

Brown's Church of England Primary School, Horbling

Sandygate Lane, Horbling, Sleaford, NG34 0PL

Inspection dates 13 March 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- From starting points that vary from year to year, children make good progress in the Nursery and Reception classes because they are taught well.
- Pupils make good progress from their starting points in Key Stages 1 and 2. They attain average standards by the time they leave the school.
- Teaching is never less than good.
- Relationships between staff and pupils are very strong. Pupils know they are valued and appreciate the support they receive from teachers and teaching assistants.
- Pupils are extremely polite and considerate, and they feel safe and happy in school. Their behaviour and attitudes to learning are good, and this helps them make more progress.
- Pupils are provided with many memorable learning experiences through a broad and exciting range of subjects.
- Most parents are very pleased with the school and know that their children are safe, happy and well looked after.
- The headteacher and the governing body direct the school's work very well. They have had the full support of all staff in raising achievement through better teaching.
- Other leaders contribute well to improvements in the quality of teaching and pupils' achievement.
- Governors know the strengths and weaknesses of the school well and hold leaders to account for the school's performance.

It is not yet an outstanding school because

- Teachers do not always insist that pupils respond to their marking. They do not always provide additional harder work to help pupils make more progress.
- Teachers do not routinely make sure that teaching assistants are always supporting pupils' learning.
- Teachers do not insist that pupils present their handwriting and work in the neatest possible way.
- Teachers have not made sure that pupils always make the best possible progress.

Information about this inspection

- Inspectors visited 10 lessons taught by five teachers or teaching assistants. Four of these lessons were seen together with the headteacher.
- Samples of pupils' written work were analysed. Inspectors listened to some pupils from Years 1 and 2 reading.
- Meetings were held with school staff, a group of pupils, four governors and an education adviser from the local authority.
- Inspectors took account of the 22 responses to the online questionnaire (Parent View) and the eight questionnaires completed by staff. They also spoke to several parents informally at the start of the school day.
- Inspectors looked at a range of evidence including: the work in pupils' books; monitoring records; the school's own data on pupils' progress; records of meetings of the governing body; and policies, procedures and records relating to safeguarding, behaviour and attendance.

Inspection team

David Herd, Lead inspector

Additional Inspector

Marian Driver

Additional Inspector

Full report

Information about this school

- Brown's is much smaller than the average-sized primary school.
- All pupils are from White British backgrounds.
- An above-average proportion of pupils are supported by the pupil premium, which provides extra funding to help certain groups. In this school, it applies to pupils known to be eligible for free school meals and pupils who have a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported at the school action stage is above average. The proportion supported at school action plus or who have statements of special educational needs is also above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching and the impact that it has on raising pupils' achievement by ensuring that teachers:
 - in their marking and feedback, give pupils additional harder work and also make sure that pupils always respond to their suggestions for improvement
 - make sure that teaching assistants are always fully involved in supporting pupils' learning
 - insist that pupils present their work and their handwriting in the neatest possible way
 - make sure that pupils always make the best possible progress over time.

Inspection judgements

The achievement of pupils is good

- Children enter the school with skills that are broadly typical for their age, though this does vary from year to year. They make good progress in the Nursery and Reception classes in all areas of learning. Children's attainment is typically average at the end of the Reception Year.
- Small year groups mean that there can be more variation in the overall attainment year on year than in larger schools.
- At the end of Key Stage 1, pupils' attainment is average in reading, writing and mathematics. Reliable school data show that pupils in Key Stage 1 make good progress.
- Good progress continues in Key Stage 2. In 2013, pupils' attainment in reading, writing and mathematics was broadly average at the end of Year 6. Reliable school data point to strong improvement in 2014.
- The national test results at the end of Year 6 in 2012 show that most pupils made expected progress in reading, writing and mathematics, with some going on to make more than expected progress. In 2013, fewer pupils made expected and more than expected progress. However, pupils' work and reliable school data show that large proportions of pupils will make good progress in 2014.
- Pupils enjoy reading a wide range of fiction and non-fiction books. They use their phonics (linking letters and sounds) skills very well to work out what unfamiliar words say, and show a good understanding of what they are reading. As they develop their reading skills, they read with increasing understanding.
- Pupils generally make good progress in their writing. Older pupils write interesting descriptions of fictional settings based on what they can hear and see. However, sometimes, pupils do not go on to make good or better progress because teachers do not insist that their work and handwriting are presented in the neatest possible way.
- Achievement in mathematics is good because pupils learn to calculate accurately and then apply their skills when solving problems. For example, in Years 5 and 6, pupils had the confidence to solve algebraic problems using their knowledge of number.
- More-able pupils make good progress in reading, writing and mathematics because their work is carefully chosen to make them think hard.
- Pupils who receive additional support from the pupil premium funding make the same good progress as other pupils in the school. In reading and writing their attainment in Year 6 was close to that of other pupils in 2013 and in mathematics was one term behind. The gap had closed significantly since the previous year.
- Disabled pupils and those who have special educational needs make good progress. This is because their needs are identified early and they are given work at the right level of difficulty in their class. They are also provided with one-to-one or small-group teaching to help them catch up. Their progress is checked closely and further support provided if necessary.

