

# Friskney All Saints Church of England (Aided) Primary School

Church End, Friskney, Boston, PE22 8RD

## Inspection dates

15–16 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school is good because it is very well led by the headteacher. He has created a culture where staffs all strive to improve the quality of education they offer.
- The headteacher has excellent relationships with pupils, who talk very positively about how much they love school.
- The school ensures pupils' safety and also promotes good behaviour and positive attitudes to learning throughout the school.
- From their different starting points, pupils make good progress. Attainment has risen at the end of both key stages. Pupils who left Year 6 last year made above-average progress in reading, writing and mathematics and their attainment was above average.
- Parents are very supportive and share the school's pride in its achievements.
- Although there has been turbulence in staffing recently, leaders have maintained and improved the quality of teaching through the robust use of appraisal systems and training.
- Those staff with leadership roles plays a full part in promoting the school's values and spreading good practice.
- The governing body has some very knowledgeable members and rigorously holds the school to account. Governors' skills are used well in supporting and challenging the work of the school.
- The recently introduced Nursery provision and the Reception class currently provide children with an excellent start to their school lives. The focus on children's social and emotional development prepares them very well for their future schooling.

### It is not yet an outstanding school because

- Pupils are sometimes set work that is too easy for them.
- Pupils' handwriting and the presentation of their work are often untidy.
- Leaders do not always identify pupils with disabilities and special educational needs accurately.

### Information about this inspection

- The inspectors observed teaching in 13 lessons or parts of lessons. A number of lessons were observed jointly with the headteacher.
- Meetings and discussions took place with the headteacher, a representative from the local authority, members of the governing body, staff, pupils and parents.
- Samples of pupils' work were examined, some with the headteacher present, and pupils read to the inspectors.
- Inspectors took into account the 17 responses to the parental survey, Parent View, as well as the 40 responses to the school's own parental questionnaire. The inspectors took account of the 21 questionnaires completed by staff.
- The inspectors looked at a range of documents produced by the school, including data on pupils' progress and attainment, procedures for safeguarding, the school's own evaluations of its work, reports to the governing body and minutes of their meetings, and the action plans for raising attainment.

### Inspection team

Geoff Timms, Lead inspector

Additional Inspector

Margaret Eldridge-Mrotzek

Additional Inspector

## Full report

### Information about this school

- Friskney All Saints CE VA Primary School is smaller than the average-sized primary school.
- Most pupils are White British. There are very few pupils from minority ethnic backgrounds and none who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs, is slightly above the national average.
- An average proportion of pupils, around 20%, are supported by the pupil premium, which provides additional funding for pupils who are known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The headteacher joined the school soon after the last inspection. There have been a number of other staffing changes recently.
- A new sports and assembly hall has been added and a number of classes, including the accommodation for the Early Years Foundation Stage, have been remodelled.
- The school recently accepted a small Nursery group of children into the Reception class, most of whom attend on a part-time basis.
- The school runs a breakfast club and has recently started a small after-school club for pupils whose parents are working.

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

- Improve the quality of teaching by ensuring teachers:
  - always set suitably challenging work for pupils
  - insist that pupils present their work neatly and tidily.
- Develop more accurate identification of disabled pupils and those who have special educational needs.

## Inspection judgements

### The leadership and management are good

- The leadership and management are good because the headteacher is focused on improving the quality of teaching and raising attainment without forgetting the school's social and cultural strengths. Leaders have robustly dealt with weak teaching where it was necessary and this has had a positive impact on improving pupils' achievement.
- The monitoring of teaching and learning, and taking action where necessary, are good. All leaders have a role in checking the success of the teaching in the areas for which they are responsible. This has been important in improving standards during a time of staff turbulence. Leaders' skills have improved through appropriate training.
- The school's self-evaluation is accurate and identifies what remains to be done to improve the school further. The school produces a detailed improvement plan which has appropriate priorities to build on the current strengths. The staff know how well individual pupils are making progress, and the resulting data are analysed well by senior leaders.
- Training to develop teachers' professional skills has been used effectively. For example, training has improved the teaching of phonics and reading standards, and had a positive impact on the preparations made for the changes to the content of subjects and the way they are taught. Staffing changes have had an impact on the leadership of the provision for disabled pupils and those who have special education needs. The current leader is new to the role and has made a very positive start by identifying and addressing key weaknesses in the way that such pupils are assessed. Nevertheless, not all pupils have their special needs identified accurately enough to enable the school to provide them with the appropriate support.
- Data on pupils' progress and attainment are regularly checked, and internal and external checks are carried out to confirm the accuracy of teachers' assessments of pupils' work. For example, teachers from local schools have met to check the levels given for pupils' written work. The school has prepared well for the full implementation of its approach to assessment following the change to remove National Curriculum levels. The local authority has had a positive impact on helping the school raise standards and address weaker teaching robustly.
- Funding available through the pupil premium is used to help disadvantaged pupils take a full part in school life, and benefit, where appropriate, from additional help from adults. The impact of this is evident in the significant narrowing of the gaps in achievement between these pupils and others and the higher standards now achieved by disadvantaged pupils.
- Good use is made of the extra funding available to promote physical education and sporting opportunities. There is increased participation in a wide range of clubs and sporting activities, such as cheerleading and boccia. Staff training, from specialist teachers in other schools, is promoting improvements in teaching.
- The curriculum is broad and balanced. There is an excellent focus on provision for pupils' spiritual, moral, social and cultural development and good preparation for life in modern Britain by, for example, an exceptional range of opportunities for older pupils to take on responsibilities and learning about democracy and the importance of the rule of law. The school provides a good range of clubs and extra-curricular activities which enhance pupils' learning.
- Leadership of the Early Years Foundation Stage has rapidly improved recently and is currently outstanding. This enables the children to make at least good progress. Effective use is made of resources. The outdoor areas are used well to promote learning to the full, including a good range of writing activities which particularly appeal to boys.

