

West Butterwick CofE Primary School

School Lane, West Butterwick, Scunthorpe, Lincolnshire DN17 3LB

Inspection dates 12–13 January 2016

Overall effectiveness **Outstanding**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- Excellent leadership at all levels promotes high expectations of pupils and staff and this enables pupils to excel.
- High-quality teaching, learning and assessment combined with a strong sense of care is evident throughout the school and this underpins pupils' outstanding academic and personal development.
- Pupils' attainment is above average and they make rapid progress.
- Pupils of different abilities make excellent progress. As a result, gaps in attainment in relation to pupils nationally are either eradicated or closing rapidly.
- Children in the early years make rapid progress because teachers and teaching assistants accurately assess their progress and plan learning experiences that provide appropriate challenge.
- The provision for pupils' spiritual, moral, social and cultural development is a strength of the school and effectively supports the promotion of British values.
- Pupils enjoy a creative, broad curriculum that includes reading, writing and mathematics and a range of cultural and sporting activities. This balance leads to high outcomes and successfully promotes pupils' personal, social and emotional development.
- Pupils' behaviour and positive attitudes to learning are making a significant contribution to the high standards they are achieving.
- Subject leaders play a vital part in checking pupils' progress and developing the subject knowledge of staff. In some cases their plans to secure further improvement need to be more closely aligned to the skills and knowledge they intend pupils to acquire.
- Governors are well informed and, as a result, know the school extremely well and support and challenge leaders effectively.
- Parents and carers value all aspects of the school's work.

Full report

What does the school need to do to improve further?

- Ensure that the strategies designed to secure further improvements contained within subject leaders' action plans are even more closely aligned to the skills, knowledge and understanding that pupils are expected to acquire.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The headteacher has a clear vision that has at its core a strong commitment to providing the highest quality of educational provision for all pupils. She has secured the total support of staff, governors and parents and this is why standards have been very high for a number of years.
- Leaders at all levels, including governors, have successfully created a culture that allows pupils to achieve highly. Every pupil is encouraged to fulfil their potential. Leaders provide a safe, caring and exciting learning environment which helps pupils to achieve their academic and personal goals.
- At the heart of this school is very strong sense of teamwork where leaders, teachers, teaching assistants, ancillary and administrative staff are united in following the excellent lead given by the headteacher.
- The headteacher and the governing body are not complacent and are continually looking to improve aspects of the school. The school's evaluation of its performance is rigorous and accurate and this forms the basis of its improvement plan.
- Subject leaders make a significant contribution to the work of the school and to pupils' outcomes. They have good subject knowledge, regularly check pupils' progress to ensure that no one falls behind and develop teachers' subject skills through tailored professional development. Further reference to the skills, knowledge and understanding that pupils are expected to acquire as a result of action being taken to improve outcomes would help governors to evaluate the impact of their plans even more effectively.
- The leadership of early years is strong because it uses the specialist knowledge of staff from both within the school and within the federation of schools to good effect, in order to provide a quality learning environment where young children make very good progress.
- The leadership of the provision for disabled pupils and those with special educational needs is extremely good. The special educational needs coordinator quickly identifies pupils who may be falling behind and takes swift action to identify their learning needs and to provide a range of support and intervention programmes to help them catch up.
- The headteacher regularly checks the quality of teaching and learning through 'learning walks', scrutinising pupils' work and formal lesson observations. This process ensures that high-quality teaching and learning is sustained.
- The curriculum is broad and balanced and accessible to all pupils. Due regard is paid to developing pupils' reading, writing and mathematical skills and opportunities are planned to apply these skills in other subjects such as history, geography and science. Pupils enjoy learning French and a range of creative arts, including the chance to play a musical instrument.
- The provision of spiritual, moral, social and cultural development is a strength of the school. It is used effectively to promote British values. Pupils also learn about a range of world religions, which helps to develop tolerance and respect for others and as such they are well prepared for life in modern Britain.
- Performance management is rigorous and challenging. Targets are set for all teachers that relate to pupils' progress as well as personal targets that link to the quality of teaching and their subject responsibilities. Professional development is tailored to staff needs as well as whole-school issues and this successfully promotes teachers' skills and knowledge which in turn enhances pupils' progress.
- Pupil premium is used very effectively to support the progress of disadvantaged pupils. There is no gap between the attainment of these pupils and pupils nationally. Funding received by the school to promote sport is used well and pupils say how much they enjoy participating in a range of sporting activities.
- **The governance of the school**
 - The governing body has a very good understanding of the school's strengths and weaknesses. This is because they are kept fully informed about issues relating to pupils' achievement and the quality of teaching and learning. However, they do not just rely on information presented by the headteacher. Governors visit school on a regular basis in order to learn for themselves how strategies mentioned in the school improvement plan are having a direct impact on pupils' work.
 - It is because governors take a close interest in the work of school leaders that they are able to talk knowledgeably about the impact of pupil premium and sport funding and the progress of different groups. This level of engagement equips governors with the knowledge and information required to offer effective support and challenge to the school leadership. As a result the governing body is playing an important role in helping the school to continue to offer an excellent quality of education.
- The arrangements for safeguarding are effective and kept under constant review.

