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Inspection Report

**Better
education
and care**

Unique Reference Number 120683
LEA LINCOLNSHIRE LEA
Inspection number 280868
Inspection dates 2 February 2006 to 3 February 2006
Reporting inspector Dr. Kenneth Thomas LI

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

Type of school	Primary	School address	School Lane
School category	Voluntary aided		PE22 0HU
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01205760256
Number on roll	236	Fax number	01205760256
Appropriate authority	The governing body	Chair of governors	Mr. Anthony Hardy
Date of previous inspection	Not applicable	Headteacher	Mr. Philip Hills

Age group 4 to 11	Inspection dates 2 February 2006 - 3 February 2006	Inspection number 280868
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is one that many children travel long distances to attend. The school is average in size. However, because of local trends, the number of pupils on roll is decreasing. There are significantly more boys than girls on roll, particularly in Years 5 and 6. Most children start school with the knowledge, skills and understanding expected for four-year-olds. All pupils are of White British heritage. There are no pupils who speak English as an additional language. The proportion of pupils with learning difficulties and disabilities and the proportion entitled to free school meals are below average. The proportion of pupils with Statements of Special Educational Need is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school is providing consistently good education across all the major aspects of its work. This closely matches the school's own evaluation of its performance. Pupils are very proud of their school and this is seen in the way in which they welcome visitors and take great pleasure in telling them just how much they enjoy their lessons. The overall good quality of provision in the Foundation Stage establishes the base for the good progress pupils make throughout the school. Because teaching is good, pupils enjoy coming to school and this is reflected in their regular attendance, excellent behaviour and keen attitudes to learning. Pupils are looked after well and as a result they make good progress in their personal and social development. They become confident learners, able to express their own ideas and to take account of the views of others. Pupils have total trust in the staff and know there is always someone who will help them. As one pupil said, 'teachers are really kind to us, they listen to our ideas and help us when we get stuck'. The good leadership of the headteacher and his deputy, with the full support of governors and staff, has ensured that the school has made good improvement since the last inspection. There is a clear understanding of the school's strengths and how these can be built on to improve even further. Areas for further improvement, including the need to improve the outdoor curriculum in the Foundation Stage, to increase the consistency in teaching and in lesson planning are accurately identified. The school has good capacity for further improvement and gives good value for money.

What the school should do to improve further

- Ensure that the quality of teaching is consistently good, particularly at Key Stage 2.
- Ensure consistency in lesson planning and that all lesson plans take account of the full attainment range.
- Ensure that, in the Foundation Stage, the quality of the outdoor curriculum matches the good quality of the indoor curriculum.

Achievement and standards

Grade: 2

The achievement of pupils is good. Children enter the Reception class with broadly average levels of attainment. They make a good start to their formal schooling, because they are keen to learn and the teaching is good. By the time they enter Year 1, they reach their expected goals and quite a number achieve beyond that. This good rate of progress is maintained as pupils move through the school so that by the end of Year 6 standards are above average. In 2005, as in most recent years, the end of Year 6 National Curriculum test results in English, mathematics and science were above average. In 2005, almost all pupils attained the expected Level 4 in all three subjects. Close to a half of all pupils attained the above average Level 5 in English and science, with about a third of pupils attaining this level in mathematics. These results represent good achievement in relation to pupils' standards on entry. Inspection evidence indicates that this above average level of performance is being maintained. Pupils'

word-processing skills are above average and by the end of Year 6 they are able to use their computing skills to present information in a variety of interesting ways. There are no significant differences in the performance of different groups of pupils and the progress of those with special educational needs is comparable to that of other pupils. The school sets and achieves challenging targets for pupils based on an accurate but aspirational analysis of their potential.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils enjoy school enormously and this is reflected in their very positive attitudes, excellent behaviour and good attendance. Pupils are socially very adept and engage in conversation with enthusiasm. They are very supportive of each other and older pupils are keen to support younger ones. This is seen, for example, when Year 6 pupils organise the 'Infant Olympics' for younger pupils. Pupils are very aware of how to stay safe and understand the benefits of taking regular exercise and eating healthily. The school provides a wide range of opportunities for pupils to become involved in sporting activities and participation rates are high. Pupils contribute well to school and community events, and through charitable fund raising activities demonstrate their awareness and understanding of the needs of others. Pupils of all ages have a well developed sense of right and wrong, and a firm understanding of the impact of their actions on the well-being and happiness of others. They reflect on their learning, often responding with real pleasure when activities are exciting and challenging. Pupils have a good understanding of the customs and traditions of others and show an appreciation of the natural world. There are many opportunities for pupils to take responsibility and this, together with their good academic progress, prepares them well for the next stage of their education and for future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall. Inspectors' judgement of teaching closely matches the conclusions reached by the school leadership team in their own monitoring of lessons. Because teaching in the Foundation Stage is good, children are supported well, settle in quickly and soon enjoy learning. Adults monitor children's learning and keep a careful record of progress to ensure that each child experiences a good balance in the areas of learning. Teachers' management of pupils' behaviour is good and promotes high levels of concentration in lessons. This enables lessons to proceed at a brisk pace and pupils to make good progress. In the best lessons, teachers employ a wide variety of teaching and learning methods, such as discussion, investigation and collaborative tasks. These lessons are carefully planned to interest and actively engage pupils in learning. However, lesson planning is inconsistent. Some lesson plans, particularly in Key Stage 2, do not take enough account of the different