The quality of teaching is good

- Pupils develop very good relationships with their teachers and teaching assistants. They appreciate the effective support and guidance provided by adults. Staff are extremely supportive of the school and want to do their best for the pupils.
- Teachers have good subject knowledge and inform pupils what they will learn during lessons. They assess pupils' attainment accurately and use this information to plan learning that is effectively matched to pupils' abilities, so all make good progress. Teachers and teaching assistants use questions well to check pupils' understanding in lessons.
- Teaching in the Nursery and in the Reception classes is good. Children have familiar routines and learn to find the total of two single digit numbers. They are given opportunities to develop their mathematics skills, for example, by playing number games and exploring their environment.
- The teaching of reading and phonics is good. Phonics sessions make sure that pupils learn early reading skills. Features of these sessions are teachers' good subject knowledge and their clear instructions. A reading lesson observed during the inspection provided pupils with good guidance through a discussion of 'tricky' words that they might encounter when reading. This ensured that they made good progress in the development of their reading skills.
- The teaching of writing is good. The teaching in Years 5 and 6, where the teachers help pupils describe settings in paragraphs using a well-developed vocabulary, leads to pupils making good progress. In previous years, teachers have not always made sure that all pupils make expected progress or better.
- The teaching of mathematics is good. Teachers use assessment information effectively to design the lessons, making sure that work is hard enough to ensure that pupils make good progress. Teachers have good subject knowledge and show pupils just what they need to do, using good quality examples.
- Disabled pupils and those who have special educational needs are taught well. Teachers and teaching assistants take time to consider the learning needs of each individual pupil and design programmes to match their ability levels. The teaching of 'catch-up programmes' in English and mathematics is effective and brings about good progress.
- Pupils' work in English and mathematics is marked well. Teachers regularly note what the pupils have done well and what needs to be improved. However, teachers are not consistent in insisting that pupils respond to their marking by correcting and improving their work. Neither do they always provide pupils with additional challenges to help pupils make even more progress.
- Pupils benefit from targets that are set by their teachers and reviewed regularly. These contribute to the good progress pupils usually make.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Older pupils are keen to learn in lessons. They participate well, and work on their own or with others without fuss, maintaining their effort, concentration and enthusiasm. This is because most lessons are interesting and engaging. Lessons are very rarely disrupted by bad behaviour.
- Younger pupils pay attention and maintain their concentration too, especially when their lessons

are interesting. However, sometimes, they lose focus. Pupils demonstrate lots of enthusiasm in their learning and enjoy using their language and communication skills. They work together well, developing good social skills.

- Behaviour at lunchtime and break times, around the school and on the playground, is good. Pupils are polite and have good manners. Behaviour is managed well by all staff, and this contributes to effective learning in lessons. Pupils and staff agree that pupils' behaviour is good. At lunchtime, pupils develop social skills and join in with the activities that are available.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe in school. They have a good understanding of what constitutes an unsafe situation, and are aware of the importance of being safe on the internet. The school helps pupils with their understanding of how to stay safe near roads, rail and water.
- Pupils are aware of bullying and say that it does happen sometimes. They know who they would go to if there were any concerns and say that, if there are any incidents, they are dealt with effectively by the school staff. The school has recorded very few bullying or racist incidents in recent years. Pupils' use of language that others might find offensive is rare.
- Most parents are, rightly, extremely positive about pupils' behaviour and their safety. They say that their children feel safe, are well looked after and are very happy at the school. However, a small minority of parents expressed concerns regarding the way that the school deals with bullying and bad behaviour. Inspectors found that the school's systems and policies are effective in managing pupils' behaviour.
- Pupils are proud of their school and the displays of their work. They appreciate the opportunities they are provided with. They say that they are supported well by their teachers and teaching assistants.
- Pupils' attendance had improved up to 2012 and was above average. In 2013, their attendance was affected by the persistent absence of a small number of pupils. It was above average once again in the autumn term 2013. Pupils are rarely late for school.