- The local authority school improvement team has provided very good guidance, challenge and support to the school since the previous inspection. The school has benefited from professional development in relation to early years provision, the assessment of writing and effective leadership.

Quality of teaching, learning and assessment

is outstanding

- The quality of teaching, learning and assessment throughout the school is outstanding and this is why pupils are making rapid progress.
- Expectations are high in every class from the early years through Key Stages 1 and 2. This applies to pupils' work, but not exclusively so. The same approach is taken towards pupils' learning attitudes, behaviour, and their moral and social development. It is the sum of the parts that results in well-balanced, well-educated and well-mannered young people. This is a good example of how the ethos of the school is translated into classroom practice.
- Teachers plan work that engages pupils in their learning. They are skilled at identifying what interests and motivates pupils and take advantage of this in lessons. As a result, pupils are motivated and enthusiastic learners. Pupils commented to the inspector how much they 'enjoy school because lessons are interesting and often fun'.
- Teachers demonstrate good subject knowledge and this is particularly evident in the quality of explanations when introducing new concepts and activities, responses to pupils' questions and when planning work to meet the needs of differing abilities.
- Reading is taught well. From an early stage pupils are introduced to the relationship between letters and their sounds (phonics), sounds and words and words and sentences. As pupils move through the school they learn how to comprehend what they are reading and acquire a range of skills that enable them to read for a range of purposes as well as pleasure.
- The quality of questioning is impressive. Teachers consciously ask questions that are designed to allow pupils to think and consider options prior to articulating a response. This is often followed by secondary questions that promote deeper thinking. For example, during a lesson in a Key Stage 2 class, pupils were asked to create a story about a mythical creature. A pupil was asked to describe the characters and their roles in her story. The teacher then took it a step further by asking how the actions of the main characters would determine what would happen next. This approach enabled the pupil to identify a sequence of events which helped when constructing the story.
- Teachers are very adept at picking up on pupils' misconceptions during lessons. However, it doesn't end there. Swift action follows that may include one-to-one support by the teacher, an intervention programme led by a teaching assistant or tailored homework that enables parents to actively support their child. This approach is a major reason why pupils of all abilities are making accelerated progress.
- The support given by teaching assistants to pupils across the school is excellent. They liaise very closely with teachers and as a consequence are extremely clear what it is pupils are to learn during the lesson. They have good subject knowledge and excellent relationships with pupils. They are key to helping all groups of pupils realise their potential.
- Disabled pupils, those with special educational needs and disadvantaged pupils who are in need of extra help receive excellent support from skilled teaching assistants and this is why they make rapid progress.
- Teachers adhere to the school marking policy. Pupils receive feedback about the quality of their work which includes praise as well as guidance about how they may improve. Pupils look forward to reading these comments and respond positively.
- Appropriate homework is set for pupils. It not only extends pupils' learning but also provides a good opportunity for parents to be involved with their child's education.

Personal development, behaviour and welfare

is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils display excellent attitudes to learning. They come to lessons prepared and ready to learn. They listen carefully and respond positively to instructions and questions.
- Pupils' high attendance reflects their enjoyment of school.
- Pupils work well together and talk about their work as part of the learning process. In years 5 and 6

pupils also show an ability to work independently. This includes organising their work, retrieving information and completing tasks on time with minimal support.

- Pupils are confident and respectful in social situations. They converse in an articulate manner with other pupils, adults and school visitors.
- Pupils feel safe and parents acknowledge this. They know all about the various forms of bullying but do not see it as an issue at their school. They are confident that it would not be tolerated by senior leaders and staff should it arise.

Behaviour

- The behaviour of pupils is outstanding during lessons and during playtimes. Pupils are considerate and kind towards others, especially those younger than themselves.
- The school behaviour policy is applied by all staff. Pupils are left in no doubt as to what constitutes acceptable and unacceptable behaviour and act accordingly.
- Parents who completed the school's questionnaire were pleased to acknowledge that pupils enjoy school and behave well.
- This outstanding behaviour does not happen by chance and the school certainly plays its part with high expectations and a common and consistent approach in relation to behaviour management.

