

Toynton All Saints Primary School

Main Road, Toynton All Saints, Spilsby, PE23 5AQ

Inspection dates 11–12 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well and make good progress; attainment in both reading and writing by the time pupils leave is above the national average.
- Children make a good start to school in the Early Years Foundation Stage and enjoy the exciting range of activities provided.
- The good teaching means that pupils enjoy lessons and learn at a fast pace in every class.
- Teachers use technology such as computers and interactive whiteboards effectively to motivate pupils and help them tackle demanding work.
- Pupils enjoy being part of a small school because of the 'family atmosphere'. They feel safe and free from any form of bullying.
- Leaders are ambitious for the school. They are skilled at identifying where improvements need to be made and rectifying weaknesses.
- Rigorous systems to check on the quality of teaching and learning ensure that teachers know what they do well and how to improve.
- The governing body supports the school well and gains a thorough knowledge of the school through regular, well-planned visits.

It is not yet an outstanding school because

- Pupils' progress in mathematics at Key Stage 2 is slower than in English.
- Some pupils find it hard to calculate quickly in their head, and this affects their attainment in mathematics.
- A very small minority of pupils do not settle to their work quickly enough at the start of lessons.

Information about this inspection

- The inspector observed eight lessons, of which one was a joint observation with a senior leader. The inspector also made a number of brief visits to lessons.
- Meetings were held with pupils, senior and middle leaders, members of the Governing Body, and a representative of the local authority.
- The inspector took account of the eight responses to the online questionnaire (Parent View) at the time of the inspection.
- He observed the school's work and looked at a number of documents, including the school's own information on pupils' progress, planning and monitoring files, behaviour records and documents relating to safeguarding.

Inspection team

Terry Elston, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller-than-average-sized primary school.
- An above-average proportion of the pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- None of the pupils speaks English as an additional language.
- The proportion of disabled pupils and those who have special educational needs, including those supported at school action and school action plus or with a statement of special educational needs, is above average.
- The school meets the government's current floor standard, which is the minimum expected for pupils' attainment and progress.

What does the school need to do to improve further?

- By July 2013, ensure achievement in mathematics is as good as in English at Key Stage 2 by:
 - giving pupils regular opportunities to develop their skills in mental calculation
 - ensuring that the tasks set for lower attaining pupils are challenging and achievable
 - providing training that ensures all teachers have the skills to teach mathematics well
 - giving teachers opportunities to learn from the best practice in school
 - providing more opportunities for pupils to use their number skills in all subjects.
- Improve the behaviour of a small minority of pupils by:
 - ensuring all teachers implement the school's behaviour policy and that lessons consistently get off to a brisk and purposeful start.

Inspection judgements

The achievement of pupils is good

- Children in the Early Years Foundation Stage children achieve well from starting points that are below those typical of their ages. They quickly learn to choose activities for themselves, persevere well and make particularly good progress in their speaking and reading skills because of the strong focus on language in all activities.
- At Key Stage 1, pupils make good progress and their attainment is average in reading, writing and mathematics by the end of Year 2. They achieve well in their reading as they quickly learn how to build sounds into words.
- At Key Stage 2, pupils maintain this good progress and attainment is above average in reading and writing by the end of Year 6 and average in mathematics. Disruptions in staffing in the past meant that the rate of progress has sometimes faltered, but it is now good in all year groups.
- Pupils read fluently and with good expression. They improve their skills with extensive reading in all subjects and enjoy using the internet to research topics such as how to organise a camping trip.
- Pupils' writing is full of expression because they are motivated by tasks such as producing lively 'newspaper reports' and designing their own web pages.
- In mathematics, pupils make satisfactory progress, but sometimes their weaker calculation skills let them down.
- Disabled pupils and those who have special educational needs make good progress. Those with reading difficulties do particularly well because teachers and teaching assistants give them the skills and confidence to tackle unfamiliar words.
- Pupils eligible for additional funding through the Pupil Premium make good progress. The school uses the designated funds well to support these pupils, including individual learning sessions and booster sessions in English and mathematics.

The quality of teaching is good

- Teachers generally ensure lessons move at a fast pace and this helps maintain pupils' interest. Starter sessions are followed by good opportunities for pupils to work individually or in groups.
- More-able pupils are provided with challenging work that requires them to organise their own learning and find things out for themselves. They thrive on this and some in Years 5 and 6 attain very high standards.
- Teachers use their detailed knowledge of pupils' skills to plan lessons and build on their prior learning. They make sure that pupils are clear what they are going to learn in the lessons and regularly remind the pupils of this.
- Mostly, teachers manage behaviour well with clear rules about how pupils should act.