**■ The governance of the school:**

- The governing body has changed and improved the way it carries out its statutory duties. The two Joint Chairs manage their work very efficiently. The governors provide the school with an outstanding level of support and challenge. They have carried out an assessment of their skills and this has led to training which has helped to improve their understanding of how to hold the school to account.
- Governors check the school's work through a range of visits, such as to observe and monitor the teaching of phonics and literacy. Members of the governing body understand the system used to determine teachers' effectiveness in enabling pupils to make progress. They check how well school leaders improve the quality of teaching and have been appropriately involved in decisions about teaching competency. Decisions about teachers' pay are appropriately linked to their performance and responsibilities.
- Governors track finances well and lead the school in deciding how to spend additional money, such as that to support disadvantaged pupils or to extend sports and physical education opportunities. They ensure that all the requirements for safeguarding pupils are met.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. In all lessons observed, and in the singing assembly, the dining room and at playtimes, all but a few pupils were well behaved. School records confirm that this is the norm.
- Pupils demonstrate good attitudes to learning. Most are fully engaged in lessons and activities although they do not always present their work neatly and tidily. Even so, talking to them shows they have pride in their efforts. This was supported by what pupils told inspectors about how much they enjoyed school, and it has a positive impact on their progress.
- Pupils talk enthusiastically about lessons and other aspects of school life. One told inspectors that the children and the grown-ups are all 'friendly people'. Pupils show respect for the learning environment and do not drop litter. They praised the way teachers help them learn and they talk enthusiastically about singing at a local theatre and the residential visits.
- Pupils' attitudes demonstrate they respond well to the school's expectations of their behaviour and social development. They have a number of opportunities to take responsibility, such as on the school council or as play leaders helping younger children at lunchtimes. In particular, inspectors were struck by the junior police community support officer work, which provides outstanding opportunities for pupils to support others. They treat these roles seriously and conscientiously.
- Pupils demonstrate very positive attitudes towards others. They are polite and interested in other people. They do talk about incidents of misbehaviour in lessons but these are rare and teachers deal with this if it happens.
- There have been very few recent exclusions of pupils. These were carried out appropriately and correctly.

**Safety**

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school, and parents strongly confirm this view.
- The school provides a good range of activities to help pupils learn to stay safe, including through cycling training, and they are taught how to use computers and the internet safely.
- The pupils have a good understanding of different types of bullying and say that, although there is none currently, if it occurs it would be effectively dealt with. They are confident there are adults in school they can talk to if worried or concerned about something.
- The breakfast club provides pupils with a healthy snack and a calm start to the school day.

- Attendance is broadly in line with the national average. The school has a strong focus on encouraging better attendance, and monitoring and addressing persistent absenteeism. Most parents appreciate the importance of their children's full attendance. Pupils are punctual.

