

The Butterwick Pinchbeck's Endowed CofE Primary School

Inspection report

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|--------------------------------|---------------------------|
| Unique Reference Number | 120683 |
| Local Authority | Lincolnshire |
| Inspection number | 380088 |
| Inspection dates | 28–29 November 2011 |
| Reporting inspector | Michael Sutherland-Harper |

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

| | |
|--|---------------------------------------|
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 260 |
| Appropriate authority | The governing body |
| Chair | Anthony Hardy |
| Headteacher | Sam Towers |
| Date of previous school inspection | 30 April 2009 |
| School address | School Lane Butterwick PE22 0HU |
| Telephone number | 01205 760256 |
| Fax number | 01205 760256 |
| Email address | enquiries@butterwick.lincs.sch.uk |

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Introduction

This inspection was carried out by three additional inspectors. The inspection team observed 20 lessons taught by 10 teachers. They held meetings with governors, staff and pupils. Inspectors observed the school's work, and looked at pupils' books, the school improvement plan, assessment data, monitoring and evaluation records, arrangements for safeguarding pupils and school policies and procedures. In addition to replies from staff and pupil questionnaires, questionnaires from 85 parents and carers were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well are pupils progressing in English and mathematics, especially girls, lower attainers and pupils with special educational needs and/or disabilities?
- How well are pupils doing in the Early Years Foundation Stage?
- How effectively are leaders and managers, including governors and middle managers, monitoring and evaluating to ensure that standards are improving?
- How effectively are school developments in teaching, marking and assessment strategies contributing to pupil progress?

Information about the school

The Butterwick Pinchbeck's Endowed Church of England Primary School is an average-sized primary school. The very large majority of the pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is below the national average but has increased in the last year. The proportions of pupils from minority ethnic backgrounds and of those speaking English as an additional language are below national averages but the proportion of pupils with English as an additional language is increasing, incorporating 15 different languages at present. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs and/or disabilities, is below the national average.

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

The school provides a good quality of education. Pupils make good progress as a result of good teaching and assessment strategies, careful tracking and monitoring of their efforts and a successful whole school focus on raising attainment. One parent summed up the school by saying: 'There is a warm and friendly atmosphere where all members of staff are extremely approachable and supportive. Classrooms are exciting and inviting, with teaching being fun and interactive. Parents feel included in the learning process and there is a caring pastoral ethos.' The school is improving because leaders and managers at all levels, the governing body and all staff share a common belief that it can be even better.

Good behaviour in lessons and around the school and good relationships between pupils and with adults ensure that pupils feel safe. They know that there is always an adult to whom they can speak about any concerns or difficulties and are sure that problems will be quickly sorted out. Pupils say they enjoy school and understand how to stay healthy and fit, in part through the range of clubs and activities offered by the school. Attendance levels are above average.

Pupils make good progress in the Early Years Foundation Stage. Attainment improves significantly for all groups, including girls, lower attaining pupils and pupils with special educational needs and/or disabilities, in English and mathematics, as pupils progress through the school. Any gaps in attainment for groups are closing rapidly because of the range of intervention strategies the school has in place to support individuals and groups. Girls and boys make similar progress because focused whole school work on marking and assessment clearly indicates ways in which pupils can improve their efforts. Teaching is consistently good. It is not yet outstanding. Current best practice is at an early stage of being shared across the school, especially in challenging all pupils to give reasons for their answers which incorporate an explanation of how they reached them. Opportunities for independent learning and the development of thinking skills are sometimes limited when teacher talk goes on for too long.

The headteacher has focused carefully on improving results and driving the school forward. In this, she has been well supported by all staff, including the governing body and middle managers, all of whose roles have been developed and expanded. Self-evaluation is rigorous and accurate. It acknowledges the strengths of the school and emphasises the remaining areas for development. The leadership team has refined staff training, made expectations of progress clear across the school and

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improved teaching so that attainment is now rising. As a result, the school’s capacity for sustained improvement is good.

What does the school need to do to improve further?

- Raise the quality of teaching and learning to the highest levels by July 2013 by:
 - further refining the match of work to ability levels
 - developing pupil thinking skills and opportunities for independent learning
 - increasing the rate of challenge so that all pupils are expected to give reasons for their answers and outline the ways they reach them
 - sharing current best practice across the school.

Outcomes for individuals and groups of pupils

2

Pupils enter the school with levels of attainment in line with those typical for children of this age. All groups of pupils including pupils with special educational needs and/or disabilities and those from minority ethnic backgrounds make good progress with their learning as a result of close carefully-tailored support and well-developed assessment, tracking and monitoring procedures. Pupils state clearly that they come to school to learn. In a Year 2 literacy booster session, pupils with special educational needs and/or disabilities, lower-attaining pupils and those with English as an additional language used a five-step computer writing process to create sentences. The sentences were then extended to increase the pupils’ rate of progress. Girls and boys willingly respond to challenge and are keen to take a lead in class.

