

Baston CE Primary School

103a Main Street, Baston, Peterborough, PE6 9PB

Inspection dates

26–27 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.

- Actions by leaders at all levels and governors have led to improvements in teaching and in pupils' achievement.
- Teaching is mostly good and some of it is outstanding. As a result, pupils continue to make good progress, especially in reading.
- The new marking system has helped pupils across different year groups to make good progress.
- Teaching helps all groups of pupils to achieve well, including the more-able pupils and those who struggle to learn successfully.
- A decline in pupils' achievement in reading and mathematics at Key Stage 2 last year has been resolved, and progress is, currently, good.
- Pupils' behaviour around the school and in lessons is good. They show a positive attitude to learning.

It is not yet an outstanding school because

- Teaching is not consistently outstanding.
- Leaders do not always analyse, present and evaluate information on pupils' achievement to bring about more rapid rates of progress.
- Achievement in writing is not, currently, as good in other subjects as it is in English.
- Children in the Early Years Foundation Stage do not receive enough clear guidance and information about how well they have done and what they need to do to improve.

Information about this inspection

- Inspectors observed 11 lessons, seven of which were joint observations with the headteacher.
- Inspectors looked at pupils' work and listened to a sample of pupils from Years 1, 2 and 6 read.
- Meetings were held with pupils and school staff including senior leaders and subject leaders. A meeting was held with the Chair of the Governing Body and three other governors. Another meeting also took place with a representative from the local authority.
- School documents were examined, including those relating to safeguarding arrangements, information on pupils' achievement and school improvement planning.
- The inspectors took account of the views of 42 parents through the Parent View website. The views of staff were considered through 29 staff questionnaire returns.

Inspection team

Peter Lacey-Hastings, Lead inspector	Additional Inspector
Teresa Mason	Additional Inspector

Full report

Information about this school

- Baston Primary School is smaller than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is lower than average.
- The proportion of pupils who speak English as an additional language is lower than average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is much lower than average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for the pupil premium is below average. This is additional funding to support pupils known to be eligible for free school meals, those in local authority care and those from families in the armed services.
- The school meets the current government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that more of it is outstanding by:
 - ensuring that pupils' writing in different subjects is of the same quality as it is in English lessons
 - involving children in the Early Years Foundation Stage more directly in knowing how well they have done and what they need to do to improve so they make even more rapid progress.
- Improve the effectiveness of leadership by:
 - ensuring that leaders at all levels analyse, present, evaluate and use information on pupils' achievement to plan more accurately for improvements in pupils' progress.

Inspection judgements

The achievement of pupils

is good

- Children arrive at the school with skill levels that are generally similar to those expected for their age. Their skills in speaking and listening and their understanding of the world are higher than in other areas of learning. Their personal, social and emotional development is lower than in other areas.
- Children make good progress during the Early Years Foundation Stage. By the time they finish the Reception Year their attainment is slightly above the national average.
- Pupils in Year 1 have attained considerably above the nationally expected standard in their understanding of sounds and letter (phonics) in the national check since it was introduced. These results reflect pupils' good reading skills that have usually been maintained across the school.
- Pupils enjoy reading. They mostly read with fluency and expression. They use a range of techniques to help them, including good phonic skills. Older pupils say they enjoy reading. They know the books and authors they most like to read. Books available are at an appropriate level of difficulty.
- Pupils' attainment at the end of Year 2 has been high in reading, writing and mathematics for the last two years. When compared to national averages, attainment is higher in writing.
- In 2013, the attainment of pupils at the end of Key Stage 2 was broadly in line with national averages. Their attainment in writing was higher than that of pupils nationally. Last year, attainment and progress were slower than they have usually been because pupils' achievement was not checked often enough and action to speed progress was not taken soon enough. However, currently, checking is more frequent and accurate.
- Last year, pupils at the end of Key Stage 2 made expected progress in reading and writing. Their progress in mathematics was slower. However, pupils currently in Year 6 are making good progress in all skills – mathematics, reading and writing. Their attainment in these subjects is higher than that usually seen at this stage of the school year. Pupils of different ability are all achieving well, particularly the more able.
- Pupils across the year groups below Year 6 at Key Stage 2 are currently making good progress, and their progress is quicker in reading than in writing or mathematics. It is also quicker in mathematics than it is in the writing that pupils do in subjects other than English. Rates of progress in mathematics have improved because teaching in mathematics is stronger and the new marking system is helping pupils make quicker progress.
- The attainment of pupils known to be eligible for the pupil premium is similar to that of other pupils. The progress they make from their starting points is similar to that of others in reading, writing and mathematics. Their attainment in these subjects is also similar to that of other pupils.
- Disabled pupils and those who have special educational needs make similar progress to that of other pupils overall. Some of these pupils have made better progress than other pupils, especially in reading.

- Pupils make similar progress in their sports skills to their overall progress in other subjects. Physical activities are taught by teachers and specialised instructors and contribute well to pupils' health and well-being.