### The quality of teaching

is good

- Pupils' work the school's assessment data on their achievement and evaluations of teaching, together with inspectors' direct observations in lessons, all provide evidence that teaching is consistently good and occasionally outstanding. The leadership has dealt effectively with recent changes to the staffing to minimise disruption. This improvement in teaching has resulted in pupils' current good progress and rising standards.
- The learning environment throughout the school is kept very tidy, with most materials and resources easily accessible. For example, Year 3 pupils are encouraged and able, to access and use a thesaurus and dictionary confidently and correctly. Displays of pupils' work create good opportunities for teachers to support pupils' learning and vocabulary, as well as to celebrate their work.
- Teachers use assessment information to group pupils accurately by ability and to provide work that is usually appropriately targeted for their different capabilities. Teachers are aware of how well different groups are learning in lessons, and adjust their practice to make sure that everyone does well. In a small number of lessons, however, some pupils were set work that was too easy for them.
- The marking of pupils' work, especially in literacy, provides pupils with clear and constructive suggestions for improvement. Pupils are getting better at responding to the marking and this is having a positive impact on their progress. Pupils understand what their target is and what they need to do to achieve it.
- Pupils throughout the school talk positively about how they enjoy lessons, especially mathematics and writing. They describe the progress they have made and talk with pride about their work. However, teachers do not always ensure pupils' handwriting and the presentation of their work is careful enough. In some subjects, pupils' work on paper is not stored well enough and becomes very messy.
- Teachers ensure that pupils' attitudes to learning, and their interest and engagement in their work, are usually good. Pupils are often encouraged to learn through imaginative tasks, such as those in Year 6 used for mental mathematics warm-up activities. Other adults often provide good support for pupils; especially those disabled pupils, and those who have special educational needs, who have had their needs identified accurately. This enables them to take a full and active part in lessons and school life and most of them make good progress from their different starting points.
- Teachers have responded well to recent national changes to the curriculum. For example, in computing, external expertise has helped to draw up planning to ensure that the curriculum covers all new aspects such as coding.

### The achievement of pupils

is good

- When they start school, either in the newly set up Nursery group or in the Reception class, many children have levels of knowledge and understanding which are below those typical for their age, especially for their communication skills, and personal and social development. Over time, children have made good progress in all areas of learning. Last year, a well above-average proportion of the children reached or exceeded the expected good level of development.
- Standards in the national tests at the end of Year 2 have risen over the last three years. Standards remain slightly below the national average but this represents good progress from pupils' different starting points, especially given recent turbulence in the staffing.
- Attainment at the end of Year 6 was above average in 2014 and standards have risen steadily for the past four years. This is the result of good progress throughout Key Stage 2. Last year, a well above-average

proportion made expected or more than expected progress in reading, writing and mathematics. In addition, the results in the new spelling, punctuation and grammar test improved markedly from 2013 as a result of better teaching of these aspects. A higher proportion of the pupils are now reaching the higher levels in mathematics and reading than was the case previously.

- In 2013, the attainment of disadvantaged pupils in Year 6 in mathematics, reading and writing was nearly a year behind pupils nationally and over a year behind other pupils in their year group. Last year, the school closed this gap and the disadvantaged pupils made better progress, and attained higher levels, than other pupils nationally, or their peers.
- The results of the Year 1 check on pupils' skills in linking letters and sounds (phonics) were above average in 2013 but fell in 2014 due to weaknesses in the teaching. Even so, this represented good progress given pupils' starting points. The school has addressed this, and the teaching of phonics, after extra training for staff. This is helping pupils to develop into good readers with an interest in a range of books.
- Progress in reading, writing and mathematics is good throughout the school. There is evidence of good achievement in other subjects, such as religious education and science. The effective use of the sports funding money has improved teachers' expertise and so raised standards in physical education.
- Throughout the school, the most-able pupils make good progress and an increasing proportion attain higher levels in most subjects. Even so, their progress in a few lessons is not good enough because teachers give them tasks that do not challenge them sufficiently.
- Disabled pupils and those who have had their special educational needs identified make good progress overall because of the extra help they receive. However, their progress in different year groups is uneven. In Year 6, for example, these pupils made up to three years progress over the last year.

### The early years provision

is good

- Children make at least good progress from their different starting points. The small group of three-year-olds have settled in well and have quickly become used to the school's routines. They start the day happily and productively alongside the Reception class. Talking to the children shows how much they enjoy school, and the range of activities provided for them, especially role play such as the vet's surgery.
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- The accommodation is very well organised and provides a productive and imaginative learning environment. The outdoors is used well to extend children's learning through a range of adult-led activities and those that the children choose for themselves. Writing and number work have a particularly high profile outdoors, and this encourages boys to join in. All children develop good skills in co-operating and sharing.
- Teaching has been good over time and much of the current practice is outstanding. The leader has improved assessment procedures significantly this term. Adults make excellent use of their assessments of what the children know, and can do, in order to plan the children's next steps of development. The most-able children are being particularly well challenged through activities that extend their learning. All adults are involved in observing and recording children's progress. Parents are regularly informed about children's progress and they are invited to record their comments in the children's records of learning.
- The progress children make, including those who are disabled or who have special educational needs, is good. Staff are very aware of all individuals' prior knowledge and skills. In addition, the good work of other adults enables children with significant learning or physical difficulties to take a full part in the activities.
- Children's good progress helps prepare them well for the next stage in their education. They learn to behave well, are clearly happy at school and are kept safe. There is excellent provision for their health, safety and spiritual, moral, social and cultural development.

## 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

<b>Unique reference number</b>	120620
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	448684

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	152
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jenny Hall and Chris Blevins (Joint Chairs)
<b>Headteacher</b>	Raymond Borrell
<b>Date of previous school inspection</b>	9 March 2010
<b>Telephone number</b>	01754 820324
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