

# Quadring Cowley & Brown's Primary School

## Inspection report

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<b>Unique reference number</b>	120552
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	380059
<b>Inspection dates</b>	24–25 April 2012
<b>Lead inspector</b>	Jane Melbourne HMI

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	85
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Iszaat
<b>Headteacher</b>	Nicola Wilkinson
<b>Date of previous school inspection</b>	8 February 2011
<b>School address</b>	Church End Donington Spalding PE11 4SQ
<b>Telephone number</b>	01775 820302
<b>Fax number</b>	01775 820302
<b>Email address</b>	enquiries@quadringcowleybrowns.lincs.sch.uk

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<b>Inspection date(s)</b>	24–25 April 2012
<b>Inspection number</b>	380059



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## Introduction

Inspection team

Jane Melbourne

Her Majesty's Inspector

This inspection was carried out with two days' notice. The inspector observed four teachers, visited five lessons and three sessions of phonics (sounds that letters make) and undertook a learning walk to assess pupils' engagement in lessons and standards of writing. A sample of children were heard read. Meetings were held with three members of the governing body, two senior advisers from the local authority, the headteacher, staff and groups of pupils. The inspector spoke with parents and carers as they brought their children into school. The work of the school was observed, including the school's self-evaluation, assessment information, lesson plans, pupils' work, school safety procedures and information logs, and responses to questionnaires from 46 parents and carers, 50 pupils and five members of staff. The inspector took account of the responses to the on-line Parent View survey in planning the inspection.

## Information about the school

This is a smaller-than-average sized primary school with a shared Nursery and Reception class. It serves the immediate and wider rural area. The majority of pupils are White British, with a small number from minority ethnic backgrounds and a few who are in the early stages of speaking English as an additional language. The proportion of pupils known to be eligible for free school meals is well below average. There are currently no pupils supported by school action plus or with a statement of special educational needs. All pupils are taught in mixed-age classes. The school meets the government's current floor standards which are the minimum standards expected by the government. The school was last inspected in February 2011 when it was judged to require a notice to improve. Since then, the number of pupils on roll has reduced, there has been a new class teacher for Year 3/4 pupils from September 2011, and six new governors have joined the governing body.

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

### Key findings

- This is a good school. It is not yet outstanding as the improved practices and rigorous analysis are relatively recent. The school still has work to do to drive up standards further in writing and to enable more able learners in Key Stage 1 to achieve the higher levels of which they are capable. However, school leaders and the governing body demonstrate a strong capacity for sustaining school improvement. As a result of increasingly strong leadership and teamwork, the school has made rapid progress against the areas for improvement identified in the inspection which took place in February 2011. In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.
- Accurate assessment has identified that the gaps in performance of different groups in the school are closing. The very large majority of pupils are making good progress and many are making accelerated progress. Consequently, there is a rising trend in attainment. While pupils' attainment is above that of most pupils nationally, there are not enough pupils achieving the higher levels in writing and mathematics at the end of Key Stage 1.
- The teaching in all key stages, including in the Early Years Foundation Stage, is mostly good or better. Reading and mathematics are both taught well. Competent leadership of teaching in core areas, including rigorous monitoring and staff development, is ensuring weaknesses are systematically being tackled and that writing remains a whole school focus. There remain some inconsistencies in writing and handwriting in non-literacy books and not enough pupils achieve the higher levels in writing.
- Pupils are extremely well behaved in lessons and around the school. There is a happy atmosphere and pupils are highly supportive of each other. They are respectful to adults and understand how to conduct themselves safely.
- Pupils' spiritual, moral, social and cultural development is a strength. It contributes effectively to building pupils' resilience and 'can do' attitudes to learning. Staff support pupils' wide-ranging needs well because they care about them as individuals. They have worked hard to develop further close links with

their families and the wider school community.

- The curriculum excites and enthuses pupils. There is a stimulating extended curriculum which includes a wide range of additional clubs and other special events.

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

- Maintain the focus on improving the quality of writing across the curriculum in all classes by:
  - having consistent expectations for writing in every curriculum area
  - continually reminding pupils of the conventions of writing until they are embedded
  - providing examples of good quality writing for pupils to emulate in every class.
- Monitor the achievement and progress of the higher attaining pupils more closely and put strategies in place to ensure they attain their academic best by:
  - ensuring those pupils who have already grasped concepts and learn best independently are set to task in lessons quickly
  - planning lessons to include activities which challenge pupils to use and apply their existing subject knowledge in a variety of ways.
- Further develop middle leaders and governance to ensure that the monitoring of all aspects of the school and its curriculum are equally robust and well established.