The quality of teaching

is good

- Most of the teaching across the school is good and some of it is outstanding. Explanations, guidance and instructions are clear and pupils usually know what to do to make good progress. Pupils' progress is checked carefully in lessons by the effective use of questioning to groups and individuals.
- The teaching of reading is particularly strong and pupils are currently making the quickest progress in this subject. Writing and mathematics are also taught well, but the teaching of writing is less effective when it is applied across other subjects. For example, key writing skills that have been learnt in English lessons are not reinforced enough in pupils' other work.
- Marking is done regularly and the new marking system is helping pupils to make good progress. Teachers provide clear feedback on how well pupils have done and what they need to do to improve. Pupils respond to marking and use it to make corrections and gain better understanding.
- Other adults are used well and make a strong contribution to pupils' progress. Their contributions are equally effective whatever organisation of pupils is adopted.
- Teaching ensures that all groups and abilities are well provided for. More-able pupils are challenged to attain the higher levels. Similarly, those with particular learning needs are well supported and helped to make similarly good progress from their starting points.
- Teaching in the Early Years Foundation Stage is good. There is a good balance between indoor and outdoor activities. The well-organised and structured activities help the children make good progress. However, children do not always receive enough feedback on how well they have achieved and what they need to do to accelerate their progress even more.

The behaviour and safety of pupils

are good

- The behaviour of pupils is good. Behaviour around the school is orderly. Pupils line up and come in from the playground in a responsible manner. Low-level disruption in lessons is rare and pupils respond quickly to requests by adults.
- Pupils know the reward system and this helps to promote good behaviour. For example, there are 'sticker' rewards, 'class charters' and each class has 'star of the week'.
- In lessons, pupils show a positive attitude to learning and this helps lessons to proceed smoothly. They have equipment ready and start work promptly. They present their work neatly and apply themselves well to the task at hand. These attitudes help them to make good progress.
- The learning environment in corridors and classrooms is positive and stimulating for pupils. Pupils respond well to interesting displays on a wide range of subjects. Pupils contribute well to keeping classrooms tidy, neat and well ordered.

- In the playground, pupils play well together. There is a good range of play equipment and apparatus that help promote good behaviour. For example, there is a 'trim trail' and an adventure playground that are used well on a rota basis and pupils enjoy these opportunities. Pupils use these facilities safely and say they like having things to do during playtime.
- The school's work to keep pupils safe and secure is good. For example, leaders make sure that the school buildings are secure and admission is closely controlled. All staff are closely checked to confirm their suitability to work with the pupils.
- Pupils understand different kinds of bullying and know how to keep themselves safe. For example, they know how to keep safe when using the internet and they know they can speak to a member of staff if they have worries.
- Attendance is consistently above the national average. Currently, rates of attendance are increasing and are slightly higher than for the same period last year.

The leadership and management are good

- Leaders are committed to the school and are ambitious for further improvements in achievement and teaching. Leaders motivate the staff, who welcome and contribute to changes that are bringing about improvements. Leaders have tackled weaker teaching, and are determined that pupils receive the best teaching possible.
- Leaders collect and use information on pupils' achievement to help them evaluate the school's performance and plan improvements. However, leaders at all levels do not always use this information to full effect to identify any weaknesses in pupils' performance so that action can be taken to bring about more rapid rates of progress.
- Self-evaluation is mostly accurate and leads to improvement plans that identify the right areas for improvement. For example, leaders have identified that pupils' achievement in writing across subjects does not match the quality seen in English lessons.
- Performance targets for teachers link to pupils' achievement, national *Teachers Standards*, pay progression and improvement plans. Targets set to direct teachers' practice are carefully reviewed during the year to check how well teachers are improving. There is also effective monitoring of teachers' performance through regular lesson observations and scrutiny of pupils' books.
- Staff training opportunities are planned to improve the quality of teaching. For example, good practice within the school and beyond is observed by teachers so they can see how they can improve their own practice.
- Subject leaders ensure that subjects engage pupils' interest. For example, they have reviewed the provision for subjects and they have adopted themes which pupils find engaging, such as: 'Robots', 'Romans' and 'Dragons'. However, writing is not always planned and taught carefully enough across these different activities.
- Partnerships are well used to help leaders improve the quality of teaching. For example, the local authority and external consultants are used to help leaders to be accurate in their judgements and to plan actions where teaching requires improvement.

- The school works hard to include all pupils. This includes working closely with outside agencies and ensuring pupils new to the school settle in easily. Pupils with personal targets make good progress in their personal, social and emotional development.
- Pupils have good opportunities to improve their spiritual, moral, social and cultural understanding. There are areas for reflection such as a quiet garden in the playground. Pupils' awareness of different cultures has markedly improved since the previous inspection. Pupils have been to Leicester to see Diwali celebrations. They have visited a mosque in Peterborough, and there is a programme of visits to see life in different communities.
- All safeguarding requirements are met, including: risk assessments, first aid training and safer recruitment training.

■ **The governance of the school:**

- The governing body works well to improve its own effectiveness. It contributes to school improvement plans and reviews them on a regular basis through its committee structure. It also reviews its own work and identifies any training needs. Governors know what the quality of teaching is across the school and make sure that teachers are rewarded only when their performance merits it – as shown by the progress pupils make. Members of the governing body hold the headteacher to account, including through their management of her performance. Targets set for her link to pupils' achievement, improvement plans and pay progression. The governing body also challenges the headteacher by asking why achievement is better, or worse, in certain subjects and demands action to overcome any weaknesses. It knows the proportions of pupils making and exceeding the nationally expected rates of progress. It knows how much funding it receives through the pupil premium grant and spends this on support for those pupils for whom it is intended. Governors know what the impact of their spending decisions is on eligible pupils' progress and well-being.

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	120514
Local authority	Lincolnshire
Inspection number	431213

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	178
Appropriate authority	The governing body
Chair	Jean Cross
Headteacher	Rebecca Mills
Date of previous school inspection	6 July 2009
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