



The Utterby Primary School

Inspection Report

Unique Reference Number 120484
Local Authority LINCOLNSHIRE
Inspection number 291753
Inspection date 13 December 2006
Reporting inspector Roger Sadler

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

Type of school	Primary	School address	Utterby
School category	Community		Louth
Age range of pupils	4-11		Lincolnshire LN11 0TN
Gender of pupils	Mixed	Telephone number	01472 840280
Number on roll (school)	42	Fax number	01472 840280
Appropriate authority	The governing body	Chair	Ms Alison Gee
		Headteacher	Mr Kieran Quigley
Date of previous school inspection	19 March 2001		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Pupils come to this small school mainly from the three local villages and are taught in two classes. Almost all pupils are from White British families. The proportion of pupils with learning difficulties is well above average. The area's socio-economic conditions are average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving school with sound capacity for further improvement. The school is highly regarded by parents and well liked by pupils, who say they enjoy school. Leadership and management are satisfactory and have ensured that behaviour has improved and that pupils' achievement and progress are satisfactory throughout the school. Teaching is better in Reception and Years 3 to 6 than in Years 1 and 2 but is satisfactory overall. Relationships are good throughout the school because all staff hold high expectations of pupils' behaviour and their manners. Children enter Reception with knowledge and skills in line with what are expected nationally. They quickly settle in and make sound progress in Reception because their needs are carefully assessed and effectively met. Pupils' progress, especially in writing, slows a little in Years 1 and 2, because work is sometimes insufficiently interesting. In Years 1 and 2, although teaching meets the needs of lower attaining pupils well, not enough is expected of average and higher attaining pupils. Good teaching in the older class helps pupils progress well and most of the current Year 5 and 6 pupils are attaining average standards and some are attaining above average standards, especially in their writing.

Care, guidance and support for pupils is satisfactory. The school has recently introduced an effective system for checking pupils' progress. In the older class, extra support is given to average pupils who are at risk of underachieving and this is helping improve achievement. The well above average proportion of pupils with learning difficulties make good progress throughout the school because they are identified early and given carefully tailored teaching, involving good support by teaching assistants. Because the school lacks a system to give pupils ambitious targets to aim at, some pupils are unclear of the particular areas they need to concentrate on in order to improve their work. Not all pupils evaluate their own and others' work sufficiently because teachers miss chances to establish clearly what a good piece of work should look like.

The curriculum is satisfactory and learning is enhanced by good links with other schools. Pupils' personal development and well-being are good. Staff ensure that pupils are well-mannered and work cooperatively. The school is a happy school where pupils behave well and enjoy working together. Older pupils enjoy taking responsibility for helping the smooth running of the school and for helping other pupils. They act safely and feel safe in school, confident that they can turn to any adult for support if they are worried about anything.

Although monitoring and evaluation have recently improved and are satisfactory, staff training in monitoring and evaluation is needed to ensure teaching and learning are consistently good. Governors provide good support to the school but are only just beginning to effectively challenge the school to improve its standards now that they are receiving improved information.

What the school should do to improve further

- Improve progress in Years 1 and 2, particularly in writing, by making teaching more interesting and using assessment information to ensure teaching matches the learning needs of all pupils.
- Ensure that teachers set challenging targets for pupils and help them understand how to assess and improve specific aspects of their work.
- Ensure the headteacher and staff extend their monitoring and evaluation skills to promote consistently good learning and teaching.

Achievement and standards

Grade: 3

Pupils' achievement and standards are satisfactory overall. They make satisfactory progress throughout the school but progress is faster in Years 3 to 6 than in Years 1 and 2. Pupils make sound progress in Reception because teaching is based on an accurate assessment of the learning needs of each individual. Pupils are introduced to letter sounds early and enjoy starting to read books. During Years 1 and 2, pupils make satisfactory progress but a few average and above average pupils could do more, especially in their writing, if work were more carefully tailored to meet their individual learning needs and was made more interesting. Standards achieved by Year 2 pupils in national tests have been broadly average over the last few years. Teaching in Years 3 to 6 is improving and so is the rate of pupils' progress in learning. Standards in national test results for Year 6 pupils have been below average recently but the work the current Year 5 and 6 pupils are doing, and school assessment information, indicate that standards are rising. The vast majority of Year 5 and 6 pupils are on track to attain nationally expected standards and an above average proportion are working at higher than normal levels. Pupils with learning difficulties achieve well and make good progress throughout the school because of good leadership and management by the special educational needs coordinator and due to good quality support by teaching assistants. Standards of presentation of work are below average in the younger class but above average in the older class.