Behaviour is good. Expectations are clear and reinforced by the effective use of older pupils as prefects who help to promote the behaviour code and support younger pupils. Pupils understand that fresh fruit, water, exercise and active participation in a range of clubs make for a healthy life style. The school council and other pupils are increasingly involved in the school as prefects, sports leaders and in planning a healthy tuckshop. Regular fund-raising for charity, close links with the local community and church and a project with an orphanage in Kenya highlight their sense of responsibility towards the world around them. Workplace skills are satisfactory. Increasing access to information and communication technology to develop computer skills are helping to improve those skills. Social skills are strong. Pupils have a well-developed sense of right and wrong. The spiritual element is strong, through regular links with the local church community and in lessons which develop a sense of wonder, such as imagining the shock headlines announcing the deaths of Romeo and Juliet. Pupil awareness of other cultures is growing because of the changing school roll, and the school’s links to charitable causes.

These are the grades for pupils’ outcomes

| | |
|--|----------|
| Pupils’ achievement and the extent to which they enjoy their learning | 2 |
|--|----------|

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

| | |
|---|----------|
| Taking into account: | 3 |
| Pupils' attainment ¹ | |
| 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 | 3 |
| Taking into account: | |
| Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Teaching is consistently good. Teacher subject knowledge is good. Support staff provide careful assistance in lessons to enable all pupils to refine and improve their work. Teachers make good use of electronic technologies to assist the learning process. As a result of good marking and assessment procedures, teachers plan well to meet pupil needs. The match of work to ability levels is increasingly precise, but at present not all practice is as refined as the best. Most pupils know how well they have done and can describe what they need to do to sustain good progress. Best practice is at an early stage of being shared across the school to consolidate this understanding and different approaches are used to help all pupils improve. A Year 6 English lesson used drama skills as a preparation for writing eye-catching newspaper headlines; all pupils readily demonstrated the body language behind emotions like anger to understand how their written work could be more effective. A Year 4 mathematics lesson involved boys in role play to demonstrate the relative sizes of multiples and led to competitive responses from the various groups in the class. The school is at an early stage of adding further challenge to enable all pupils to explain why they gave their answer and how they reached that conclusion. Where lessons are teacher dominated, opportunities for independent learning and the development of excellent thinking skills are more limited.

The curriculum is good. It is well-organised with good development of pupils' literacy and numeracy skills as a result of good assessment. High quality display emphasises cross-curricular links. Pupil work is prominently displayed around the school and reflects good pupil interaction with the subjects on offer. The curriculum is sensitively adapted to meet the needs of recently arrived pupils, including a growing number with English as an additional language. The curriculum has been adapted to take

¹ 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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account of local features, for example, Year 6 look at shore studies and environmental science. A French specialist comes into the school twice weekly. Information and communication technology is delivered in a dedicated suite and through use of laptops. The home-school diary is in place for communication with parents and carers who are hard to reach due to distance and transport arrangements and where needs arise.

Care, guidance and support are good. The school has placed a strong focus on equality of provision through good support for learning. Procedures to safeguard pupils are good and pupils feel safe and happy in school. The school is open and welcoming to parents. Transition arrangements with pre-school providers and local secondary schools are good with visits and shared information. Pupils with special educational needs and/or disabilities are well cared for and the school pays close attention to the needs of those who are potentially vulnerable. Good support is provided for pupils with English as an additional language through effective use of local authority services. Attendance is well monitored to bring about improvements for relevant groups. Individual education plans contain targets and success criteria linked to the needs of the individual.

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?

Leadership and management are good. The headteacher has a vision of her school as a place where all pupils achieve their potential and enjoy coming to school. She has worked effectively to build staff into a team and improve communication, monitoring and evaluation procedures. As a result, leaders at all levels, including governors and middle managers, have an accurate picture of how well the school is performing and share in the focused work on what needs to be improved. Teachers' use of data and regular reviews of pupil progress are contributing to rising attainment. The roles of middle managers have been developed and enhanced. They work together effectively as a team, track progress jointly and ensure that standards are consistent and improving in all areas.

The school has expanded its work with parents and carers and has an open door policy. Parents and carers feel confident about approaching the school with any concerns and are informed about how to assist their children's learning through parent workshops. A wide range of partnerships, including with the local academy, church and businesses, help the school to provide services it might not otherwise be

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able to offer. The school has set a goal of involving as many local partnerships as possible in its work to reinforce the role of the school at the heart of its community. The school sees itself as an inclusive community which values each individual. It works continually to ensure that there is no discrimination and that everyone has access to the same opportunities.

