

The Colsterworth Church of England Primary School

Back Lane, Colsterworth, Grantham, NG33 5NJ

Inspection dates

14–15 May 2013

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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most pupils are achieving well.
- Children in Reception have a successful start to their school life and make good progress.
- Pupils achieve well through Years 1 to 6 and attainment by the end of Year 6 was ahead of national results in 2012.
- Pupils benefit from good teaching and there are examples of outstanding practice.
- Teachers and teaching assistants convey clear expectations of learning and establish very positive relationships with pupils.
- In most lessons, teachers set demanding tasks which are well suited to pupils' abilities.
- Pupils are enthusiastic and keen learners.
- Behaviour is excellent in the classroom and around the school.
- In some lessons, pupils show exemplary attitudes and behaviour.
- Pupils feel safe and well cared for by staff.
- An established headteacher provides good leadership and educational direction.
- All key leaders contribute well to improving teaching and raising achievement.
- Governance has improved since the previous inspection and provides effective challenge and support.

It is not yet an outstanding school because

- Sometimes, learning tasks are directed so closely by the teacher that opportunities are missed for pupils to plan and organise their own work.
- Occasionally, teachers do not set work that is hard enough for some pupils so learning does not move on quickly enough in those lessons.
- Some pupils do not develop their basic number skills quickly enough.

Information about this inspection

- The inspector visited ten lessons and was accompanied by the headteacher during nine of these observations.
- The inspector observed morning playtime, lunch breaks and attended two assemblies.
- Meetings were held with all the Year 6 pupils and many other pupils were spoken to during lessons and break times. The inspector had telephone discussions with the Chair of the Governing Body and a representative of the local authority.
- The inspector held meetings with school staff, including senior leaders.
- The inspector took account of 39 parents' and carers responses to the online questionnaire (Parent View). The inspector also spoke informally with a number of parents and carers as they brought their children to school, in addition to one view given in a letter, and the findings from a recent survey carried out by the school.
- The inspector observed the school's work, and looked at a number of documents, including: the school's own data of pupils' progress, school development planning and monitoring documentation, records relating to behaviour, attendance and safeguarding information.

Inspection team

Andrew Stafford, Lead inspector

Additional Inspector

Full report

Information about this school

- This primary school is of below-average size.
- The vast majority of pupils attending the school are of White British heritage, and all pupils speak English as their first language.
- The proportion of disabled pupils and those with special educational needs supported through school action is above the national average. The proportion supported through school action plus or with a statement of special educational needs is also above average.
- An average proportion of the pupils are eligible for the pupil premium, which provides additional funding for pupils in local authority care, those known to be eligible for free school meals and those with a parent in the armed services.
- A small proportion of pupils leave or join the school at a time other than the usual.
- The Early Years Foundation Stage is one Reception class. Other pupils are taught in mixed Years 1 and 2, Years 3 and 4 and Years 5 and 6 classes.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.
- The school has a breakfast and an after-school club both of which are managed by the governing body.
- The school works in partnership with other local village schools and liaises with the secondary schools to which pupils transfer.
- The acting deputy headteacher took up the appointment in March 2013.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching and ensure that all teaching is at least good by making sure that:
 - staff develop greater independence in pupils and increase the opportunities for them to take greater responsibility for managing their own learning
 - teachers' expectations of what pupils can achieve are always high, and provide pupils with work at a level of difficulty that is closely matched to their abilities
 - learning in all lessons always moves on at a good pace.
- Make pupils' number skills more secure and quicken the progress of the minority of pupils who find mathematics difficult, by focusing more specifically on basic number facts, particularly for less-able pupils.