Occasionally, however, teachers are inconsistent in their application of the behaviour policy and this slows down learning.

- The teaching of reading skills is very effective. Pupils are taught from an early age how to tackle unfamiliar words and this gives them confidence to read challenging texts. Pupils read widely and enjoy many opportunities to research their topics using the well-stocked library and the internet.
- In mathematics, teachers provide many good opportunities for pupils to explore shapes and conduct investigations but sometimes pay too little attention to improving pupils' skills in mental calculations. In the lower ability groups, the tasks for lower attaining pupils are not always planned well enough to ensure they make good progress.
- The teaching of disabled pupils and those who have special educational needs is good, and these pupils achieve well. In lessons, the teachers make sure they have every opportunity to ask and answer questions and this improves their confidence.

The behaviour and safety of pupils are good

- Pupils enjoy being part of a very small school, arrive punctually and attendance rates are high. The school works effectively with parents and carers to emphasise the importance of regular attendance, and absence rates are falling year by year.
- Pupils show a very good awareness of all forms of bullying and know that adults handle any instances of aggressive behaviour well. They are courteous and treat adults and one another with respect.
- Pupils develop a good awareness of potentially unsafe situations and speak knowledgeably about the dangers of unsupervised use of the internet.
- Pupils take responsibility well and enjoy representing the views of others as members of the school council.
- Pupils show a pride in their school and value highly opportunities to explore the 'Wild at Heart' outside area.
- Children in the Early Years Foundation Stage learn the rules for good behaviour quickly and show maturity as they choose activities for themselves. They persevere well with their tasks and cooperate well with one another.
- Behaviour is not outstanding because a very small minority of pupils takes too long to settle to their work at the start of lessons. Despite being told the rules about not calling out some continue to do so.

The leadership and management are good

- The headteacher is highly respected by all members of the school community for the way she has led improvements at a sensible pace. Expectations are high and there is a very good sense of teamwork.

- The school has made good improvements since the last inspection, particularly in the quality of teaching and pupils' attainment. The leaders' accurate self-evaluation and action to rectify weaknesses show that the school has the capacity to continue this improvement.
- The very good systems to evaluate the quality of teaching and learning provide teachers and teaching assistants with clear guidance on how to raise attainment. Support for newly qualified teachers is good, both from the headteacher and fellow teachers, and they speak highly of the way this has helped them improve their teaching. Annual reviews of teachers' performance arising from these observations are rigorous and provide challenging targets for their development.
- The school resolutely combats discrimination of any kind and works hard to ensure all pupils have the same opportunity to succeed.
- The school makes good use of local schools to provide cost-effective training and opportunities to learn from each other's best practice.
- Safeguarding systems are robust and meet all requirements. These are reviewed regularly and valued highly by pupils as well as parents and carers.
- Teaching programmes provide a balanced range of interesting activities that help to make learning fun. The recent additional focus on improving pupils' literacy skills has proved effective, particularly in the way pupils use their reading and writing in all subjects. However, this is less often the case in mathematics, and the school has rightly identified the need to include number work in the topics covered in other subjects.
- The school provides much to encourage pupils to reflect on issues such as the wonders of nature and the impact humans have on the environment. Children in the Early Years Foundation Stage gain a good awareness of their personal qualities through activities such as considering 'Why I'm special'.
- The leaders have introduced a behaviour policy that sets out clearly what adults should expect from pupils. This is not yet fully embedded, and there are few reminders in classrooms or around the school about the school's expectations.
- The school makes good use of the expertise from the local authority to improve teaching and learning. For example, the headteacher has benefited from joint lesson observations with its advisers and there has been effective support given to the Early Years Foundation Stage team.
- **The governance of the school:**
 - has a thorough awareness of the school's strengths and weaknesses gained through governors' regular visits and observations of lessons. Governors challenge the leaders well and take a full part in school improvement.
 - works well with the local authority to structure governors' visits, making good use of its clear guidance on how the governing body can gain evidence about the school's effectiveness.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120483
Local authority	Lincolnshire
Inspection number	401941

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	51
Appropriate authority	The governing body
Chair	Ian Steltner
Headteacher	Lesley Coulthurst
Date of previous school inspection	12 May 2010
Telephone number	01790 752242
Fax number	01790 755653
Email address	enquiries@toynton-all-saints.lincs.sch.uk

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