## **Main report**

### **Achievement of pupils**

Parents and carers say that pupils at this school are achieving well. Children typically join the school with skills and capabilities which are broadly in line with what is expected for their age, although there are some fluctuations due to small intakes. The current Reception children originally came into their nursery year with skills and understanding slightly below what is normally expected. They have made good progress overall and most children are now in line with where they should be as they near completion of their Reception year. Last year, the school identified some differences in the progress of boys' social and creative development and girls' language for communication and writing. The school has worked hard to develop these areas and with success. Activities have been chosen to appeal more specifically to boys or to encourage girls, and for aiding children's development in weaker areas. The quality of learning inside and outside is equally good, with resources children can choose and access independently. There is a range of stimulating role-play areas which effectively promote children's early use of number and emerging writing skills. The school has focused on improving the outdoor learning environment to aid achievement for those children who learn better when they are free to explore and

can be most active. This was witnessed during the inspection as learning outside was clearly popular with the boy-heavy cohort.

Attainment at the end of Key Stage 1 was broadly average in summer 2011 assessments. Last year's Year 2 cohort made particularly good progress from their starting points at the beginning of Key Stage 1 in reading, writing and mathematics. Pupils' performance in lessons and work in books show that the current Year 2 cohort are achieving similarly well, and making at least good progress in all areas, with particularly accelerated progress in reading. This was confirmed as the inspector watched a guided reading session and heard younger pupils read, working out unfamiliar words carefully using their knowledge of the sounds that letters make. With improved teaching and effective use of assessment data, there is greater consistency in pupils' learning and progress. Most Year 2 pupils are on track to gain what is expected for their age in writing and mathematics. However, there is sometimes insufficient challenge to enable more Year 2 pupils to achieve the higher levels. Pupils who require additional help are progressing similarly to all pupils. This is because their needs are accurately identified, work is well adapted to their needs and appropriate levels of support are given.

Attainment in English and mathematics was well above average in summer 2011 tests for Year 6 pupils. Higher attaining pupils in Key Stage 2 have made consistently good progress over the past three years. The very large majority of the current Year 6 cohort have made accelerated progress in Key Stage 2 with particularly rapid progress this year. Most Year 6 pupils are on track to achieve the expected levels in both reading, writing and mathematics.

### **Quality of teaching**

The quality of teaching is now good across the school, including in the Early Years Foundation Stage. This is an improvement since the last inspection when there were fluctuations in pupils' learning. Parents and carers responding to questionnaires believe the teaching to be good, which is also confirmed by the pupils. Staff regularly check pupils' progress and learning throughout the lessons. Pupils know the progress they are making as they regularly assess their own progress against their targets, which they were keen to explain to the inspector. Exciting themes and enthusiastic delivery by staff stimulate pupils' desire to explore ideas and write. For example, Year 5 and 6 pupils were observed trying to predict what was going to happen in a quest adventure and the Year 3 and 4 pupils explored the unknown as they tried on rubber gloves filled with different substances! Staff consider all aspects of pupils' spiritual, moral, social and cultural development very well through their teaching. Detailed planning and their positive evaluation of pupils' responses and progress in these areas reflect this.

The school has had a real drive on improving pupils' writing, and their handwriting, which is a weaker area across the whole school. Where there are examples of good quality writing displayed, pupils refer to these and say they find these helpful. There remains some variation in the extent to which teachers reinforce expectations for writing and presentation across all subject areas, and not simply in literacy. Reading is taught consistently well across the school, including in the Early Years Foundation

Stage. This is reinforced by strong teaching in phonics and pupils using their awareness of the sounds that letters make well as they work out unfamiliar words within the text.

There is regular outstanding teaching in Key Stage 2 which is worthy of sharing. In these lessons, there is a real buzz of excitement and time passes quickly as the pupils are so absorbed in what they are doing and having fun. The inspector observed pupils thinking well and working out a practical mathematical challenge, using and applying their existing knowledge and skills. Across the school, planning is well focused and based on pupils' next steps in learning, which are drawn from observations and ongoing assessment. The planning ensures that objectives are sufficiently challenging and that tasks are mostly appropriately adapted for the broad range of pupils' needs. The school endeavours to meet the needs of those pupils who are very quick to learn, although these pupils are not monitored as closely as those who are at risk of falling behind. The school is continually developing ways in which the most able pupils can use and apply their existing skills in a wider range of learning challenges. Homework links purposefully to work in school and effectively contributes to pupils' learning. Work is thoroughly marked and verbal feedback is also regularly given to pupils. Consequently, pupils understand what they must do to improve.

Targeted support and a range of interventions ensure that individual needs are met, including for those pupils who speak English as an additional language or any who are identified as needing further help with their learning.