Inspection judgements

The achievement of pupils

is good

- Children enter the Reception class with knowledge and skills that vary year on year because year groups are small, but attainment is broadly in line with that typical for their age. A few children have communication and language skills below those expected. All pupils make good progress across the areas of learning because of good teaching and the exciting range of activities provided.
- In a Reception lesson seen during the inspection, children made impressive progress in investigating pushes, pulls and movement with different brushes. They explored rainbows painted with vibrant colours and produced large swirls to represent the water under Noah's Ark. In physical development, children worked well in pairs and groups placing plastic guttering in rows to get water to run down. This generated great excitement as they added powder colour, watched the colour changes and collected samples in bottles.
- Most pupils in Key Stages 1 and 2 make good progress and, by the end of Year 6, attainment is above average in reading, writing and mathematics.
- Pupils who join the school in Reception and remain until Year 6 tend to reach higher standards than those who are only at the school for a short while. Nevertheless, new arrivals make good progress because they receive effective teaching and well-targeted support.
- Disabled pupils and those who have special educational needs generally make similar progress to their peers. Their successful learning is reflected in the pupils' English and mathematics skills, which are above those of similar pupils nationally by the time they leave the school.
- There were not enough pupils known to be eligible for the pupil premium in 2012 to comment on their attainment. Few of these pupils were in the school for all their primary years, but the school's data show that the attainment gap between those individuals eligible for the pupil premium and other pupils is narrowing.
- The more-able pupils usually make good progress because they are set challenging and demanding activities. However, opportunities are missed for pupils to take greater responsibility for managing their own learning or using their initiative about the direction learning might take from the task set.
- In reading, pupils benefit from the good teaching of reading skills and the wide range of attractive books on offer and achieve well. They read at home independently or with members of the family. Good reading habits are well established and the 2012 phonics check in Year 1 to show how well pupils linked sounds and letters showed that pupils skills were founded on secure understanding.
- Since the previous inspection, the school has improved pupils' writing. They write for different purposes and in different styles. Their writing is often interesting and imaginative. Grammar, punctuation and spelling are developing well.
- Pupils' number skills are improving and they apply their numeracy skills well to new situations. For example, pupils in a Year 5 and 6 lesson were actively engaged in calculating percentage discounts in situations found in everyday life. The more-able pupils confidently moved to more difficult calculations. Pupils say they really enjoy these calculations and that it helps to develop

their awareness of using and applying their knowledge. However, some less-able pupils' grasp of basic number facts is not as strong as it should be – for example, many struggle to convert percentages to fractions of the whole.

The quality of teaching

is good

- The good teaching and effective support from teaching assistants contribute well to pupils' good achievement. Teachers plan interesting activities, and as a result, pupils are usually challenged well and make good gains in acquiring knowledge and deepening their understanding.
- There are examples of outstanding practice. Outstanding teaching inspired and motivated pupils because of the teachers' enthusiasm and strong subject expertise. Pupils responded well to the high expectations conveyed and rose to the challenge of the interesting tasks provided. The pupils were highly productive and they made rapid gains in their learning.
- Teachers successfully promote pupils' spiritual, moral, social and cultural development. They create a positive classroom atmosphere for pupils to learn and establish strong relationships.
- In the Reception class, children are provided with an interesting range of activities inside and outside the classroom. There are plenty of opportunities for children to explore, be creative and learn independently. Adults provide good-quality teaching and guidance.
- Teachers generally ensure that lessons have a clear purpose so pupils understand what they are expected to learn. Where teaching is less effective, teachers do not provide work that enables all pupils to learn rapidly. This is because teachers do not always set work that is hard enough for pupils of varying abilities. In these situations, teachers' expectations of what the pupils can achieve are not high enough. Where work is not hard enough progress slows. The ability of some pupils to solve problems in mathematics is reduced by weaknesses in recalling number facts and these weaknesses are not given high enough priority in some classes.
- Essential reading skills are taught effectively through a well-structured programme. The recently implemented new scheme for the teaching of reading and writing is working well and has been enthusiastically received by pupils. Teachers and support staff have benefited from good training in this area.
- Teaching assistants are well deployed and make a valuable contribution to pupils' learning, particularly for those who need additional help with early language skills and literacy.
- In some lessons, including in English and science, teachers provide too much support or do not give pupils enough time to be independent. This restriction slows the pace of learning. When this happens, opportunities are missed for pupils to plan and organise their own learning. Pupils are rarely asked to dictate the pace of learning for themselves, for example, by being able to choose more difficult tasks at an earlier stage in the lesson rather than having to complete the work set first.
- Occasionally, pupils' learning does not proceed at a brisk enough rate. This can happen when teachers' introductions to what is to be learned are too long and when the pupils are not actively involved in their learning.
- The marking of pupils' work is constructive and helpful. Good work is acknowledged and comments effectively guide improvement.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour throughout the inspection was exemplary. School records and discussions with parents, staff, governors and pupils all confirm that outstanding behaviour is the norm.
- Staff and pupils share excellent relationships that support pupils' strong attitudes and enjoyment in learning. Pupils are respectful and attentive, work very hard and willingly share ideas to help each other, a significant reason for their good achievement. During the lunch break older pupils act as the 'Pinny Patrol' for example, to help the younger children in following the routines. Pupils are invariably cooperative and show consideration and respect for others.
- Pupils have a good understanding of the nature of all forms of bullying and understand that words can hurt as much as physical acts. They say that there is no bullying in the school, 'only occasional silly behaviour', that is dealt with swiftly by staff. School records show that there have been no exclusions for over three years. Consequently, pupils also say that they feel very safe at school, 'because all adults at the school get along together and are kind and friendly towards us'.
- Pupils on the school council and others when acting as monitors fulfil their responsibilities diligently. Pupils also make very good contributions to the life of the school by raising funds for Children in Need and for the charity that supports one of their classmates.
- Pupils come to school eagerly each day knowing that teachers and their parents work closely together and that parents' contributions to the education of their children will be valued by the school. More and more parents are enrolling their children at the school. Attendance is at above-average levels and no pupil is persistently absent.
- The school provides very good opportunities for pupils to develop their social skills in a safe and stimulating environment, both at the beginning and end of the school day with breakfast and after-school clubs.