The leadership and management are good

- The headteacher and governors have a clear vision for the school's future. They have shown determination, along with teachers, in bringing about improvement at the school. Plans are correctly focused on bringing about more improvement to the quality of teaching and pupils' achievement. All staff contribute to the positive learning atmosphere and the successful concentration on helping all pupils to succeed.
- Leaders use a range of approaches, including the rigorous evaluation of data on pupils' achievements and observing teachers at work, to check on the effectiveness of teaching. This leads to the school having a good understanding of what it does well and what needs to be improved. Teachers are held to account for the progress that pupils are making through regular meetings with the headteacher. The performance of every pupil is closely tracked, and any pupil with additional learning needs is supported effectively, ensuring that all pupils achieve well.
- Other leaders have a good understanding of their roles and of what needs to be done, having good plans for improvement. They have had opportunities to monitor the quality of teaching and pupils' achievement and to make checks on pupils' work and colleagues' marking. The school has helped them improve their practice and have an impact on the work of their colleagues and on

pupils' achievement.

- Leadership of the provision for disabled pupils and those who have special educational needs is effective. The school liaises with many agencies whose advice is put into practice to help pupils who may need additional support. Training is provided for staff, and teaching is adapted to help pupils with their difficulties. Pupils' progress is monitored rigorously and action taken to support individuals where necessary.
- Senior leaders know where the best teaching is located. Teachers are provided with good levels of support in order for them to improve their teaching. There are established procedures for making links between teachers' performance and pay progression.
- Pupils' learning, in a wide range of subjects, is well planned and provides them with memorable learning experiences. For example, the visit of Benny, the circus pony, will be remembered by younger pupils. Visitors to the school and visits to interesting places add to pupils' enjoyment of school and develop their confidence. Pupils use writing and mathematical skills well in other subjects, for example, in geography and science. The school provides a good range of clubs and activities.
- Pupils' spiritual, moral, social and cultural development is promoted well through interesting assemblies, lessons, attractive classrooms and vibrant displays. It is further developed by, for example, comparisons between life in Britain with life in the United Arab Emirates. Pupils work well together in practical activities. They learn to listen to each other and respect each other in discussion.
- The school tackles discrimination well and promotes good relationships and equal opportunities for all pupils. As a result, pupils get on well with each other and make good progress in their learning, helping them to be prepared for life in modern society.
- Almost all parents are satisfied with the way the school keeps their children safe, happy and well looked after. However, a small minority say that the school does not respond well to their concerns and does not provide them with enough information regarding their children's progress. Leaders were able to show the range of effective communication that is provided.
- Teachers and teaching assistants have benefited from advice and guidance which have helped to improve their teaching. This has led to improved teaching and feedback for the pupils, ensuring that they make good progress.
- The school has appropriate plans to make effective use of the recently allocated sports funding. It is focusing on long-term benefits, through improving teachers' skills, as well as increasing pupils' engagement in physical education and sport.
- The school has received effective and timely support from the local authority. Work has included discussion of school data leading to focused plans and joint observations of teaching which have supported the improvements made at the school.
- **The governance of the school:**
 - The governors know the strengths and weaknesses of the school well. They use data effectively to understand how the school is doing compared with similar schools nationally.
 - Governors are fully involved in checking how effectively the school improvement plan is being put into practice and maintain an overview of the quality of teaching and pupils' achievement through making visits to school and receiving reports from senior staff.

- They hold senior leaders to account through the questions they ask, and use information about the performance of teachers to make sure that the quality of teaching continues to improve.
- The governing body knows about the school's use of the additional funding for specific groups of pupils, including those for whom the school receives pupil premium funding. However governors do not know the specific impact this money is having.
- Governors make sure that all national requirements for safeguarding are met.

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	120603
Local authority	Lincolnshire
Inspection number	431220

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	84
Appropriate authority	The governing body
Chair	Anna Sorenson
Headteacher	Mandy Wilding
Date of previous school inspection	24 June 2009
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