Ruth McFarlane  
Lead inspector

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