The leadership and management are good

- The headteacher provides good leadership and educational direction for the school. With her staff, she has created a positive and purposeful school environment in which pupils can learn and develop. Several people, particularly parents, commented on the school's positive, welcoming and supportive set of values, attitudes and beliefs.
- Teamwork among the staff is strong, as reflected in the staff questionnaires. Leaders and staff work well together in promoting good achievement, successful teaching, and outstanding behaviour and safety. The school's strenuous efforts successfully ensure pupils' good attendance.
- The school's work is systematically and thoroughly checked. As a result, key leaders and governors have an accurate overview of the school's strengths and where areas need improvement.
- Key leaders, including the acting deputy headteacher and leaders of English, mathematics, Early Years Foundation Stage and special educational needs, all play an effective role in checking performance and improving their areas of responsibility.

- The local authority has an accurate view of the school's performance and provides good support. For example, the local authority mathematics team recently carried out a review of achievement and teaching in mathematics to support the school's improvement drive. As a result of this work, teaching has improved and learning in mathematics is accelerating.
- Good emphasis is placed on developing teaching. Senior leaders observe classroom practice and provide constructive feedback to teachers. There are effective procedures for the appraisal of teachers' performance and development of staff. Targets set to help staff improve their practice are well linked to pupils' progress and to the school's improvement priorities.
- The school has established links with local schools, which lead to joint-training sessions, for example, for subject coordinators, and a Bible project for pupils. Local schools have shared expertise and pupils have benefited from language workshops and sports coaching. Links with an international charity lead to experiences that broaden pupils' awareness of cultural diversity.
- An interesting range of subjects and topics are provided to promote good achievement and enjoyment for pupils. Art, music and information and communication technology are strengths in the school's curriculum. A variety of additional clubs and visits enrich pupils' learning opportunities.
- All pupils have complete access to the activities provided and the staff strive to ensure that different groups of pupils do as well as they can. There is a firm commitment to equal opportunities and discrimination is not tolerated.
- Pupil premium funding has been properly planned and allocated. Additional support and new learning resources have been provided to help eligible pupils who are at risk of falling behind in literacy and numeracy.
- The response to Parent View, the school's own survey and discussions with parents indicate that the vast majority are right to be pleased with the care and education provided for their children. Parents are particularly pleased with the support that is shown to families experiencing difficulties.
- **The governance of the school:**
 - Governance has improved since the previous inspection. Members of the governing body possess a wide range of expertise and skills, and these are effectively used to benefit the school. Governors have a good understanding of the school's performance and the community it serves. They have a clear overview of pupils' attainment and progress, and how these compare to schools nationally. Governors also have an accurate view of the quality of teaching. This good knowledge of the school enables them to challenge senior leaders and hold the school to account for its performance. Governors understand recent requirements relating to the management of staff performance and ensure that pay and promotion are linked to the progress that pupils make. They check how well the pupil premium funding is spent and the impact the actions have on pupils' achievement. Governors attend a range of appropriate training to increase their effectiveness. They ensure that all safeguarding procedures meet requirements.

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	120545
Local authority	Lincolnshire
Inspection number	401948

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	123
Appropriate authority	The governing body
Chair	Stuart Winn
Headteacher	Lesley Tapsell
Date of previous school inspection	May 2010
Telephone number	01476 860569
Fax number	01476 860569
Email address	enquiries@colsterworth.lincs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