Outcomes for pupils

are outstanding

- Children enter the early years with knowledge, skills and abilities that are broadly typical for their age. However this can vary from year to year as the cohorts are often very small. Children make good progress. All children achieved a good level of development in 2015 and based on the school's assessments and observations undertaken during the inspection, indications are that this is set to continue for the current academic year.
- Pupils make rapid progress through Key Stage 1 so that by the end of Year 2, standards in reading, writing and mathematics are above average. This level of achievement has been sustained for the past five years.
- The rapid rate of progress continues as pupils move through Key Stage 2. The proportion of pupils making more than expected progress in reading, writing and mathematics in 2015 was higher than the national average. Disabled pupils and those with special educational needs also made the same rate of progress relative to their starting points as a result of well planned and delivered support programmes.
- By the end of Year 6 in 2015 standards in reading, writing and mathematics were above average. The proportion of pupils attaining the higher levels was significantly higher than the national average in all subjects. All groups including those with special educational needs, pupils in receipt of pupil premium funding and the more-able pupils made more than expected progress relative to their starting points. There was no gap in performance between these groups and pupils nationally.
- Current pupils in Key Stage 1 and 2 are well placed to continue this trend of high performance. This is supported by a scrutiny of pupils' work, their responses during lesson observations and the school's own progress data.
- Pupils also achieve highly in other areas of the curriculum. They apply their numeracy and literacy skills well in other subjects, such as history, geography and science. This is evident in high-quality topic work, particularly in Key Stage 2. They are also proficient in French and music.
- Pupils throughout the school take a pride in what they do. This is evident in the way they talk enthusiastically about their work. It is also apparent in the quality of their presentation and handwriting which is equally good in books that contain discrete writing and mathematical tasks and in their topic and religious education work.
- High standards of reading, writing and mathematics, an ability to apply their skills and knowledge across the curriculum together with well-developed social skills mean that by the time pupils reach the end of Year 6 they are very well prepared for the next stage of their education.

Early years provision

is outstanding

- Children enter the early years with knowledge, skills and abilities that are broadly typical for their age; however this can vary from year to year as the cohorts are often very small.
- The provision is located within a class that caters for early years through to Key Stage 1. It is well led and managed with a strong focus on the quality of teaching and learning. A good balance exists between adult-led and child-initiated activities. Children are supported by exceptionally proficient early years staff who have a very good understanding of the early years curriculum and, most importantly, how young children learn.
- Children are very well motivated and keen to learn. This is because the skilled staff ensure that they are stimulated through a range of interesting activities. For example, in one session a teaching assistant described how strange footprints could be seen outside which suggested that aliens may have visited the school during the night. An excited discussion ensued which resulted in plans to look for evidence to confirm the event and then build a spaceship to find them. When they had made a list of what they needed to take on the journey the teaching assistant asked if they were ready to go outside. A little voice called out 'Let's go for it!' and with that they were all off on a great adventure, such was their enthusiasm.
- When children are engaged in activities adults know when to intervene and when to step back. For example, when the children were looking for evidence of aliens and building their spaceship adults took opportunities to develop and extend their language through careful questioning.
- All children make good progress. The proportion of children meeting and exceeding the early learning goals at the end of the Reception class is above average. This prepares children well for their learning in Year 1.
- Planning is detailed and takes into account precisely what children are expected to learn in relation to each activity. Assessment of children's skills and understanding is undertaken on a regular basis and this is used well to inform future planning.
- A strong emphasis on the teaching of phonics from the outset helps children to begin reading words. Adults also provide plenty of opportunities for children to develop early writing and mathematical skills.
- Children move freely between indoor and outdoor activities where there is a common theme. Although the outdoor facility is not large, staff make the best possible use of the space available. This means that children are able to develop a range of physical, intellectual and social skills using large and small apparatus.
- Relationships between adults and children are excellent, as is the quality of care. This is why children feel safe and confident in their learning.
- Expectations of children's behaviour are high. Children quickly learn what appropriate behaviour is and what is not and this is reflected as they engage in their learning.

School details

Unique reference number	118018
Local authority	North Lincolnshire
Inspection number	10003482

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	48
Appropriate authority	The governing body
Chair	Mrs Susan Coggon
Headteacher	Mrs Josephine Buckle (Executive Headteacher)
Telephone number	01724 783244
Website	www.trentsidefederation.co.uk
Email address	admin.wbutterwick@northlincs.gov.uk
Date of previous inspection	15 November 2010

Information about this school

- This is a very small primary school. It is part of the Trentside Federation with a neighbouring school. Both schools share the executive headteacher and the same governing body.
- Two teachers have left the school since the previous inspection.
- All pupils speak English as their first language.
- The proportion of pupils known to be eligible for free school meals is average.
- The proportion of pupils receiving support for their special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.

Information about this inspection

- The inspector observed an assembly and eight lessons or part lessons, covering all classes in the school.
- The headteacher accompanied the lead inspector on all observations.
- The inspector scrutinised pupils' work in books and discussed their work with them during lessons.
- Meetings were held with the headteacher, subject leaders for English and mathematics, the special educational needs coordinator, representatives of the governing body and two local authority improvement officers.
- A meeting was held with pupils.
- Insufficient responses were received on Ofsted's online parent survey, Parent View. However, three text responses were received and these were considered alongside a parental survey undertaken by the school in October 2015.

Inspection team

Christopher Keeler, Lead Inspector

Her Majesty's Inspector

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