### **Behaviour and safety of pupils**

Pupils' behaviour is outstanding. This is recognised by parents and carers. It can be attributed to the school's effective planning for pupils' spiritual, moral, social and cultural development, staff's very high expectations for behaviour and the atmosphere of mutual respect that pervades the school. Assemblies often reinforce a positive 'can do' attitude and reflection on an acceptable moral code. Pupils helped to write the school rules themselves and so, they explained, they are signed up to keeping them. Behaviour is well managed across the school. Lessons are interesting and pupils are engaged in their learning, so misbehaviour is extremely rare. There are very few incidences of bullying, such as name-calling or cyber-bullying, although any very rare occurrences are handled swiftly and appropriately, encouraging the pupils to reflect on the impact of any unkind actions. Pupils who find behaving well more challenging are very well supported to learn how to be a part of the school community. Pupils willingly take on responsibilities around the school. They understand how to keep themselves safe, having taken part in courses such as 'Heartstart' or on internet safety. Pupils say they feel safe in school and parents and carers unanimously agree. This is because of the attention afforded to pupils' safety and the strong feeling that staff care a great deal about each of them. The school has worked hard to improve attendance, which is currently above average.

### **Leadership and management**

There have been significant improvements in leadership and management since the

last inspection. The school has accurately evaluated itself and correctly set priorities for its work. Staff and the governing body are monitoring the school more closely and working together more effectively, which has increased the school's capacity to improve. There are more rigorous systems in place for tracking pupils' achievement and progress, which are becoming embedded. Performance management and continuing professional development are linked to pupils' progress and areas for school improvement. This has had a positive impact on the school's rapid progress and the reduction in inconsistencies across the school. However, the governing body, in recently reassigning roles and responsibilities, has not challenged the school in all areas of statutory responsibility equally rigorously. For example, some outdated policies have been updated, but procedures have not been changed long enough for the governing body to demonstrate that these are also being effectively monitored.

The governing body is becoming increasingly effective. It is now more focused on attainment and pupils' progress, as well as on whole school improvement. Further training and good quality support from the local authority have ensured that members are clearer about their roles and responsibilities. New expertise provided by the new members has strengthened their collective knowledge. The governing body ensures that pupils' health and safety, including arrangements for safeguarding, are given priority and that there are equal opportunities for all pupils, including any whose circumstances may make them more vulnerable or who require more support to succeed. The school also tackles potential discrimination effectively by ensuring that all pupils are valued and that there is an ethos of respecting others.

The school has worked effectively to engage with parents and carers, which was a point for improvement at the last inspection. The parents' and carers' improved satisfaction with the school is demonstrated in their favourable responses to the inspection questionnaire. Parents and carers praise the way in which the school meets their children's individual learning and medical needs, and the way in which the school involves them. Pupils share fond memories of their families supporting events such as the summer sports evening or the occasion of stargazing together! Such activities form part of the pupils' wider curriculum, and in particular to developing their spiritual, moral, social and cultural development. The curriculum is wide ranging, particularly for a small school. Staff, parents and carers, and volunteers run a host of different clubs to appeal to all interests. Chess, cooking and gardening are all catered for. The pupils excel in many areas, including in competitive sports, for which they have achieved many awards.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



26 April 2012

Dear Pupils

### **Inspection of Quadring Cowley & Brown's Primary School, Spalding, PE11 4SQ**

Thank you for all the help that you gave me during your school's recent inspection. I understand why all of you enjoy coming to school and why you feel so safe and well cared for. I support the view of your parents and carers who believe that this is now a good school and worthy of recommendation to others. As you know, just over a year ago, your school was given a Notice to improve. I am pleased to say that because of the teamwork between staff and the governing body, and the continued support of your families, the school has made rapid progress against the areas which required improvement. Everyone concerned has worked really hard to turn the school around and it no longer requires significant improvement.

Teachers have been committed to ensuring all lessons are as good as the best in the school. Some lessons I saw definitely had the 'wow' factor and I can see why you are all learning so well. Those of you who need extra help are receiving good levels of support both in lessons and in the Woodlands room. Children in the Orchard Class are getting off to a good start because of the wide range of interesting activities to choose from in the classroom and outside. The school has really focused well on developing your reading, writing and number skills. Those of you who are in Year 6 are all on track to achieve the levels expected nationally, which shows that you have made good progress over your time at the school. Your behaviour in lessons and around the school, including in the playground, is outstanding. I was particularly impressed by the way in which you very kindly help each other. The whole school feels like one big happy family!

To make sure your school continues to improve, I have asked it now to:

- continue to help you improve your writing skills, including your handwriting and presentation
- help those of you who are quick to learn, especially those of you in Key Stage 1, to achieve more
- develop the roles of curriculum leaders and governors further.

I wish each and every one of you much success in the future. Remember to keep your positive attitudes and respect for others and this will serve you all well.

Yours sincerely

Jane Melbourne  
Her Majesty's Inspector

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