The effectiveness of the governing body is good. Governors are now more visible around the school and bring a range of individual skills which enhance their overall role. They are very supportive of the school, have a clear grasp of data and have increased the challenge they offer in their determination that the school can improve further. The governing body is vigilant in ensuring that children are safe and that all staff are regularly trained in appropriate procedures to safeguard pupils. Thorough safeguarding meets all government requirements and is especially strong in child protection and work with the local authority.

The school has effectively audited its community cohesion strategies and put an action plan in place. It has a strong understanding of its local community and the importance of ongoing links and dialogue with it. The school has been developing global links through charity fundraising and the orphanage project in Kenya. It is looking at ways in which it can develop links with another school in this country to give pupils an additional perspective on their learning which is already aided by a good range of visits and visitors.

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 | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is good. Children make good progress. The rate of progress towards the Early Learning Goals has increased

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this year and has consolidated work on improving outcomes carried out by staff in the previous year. Children are very well settled. They enjoy their learning and feel safe and secure. They develop good attitudes to learning because they want to be involved and to contribute whenever they can. They make a good start to their education and enter Year 1 with knowledge, skills and understanding which are above those expected for their age. Provision is good with adults supporting learning and development well. Best practice is currently being shared across the Early Years Foundation Stage to ensure that the rate of progress continues to rise. Classrooms are stimulating and attractive with a newly created outside space being further developed to enrich learning. Teachers plan together well and share good practice to ensure that children are challenged through play. Activities are well matched to learning goals. Assessment is ongoing and records and profiles are good. There is a strong, effective focus on letters and sounds. The Early Years Foundation Stage is very well managed and modelled by the co-ordinator. There is a real emphasis on safety and care. A good partnership has been developed with parents and carers. Resources are very well used to meet children’s needs, resulting in high quality outcomes. Leaders and managers are committed to improvement.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| 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

An average proportion of parents and carers responded to the questionnaire. Parents are unanimous in agreeing that the school helps their child to have a healthy life style. The vast majority of parents and carers feel that their child enjoys school and that teaching is good at the school. They feel that their child is kept safe and that the school is led and managed effectively. They are happy with their child’s experience at the school. The very large majority are positive about all other aspects of the school’s provision. A very small minority feel that the school does not deal effectively with unacceptable behaviour. Inspectors found that behaviour in and around the school is good and that effective behaviour management systems are in place.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Butterwick Pinchbeck's Endowed 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 85 completed questionnaires by the end of the on-site inspection. In total, there are 260 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 62 | 73 | 21 | 25 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 60 | 71 | 24 | 28 | 1 | 1 | 0 | 0 |
| The school informs me about my child’s progress | 46 | 54 | 36 | 42 | 2 | 2 | 0 | 0 |
| My child is making enough progress at this school | 51 | 60 | 29 | 34 | 3 | 4 | 0 | 0 |
| The teaching is good at this school | 58 | 68 | 27 | 32 | 0 | 0 | 0 | 0 |
| The school helps me to support my child’s learning | 52 | 61 | 29 | 34 | 3 | 4 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 46 | 54 | 39 | 46 | 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) | 36 | 42 | 39 | 48 | 1 | 1 | 0 | 0 |
| The school meets my child’s particular needs | 52 | 61 | 26 | 31 | 3 | 4 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 43 | 51 | 32 | 38 | 5 | 6 | 0 | 0 |
| The school takes account of my suggestions and concerns | 44 | 52 | 36 | 42 | 1 | 1 | 0 | 0 |
| The school is led and managed effectively | 47 | 55 | 37 | 44 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child’s experience at this school | 59 | 69 | 24 | 28 | 2 | 2 | 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).

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"> ■ 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.



30 November 2011

Dear Pupils

Inspection of The Butterwick Pinchbeck's Endowed CofE Primary School, Butterwick, PE22 0HU

I am writing to thank you for the friendly welcome you gave us when we visited your school recently. We enjoyed meeting and talking to so many of you, sharing in your Christingle assembly and seeing the good work you are doing and the progress you are making.

These are some of the best things that we found about your school.

- Your behaviour is good. You look after each other and older pupils do a good job as prefects.
- Your headteacher is leading your school well and as a result it is improving.
- You are well taught and make good progress with your work.
- You feel confident because adults explain to you how to improve your work.

To help your school to improve, we have asked the school to make sure that:

- you have more opportunities to work independently and think about how you will best tackle your work.
- you explain why you chose an answer and how you reached your conclusion
- your teachers share their best ways of teaching you so everyone makes even better progress.

You can help your school to develop by always doing your best and neatest work, helping each other and contributing in class as much as you can.

Yours sincerely

Michael Sutherland-Harper
Lead inspector

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