Personal development and well-being

Grade: 2

Behaviour and relationships are good throughout the school and pupils speak very warmly and enthusiastically about their school. Attendance at the school has been average over the last few years. Social, moral, and spiritual development are good. The school has recognised the need to improve on pupils' satisfactory understanding of other cultures, and has some useful work underway, including the use of information and communication technology (ICT), design and technology and arranging relevant visits and visitors.

Older pupils and school council members make a good contribution to the school community by taking on additional responsibilities such as playground buddies or

library assistants. Pupils show good awareness of healthy life styles and clearly understand the need to eat healthily and exercise regularly. Satisfactory standards in basic skills such as literacy and mathematics and pupils' ability to work well together and form positive relationships provide them with sound preparation for the next stage of education and the world of work beyond.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. Teaching in Years 3 to 6 is more effective than in Years 1 and 2. In the older class, planning meets the full range of learning needs and provides suitable challenge for all pupils. In the younger class, planning for pupils with learning difficulties and for Reception children is good, but sometimes it provides insufficient challenge for average and more able Years 1 and 2 pupils. In the younger class, marking is over-general and does not consistently provide sufficient guidance to pupils. Throughout the school staff have high expectations of pupils' behaviour and relationships are well managed. In both classes, pupils are given insufficiently clear information of what a good piece of work might look like. This limits their ability to assess their own and each others' work so that they can see exactly where and how to make their work better.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. The school has made good links with other primary and secondary schools to extend what can be offered to pupils in a small school. For example, the school liaises with a secondary mathematics teacher to provide additional challenge and support for higher attaining pupils and specialist design and technology teaching is also arranged. Coaches from other schools also enhance the quality of physical education (PE) teaching in the school. Provision for ICT has improved substantially, resources are good and pupils enjoy using the interactive whiteboards and computers in lessons.

The curriculum in the older class is more challenging and interesting and draws better on real experiences than in the younger class, where some work is uninteresting and based on completing worksheets. As a consequence, pupils' attitudes to learning and concentration are better in the older class.

Care, guidance and support

Grade: 3

The school has recently introduced end of year national tests for pupils in Years 3 to 5. Improved assessment and a new system for tracking progress is helping the school identify potential underachievement. The school then uses the results of these assessments to identify pupils for extra support in Years 5 and 6. This helps these

pupils catch up and achieve well. Pupils with learning difficulties are identified at an early stage and are given good support by teachers and teaching assistants. In consultation with parents, the school prepares effective plans and clear and challenging targets for learning to guide the work of these pupils. However, average and above average pupils are not regularly given targets to help them focus their efforts and this slows their progress.

The quality of pastoral care is good and leads to positive relationships among everyone at the school. Effective procedures and routines, and staff training, ensure that standards of health and safety are maintained and that child protection arrangements are effective.

Leadership and management

Grade: 3

Leadership and management are satisfactory, with some good aspects. The headteacher, during the sixteen months he has been in post, has worked with great determination to improve the school site and both indoor and external resources for learning. Pupils' behaviour and attitudes to learning have improved throughout the school and teaching and learning have improved in the older class. Monitoring and evaluation are satisfactory and the school has a reasonable grasp of its strengths and where further development is needed. More training is still needed to improve teachers' confidence and skills in monitoring and evaluation and to help improve the quality and consistency of teaching and learning. There is a sound school improvement plan that focuses appropriately on bringing about improvements in pupils' achievement but the plan does not consistently contain details of the actions that will be taken to assure the necessary developments. Provision for pupils with learning difficulties is well managed and this ensures these pupils make good progress. Governors make a satisfactory contribution to helping the school improve. They have a sound overview of where improvements are needed. Governors recognise that they are now receiving clearer information about the school's development and this is helping them to ask more searching questions to help the school improve.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

14 December 2006

Dear Children

The Utterby Primary School, Utterby, Louth, Lincolnshire, LN11 0TN

Thank you for making me so welcome when I came to inspect your school. I am pleased that you like your school so much. I thoroughly enjoyed talking with you and your teachers and watching you learn. I think your school is properly run and is giving you a satisfactory education. Adults provide satisfactory teaching and care for you so that you make sound progress. The work you do is interesting and you are taken on visits to different places to help you learn. Your behaviour is good. You know right from wrong, show consideration for others and show good understanding of what it means to be friendly and helpful to each other. I was impressed by how older pupils take responsibility for helping others within the school. Pupils with learning difficulties make good progress because the school gives good attention to helping them learn.

There are three things that I have asked your school to work on, and these are:

- Help Year 1 and 2 pupils do their best, especially in their writing, by giving them work that is just hard enough for each and every one of them.
- Help you to see how you can improve particular aspects of your work by giving you targets to aim for.
- Help school managers learn how to check more closely on how well the school is doing to help make your learning and their teaching even better.

With very best wishes for the future,

Mr Sadler

Lead Inspector