



## Inspection Report

**Better  
education  
and care**

**Unique Reference Number** 120619  
**LEA** LINCOLNSHIRE LEA  
**Inspection number** 280856  
**Inspection dates** 29 June 2006 to 30 June 2006  
**Reporting inspector** Mr. Martin Newell AI

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

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<b>Type of school</b>	Primary	<b>School address</b>	High Street
<b>School category</b>	Voluntary aided		DN21 3JX
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0142 762 8342
<b>Number on roll</b>	146	<b>Fax number</b>	0142 762 8342
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Jonathan Smith
<b>Date of previous inspection</b>	13 September 1999	<b>Headteacher</b>	Mrs. Lynne Saint

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This smaller than average school is on two sites about two miles apart. Blyton and Laughton village schools merged in April 2005. The main school is in Blyton and the other building is sited in Laughton. At present both schools cater for pupils aged between 4 and 11. From September 2006 pupils in the 4 to 7 age range will be educated at Laughton and those between 7 and 11 at the Blyton site. Pupils' attainment on entry to the school is broadly average. Whilst the proportion of pupils with learning difficulties is below average, the proportion with statements of special educational need is higher than the national average. The proportion of pupils eligible for free school meals is well below average. Most pupils are from White British backgrounds and all speak English as their first language. The school has a higher than usual percentage of looked after children. Pupil mobility is higher than average in some year groups.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The inspection confirms the school's judgement that this is a good school with many strengths. Leadership and management are good and the headteacher leads the school well. Improvement since the last inspection has been satisfactory overall but gathered much momentum with the appointment of the current headteacher. The capacity for further improvement is good. Pupils speak highly of the school and, although many parents speak equally positively, a minority are less positive in their views. The school increasingly seeks the views of parents in planning future developments. Standards by the end of Reception are at an average level overall as a result of satisfactory provision, but children on the Blyton site make better progress. Standards by the end of Year 2 are above average and, whilst achievement overall is good, the achievement and progress for pupils on the Laughton site are satisfactory. In Years 3 to 6 all pupils make good progress and reach standards that are well above average by the time that they leave school. Teaching is good and at times very good and often lessons are brimful with exciting tasks and activities that make learning fun and enjoyable. Teaching for some of the younger pupils sometimes lacks enough challenge to help them achieve as well as they could. A significant strength of the school is the pupils, who behave very well, show a fervent desire to succeed and are very appreciative that they are given a genuine voice in the school. Attendance is above the national average. The curriculum and other learning opportunities are good and help to enthuse and motivate pupils. The school promotes the importance of keeping healthy, fit and safe well. The care and welfare of all pupils is afforded a high priority. It is good and pupils say they 'are treated like adults and with a lot of respect.' The headteacher has introduced good procedures for assessing and tracking pupils' progress in some key subjects and recognises the need to disseminate this effective and successful practice across other subjects. The school provides good value for money.

### What the school should do to improve further

- Ensure greater consistency in the teaching and learning for pupils in Reception and Years 1 and 2. - Develop and implement effective procedures for assessing and tracking pupils' progress in subjects where they are not yet in place.

## Achievement and standards

### Grade: 2

Children start at the school with skills and knowledge that are at an average level. By the end of the Reception year, standards are variable between the two school sites. At the Laughton site standards remain average and children make satisfactory progress whereas, at the Blyton site, children achieve well because of good teaching and more children meet or exceed the nationally recommended Early Learning Goals. By the end of Year 2 standards are securely above average in reading, writing and mathematics. Achievement overall is good, although it is satisfactory for the pupils at the Laughton site. The school is tackling these inconsistencies in the progress of younger pupils

well. The picture for pupils in Years 3 to 6 is far more consistent. All pupils, including those with learning difficulties and the looked after children, achieve well, and for some Year 5 and 6 pupils, achievement is good. This is reflected in the high 'contextual valued added' score, which tracks pupils' progress between Year 3 and Year 6. By the time pupils leave school, standards are well above the national average in English, mathematics and science, and have been consistently so over the last three years. The school sets demanding but reachable targets for the pupils who are only too ready to rise to the challenge and meet them.

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

### **Grade: 2**

The personal development and well being of pupils is good with some very good features. Discussions with pupils show how much they love coming to school. Their enthusiasm and zest for learning illuminates both schools. Behaviour is good, often very good. Some parents feel that bullying is an issue but pupils were eager to point out that, 'We are all on the same wavelength about bullying - there isn't any and, if there was, we know it would be stopped.' Pupils' enjoyment of school is reflected in the above average attendance rates. The spiritual, moral, social and cultural development of pupils is good. Pupils appreciate the world around them and they are thoughtful and reflective. Pupils show a real sense of social responsibility for friends and classmates and recognise well the impact that their actions can have on others. Although presently satisfactory, the school is currently working on raising pupils' awareness of cultural diversity. Pupils have a good knowledge of keeping fit and healthy, helped by initiatives such as healthy snacks and participation in many sporting events and 'fit week.' Pupils make a good contribution to the local community through participating in local events and happenings. Pupils were quick to point out how safe they feel in school. Pupils acquire basic skills and computer skills well but not enough opportunities are provided for pupils to test these out in innovative and fun enterprise initiatives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall with some very good teaching observed during the inspection. Teachers generally manage pupils well and 'go the extra mile' in creating a learning environment which is fun, exciting and vibrant. Teachers make good use of visits, visitors and artefacts to help learning spring to life. Writing and investigative skills in mathematics and science are taught well in most classes and this contributes much to how well pupils achieve. Teaching is at its best for some Year 5 and 6 pupils, where lessons bristle with pace and challenge and a lively, animated, enthusiastic teaching style first hooks and then maintains the interest of all learners. Teaching assistants, across the school, contribute much to the quality of pupils' learning. Teaching for some of the younger pupils in school is only satisfactory because at times