attainment levels of pupils and what they are expected to achieve. These lessons tend to be too teacher directed and pupils' independence and creativity is restricted. Effective use is made of teaching assistants to support the learning of pupils with learning difficulties and disabilities. However, where lesson planning is a weakness, not enough attention is given to how pupils' special educational needs are to be met. Assessment and the marking of pupils' work are good, and much improved from the time of the last inspection. Pupils are clear about what they are doing well and what they need to do in order to improve.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good. It promotes achievement well and meets statutory requirements. This is an improvement since the last inspection. The curriculum is interesting and stimulating. A new enrichment programme is helping to add different dimensions to pupils' experiences. The school compensates well for its relatively isolated location by giving pupils opportunities they would not normally experience. These opportunities include a variety of sporting and cultural activities, educational visits and a valuable residential experience. Such opportunities encourage them to lead an active and healthy life and successfully promote personal and social development. The school makes effective use of the expertise available in other local schools to extend pupils' learning experiences, particularly in sports, music, art and French. These links have a positive impact on standards and promote pupils' exceptionally high levels of enjoyment of school. Children in the Foundation Stage enjoy taking part in a wide range of stimulating play activities that provide good opportunities for them to learn and practise early skills of reading, writing and number. However, because of limited resources, the outdoor curriculum in the Foundation Stage does not match the good quality of the indoor curriculum.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Good quality guidance and support help pupils to achieve well and to develop into confident and productive members of the community. Pupils are confident that the school cares for them well and helps them to do their best. The monitoring and mentoring of pupils' progress is very effective. There is effective communication between the school and parents. Regular progress reports inform parents of the levels their children are working at in relation to their targets. This helps parents to become partners in their child's learning. Arrangements for child protection are good and the school sensitively and unobtrusively monitors and supports pupils who are in any way vulnerable. Health and safety procedures are clear and understood by all. There is no school council, but pupils do have the opportunity to put forward their views and pupils are confident their views are carefully considered and acted upon if necessary.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher, his deputy and all staff are totally committed to providing pupils with the very best quality of education they can. Their success is seen not only in the good academic progress that pupils make but also in their personal development, which is also good. The school has an effective programme for monitoring teaching and learning. This is an improvement since the last inspection and is enabling the school to build on strengths and to tackle weaknesses. All of the key issues arising from the last inspection have been fully dealt with. The school manages and monitors its finances exceptionally well and resources are used effectively to support teaching and learning. The school has excellent systems in place to measure the cost-effectiveness of major spending decisions. The vast majority of parents and pupils appreciate the way in which the school seeks and takes account of their views. Governors have played a full part in the school's improvement. Together with the headteacher and staff, they ensure that the school meets its statutory requirements. The capacity of the school to improve still further is good. The school's ability to evaluate its strengths and weaknesses is good, and the inspection findings reflect the school's own judgements.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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

How well do learners achieve?	2	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	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	1	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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Following our recent visit to inspect your school we would like to thank you all for helping us with the inspection, especially those who met us and whose work we saw. We would like to tell you our findings. Our main finding is that this is a good school and one that is helping you to make good progress. This will not be a surprise to you because this is what you and your parents also say. You are given a good start in the Reception class and this helps you to make good progress as you move through Years 1 to 6. You get on really well together both in lessons and around the school. Your teachers try very hard to make your lessons interesting and we really liked the way you listen carefully to your teachers, and the sense of enjoyment we saw in lessons. You clearly appreciate the good care and personal support you get from all of the staff and this is seen in your behaviour, which is exceptionally good. All adults want to help you to do as well as you possibly can and this is particularly true for those of you who may be experiencing difficulties. Many teachers give a lot of their time to provide you with extra activities and visits out of school hours. You told us how much you enjoy taking part in these activities and how they are helping you to make such good progress. We have talked with Mr Hills and the governors about three ways in which they could make the school even better. These are: to make sure that all of your lessons are equally enjoyable and that all pupils in the class are fully involved; and to make sure that the outdoor learning activities that it provides for those of you in the earliest years are as good as the indoor learning activities. Finally, thank you very much for taking the time to talk to the inspectors. You and the staff made us very welcome, and we really enjoyed our time in your school.