



# Brown's Church of England Primary School, Horbling

## Inspection Report

**Unique Reference Number** 120603  
**LEA** LINCOLNSHIRE LEA  
**Inspection number** 280851  
**Inspection dates** 29 June 2006 to 30 June 2006  
**Reporting inspector** Mr. Keith Edwards AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Sandygate Lane
<b>School category</b>	Voluntary aided		NG34 0PL
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01529 240367
<b>Number on roll</b>	100	<b>Fax number</b>	01529 241354
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Rev. Anna Sorensen
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mrs. Patricia Ruff

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 29 June 2006 - 30 June 2006	<b>Inspection number</b> 280851
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

The school serves the small rural community of Horbling and its surrounding district. Many of the children are brought into school each day by car or school transport. Almost all of the children are of White British heritage and come from homes where English is the first language. An above average number of children are not at the school for the whole of their primary education as they join and leave at other than the usual times. Socio-economic circumstances are favourable for most families. The number of children entitled to a free school meal is below average. Attainment on entry to the school is generally above average, although each intake reflects a wide range of ability. The proportion of children with learning difficulties and disabilities is below most schools. However, the school has a higher than average percentage of children with a statement of special educational need. Since April 2005, the headteacher has been seconded for two days each week to lead and manage a neighbouring small village primary school.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory level of education within the context of a caring environment. Standards in Year 6 are above average, although national test results in 2004 and 2005 have reflected pockets of underachievement. The current work of the older children and the provisional 2006 test results show that this trend is beginning to be reversed. Although the quality of teaching is satisfactory overall, there are weaknesses in the degree of challenge provided in some lessons. The school is refining its assessment procedures to match the work set in lessons more closely to the needs of the children, because achievement had slipped in the last two years. The full impact of this initiative is yet to be felt, particularly in the work of the brighter children in writing and in science. The provision is good in Reception and standards are above average. Throughout the school, the curriculum provides a secure basis for the children's learning and is enriched by a good range of events and visits. The school provides a good level of pastoral care for its children and their personal development is a strength. As a result, relationships are strong and the children's behaviour is outstanding. Attendance rates are above average. The school has the respect of the community that it serves and works well with other schools. Leadership and management are satisfactory. The leadership team has taken satisfactory steps to resolve the key issues from the last inspection and the school is poised for further improvement. However, the inspection found that the school's view that its overall effectiveness is good is too generous for some aspects of its work. In particular there is a lack of rigour in teaching and learning and in the way that it monitors its effectiveness. The school recognises where it needs to make further improvements, particularly in strategies for raising achievement, and has an appropriate plan of action. The governors provide good support for the work of the school but need to develop their role as 'critical friends'. Currently, the school provides satisfactory value for money.

### What the school should do to improve further

- Raise achievement in writing and science, particularly for the higher attaining children
- Use assessment data to plan lessons that more closely match the differing needs of the children
- Develop the role of the governors as critical friends of the school

## Achievement and standards

### Grade: 3

Inspection findings support the school's judgement that the achievements of the children are satisfactory. Those children with learning difficulties and disabilities, particularly those with statements of special educational need, often make good progress. The school met its targets in English and mathematics for children in Year 6 in the national tests in 2005 and looks set to repeat the performance in 2006. Currently, standards in English, mathematics and science in Year 6 are above average. These are in line with this group's starting points and represent satisfactory progress. The school has improved the children's performance in mathematics through a

successful initiative that has placed greater emphasis on the children applying their skills in problem solving. However, the school recognises that more could be done to raise achievement in writing and science. Standards in information and communication technology (ICT) have been improved through enhanced resourcing. Standards in Reception are above average and the children are well set to exceed the expected 'early learning goals'. The children make satisfactory progress in Years 1 and 2 and achieve good standards in the basic skills.