it asks too little and lacks a sense of urgency in getting the best out of all pupils. Assessment is satisfactory. Good and robust systems are in place for assessing and tracking pupils' progress in English and mathematics and information is used well to set challenging targets for pupils. However, formal procedures for tracking pupils' progress in other subjects of the curriculum are not yet in place. Although there are some very good examples of the marking of pupils' work, there are others which do not clearly or accurately point out what needs to be done to improve.

## **Curriculum and other activities**

### **Grade: 2**

Overall, the curriculum is good and meets the needs of learners well. The school places a good emphasis on the development of pupils' literacy and numeracy skills and these are put to good use in other subjects. Pupils are given many exciting opportunities to test out their well-honed investigative skills in mathematics and science. The use of pupils' computer skills to support learning in other subjects is improving at a good pace. The provision made for Reception children is stronger at the Blyton site and better matched to how well young children learn best. Enrichment opportunities through after school clubs, visits and visitors bring another dimension to how well pupils learn. Good provision is made for pupils with learning difficulties, the higher attaining pupils and looked after children. The school's personal, social and health education (PSHE) programme provides good foundations for pupils to learn about the importance of keeping fit, healthy and safe, as well as a sensitive well thought out approach for developing pupils' awareness of sex and relationships education.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. The individuality of pupils is celebrated. Pupils talk passionately about how their views are listened to, respected and acted upon. Through the school council, the pupils themselves set up the healthy snacks initiative and have helped to improve resources and the accommodation. Staff put much effort into raising pupils' awareness of keeping healthy and safe and pupils say that, 'No staff put up with any bullying.' Child protection and health and safety procedures are all known and followed by staff. Risk assessments are carried out well. Strong links are in place with outside agencies that ensure that the needs of pupils with learning or behavioural needs and looked after children are all met effectively yet sensitively. Pupils are knowledgeable learners and know their individual targets. The school tracks pupils' academic progress well in English and mathematics but recognises the need to disseminate this good practice to other subjects of the curriculum.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher leads and manages the school well. She has played a pivotal role in moving the school forward and raising standards,

whilst also having to deal with the sensitive issue of merging two village schools. She has created a very strong team spirit aimed at providing a good quality of education and creating a 'one school' ethos and culture. Her efforts have proved successful. The headteacher is well supported by the senior management team. Standards and teaching are monitored well in subjects such as English and mathematics and this model of good practice is to be applied to other subjects. The school's self-evaluation is honest and frank and very closely matches the inspection findings. The head knows the school very well and tackles any areas of weakness in a professional and effective manner. The school makes good use of all available resources and has a good capacity for further improvement. Governance of the school is satisfactory. Governors are committed to and very supportive of the school but recognise the need to monitor the work of the school more formally. Whilst many parents value the school highly, there are a minority whose perception is less favourable. The governing body is already looking at ways to improve this view as this is clearly a good school.

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## 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>
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### 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>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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>	2	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	2	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	2	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>	2	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>	2	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>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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**

You may remember that I visited your school not too long ago and now I am writing to let you know what I found out. First of all I would like to take this opportunity to thank all of you for making my visit so enjoyable and for being so kind and helpful. Whichever building I was in, Blyton or Laughton, I was always met with a cheery smile. I managed to talk to lots of you and a special thank you to the School Council who were particularly helpful, and to the Key Stage 2 children at Laughton for making me a part of your literacy lesson. I hope you have sorted out the problem with Mrs Batey's chocolate eating habits! This is a good school with some very good features. In many lessons, teaching is fun and exciting and helps you to achieve well. The curriculum and other activities help to make learning more enjoyable. All the staff work hard at helping you to keep fit, healthy and safe at school. It was particularly good to hear from the School Council that bullying is not a problem at your school and how confident they were that, if it did happen, it would definitely be dealt with. Mrs Saint leads the school well with all staff and governors playing their part in making sure that you get a good education. There is also another group of people who are a real success story and that's you - the pupils. Your behaviour, attitudes, how much effort you put into your work and your obvious enjoyment of school are just some examples of the contribution you make to the school's success. I have talked to Mrs Saint about making the school even better by making sure that teaching is always fun but really gets you thinking, and by more closely checking on how you are progressing in some subjects of the curriculum. I am sure that you will continue to play your part in the school's continued success and I wish you all well in your futures. It was a pleasure and privilege to meet you all.