## **Personal development and well-being**

### **Grade: 2**

The children's personal development is good. They benefit from a climate in school that enables them to grow in confidence and self-esteem and to take responsibility. The children are kind and considerate towards each other and they enjoy trusting relationships with the adults in school. They are confident and work very well together. Their behaviour is outstanding. The children contribute well to improving the quality of school life through the developing voice of the school council. Attendance is good and the children thoroughly enjoy their time at school because they feel safe and secure. The spiritual, moral, social and cultural development of the children is good and there are particular strengths in the moral and social aspects. The children have a clear understanding of right and wrong and they work very well together. For example, the level of support provided to the younger children by the older ones on the annual sports day was outstanding. The spiritual and cultural development of the children is promoted well through assemblies, art and music. The children have a strong sense of their own rural cultural traditions and a growing awareness of cultural diversity. Children know how to be healthy and safe and are mindful to look out for each other. They are gaining the necessary skills to prepare them for their future world of work. They are keen participants in the school's drive to encourage healthy lifestyles.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Although much of the teaching seen during the inspection was good, evidence indicates that, over time, teaching and learning have been satisfactory overall because the children have not always achieved as well as they might. This is because the work set has not always been carefully matched to children's abilities and the children have lacked guidance on how to improve their work. Across the school, very good relationships and the very good management of children help to create an environment conducive to learning. This is very evident in the Reception class where the children are warmly supported and enabled to make good progress. Teaching assistants provide very valuable support. Assessment procedures are satisfactory. The headteacher has recently introduced good arrangements for tracking the children's progress in English and mathematics and for setting challenging targets. As a result, mathematics is now taught well and standards have risen in both key stages. However, over time, this has

not been the case and has led to some underachievement, particularly in literacy. Although variable, the marking of children's work is satisfactory and is at its best when it relates to the lesson's learning objectives and clearly states what the children need to do to improve.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum for its children. From the outset in Reception, the children experience a good range of activities. Special themed weeks and the range of visits and visitors support the children's learning well. The school provides all the subjects that it should and has taken steps to ensure that the children build the skills in different subjects in a logical sequence. The school day is well organised. There is good provision for the children's personal, social and health education and the school has improved its provision for ICT since the last inspection. Children with learning difficulties are catered for well and the school recognises the need to ensure that the needs of the higher attaining children are met consistently.

## **Care, guidance and support**

### **Grade: 3**

The care, guidance and support for learners are satisfactory overall. There are real strengths in the pastoral care of children but weaknesses in the academic guidance. Staff ensure that the safety of the children is a high priority and they give the children good guidance about how to remain healthy. Child protection arrangements are clearly understood by all staff and they are regularly reviewed. The children are confident that they can approach the staff should they have concerns. Risk assessments are carefully attended to. Any child at risk is identified early and support arrangements are put in place. Children with learning difficulties and disabilities are well cared for and supported. Results in national tests have been impaired by the school's lack of rigour in its assessment procedures. Although the school analyses results to identify gaps in what is being taught, too little attention is given to using this data to raise expectations of achievement. The school has recently begun to inform children about what they need to do next to improve their learning. As yet, however, not all children have a clear understanding of these targets and some do not achieve as well as they might.

## **Leadership and management**

### **Grade: 3**

The leadership and management of the school are satisfactory. The headteacher and staff provide good role models in terms of high quality relationships that strongly support the school's ethos and traditions. Although the headteacher knows the strengths and weaknesses of the school, the process of self-evaluation, in conjunction with the governors, has lacked a critical edge. Consequently, there are inconsistencies in practice and procedures. This is particularly evident in the use made of assessment

information when lessons are planned. The school has developed good working partnerships with neighbouring schools to accelerate the rate of change and improvement, but the full impact of this initiative is yet to be felt. Working relationships with parents are satisfactory. There has been satisfactory progress since the last inspection and the school has secured the basis for further improvement. With its plan to build a hall, the school has resolved the issue regarding accommodation. Governors are committed to the work of the school and its ethos. They have worked hard to streamline business procedures. Their awareness of their responsibility to hold the school to account has grown but there is a need for the further development of their role as critical friends, particularly in terms of monitoring standards.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

I really enjoyed my visit to your school last month because everybody was so helpful and friendly. I particularly enjoyed my discussions with you because you expressed your views so clearly. I also enjoyed your sports day and was impressed by how well you competed, especially on such a hot day. I am sure that all of your parents enjoyed it too. There are many things that make your school special. Here are some of them: - You clearly want to do your best to learn in lessons and are prepared to work hard. Well done! - Everybody understands the school rules and your behaviour is excellent. - Everybody tries to be friendly, thoughtful and helpful. - All of the teachers want you all to enjoy school and to do well. - The school provides a good range of activities and visits to keep you interested. But, of course, as in all schools, there are still things that can be done to make your school even better: - Although the standard of your work is good, I believe you could do better still with your writing and science work. - I am asking the teachers to plan your lessons a little more carefully so that learning is neither too difficult nor too easy. - I am also asking the governors to keep a regular check on how well you are doing. I would like to wish you all the very best for the future. Yours sincerely