

# The Donington-on-Bain School

## Inspection report

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<b>Unique Reference Number</b>	120444
<b>Local Authority</b>	LINCOLNSHIRE LA
<b>Inspection number</b>	313616
<b>Inspection date</b>	27 March 2008
<b>Reporting inspector</b>	Derek Pattinson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	102
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr S Tyerman
<b>Headteacher</b>	Mrs L Pringle
<b>Date of previous school inspection</b>	16 September 2002
<b>School address</b>	Main Road Donington-on-Bain Louth Lincolnshire LN11 9TJ
<b>Telephone number</b>	01507 343240
<b>Fax number</b>	01507 343240

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This much smaller than average primary school is situated in an area of average social and economic circumstances. It takes its pupils from an area of approximately 100 square miles, many of whom travel to school by bus. All pupils are from White British backgrounds. The proportion of pupils who have learning difficulties and/or disabilities is broadly average. The percentage of pupils who are eligible for free school meals is below the national average. Pupils enter the Foundation Stage with broadly average levels of knowledge, skills and understanding. The school has achieved the Basic Skills Quality Mark and Active Mark in recognition of its provision for sports.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

'This is the best school ever' and 'I love this school and wish it was open during the holidays' are two of the many positive pupils' comments about this good school. Its successes owe much to its enthusiastic head teacher, the strong team spirit and the significant emphasis placed on pupils' personal development. As a result, pupils leave the school as confident and well-rounded individuals. Parents think highly of the school and appreciate the good care the school takes of their children. Because of the headteacher's strong leadership, the school's track record of improvement is good. Important priorities for development focus on the right issues to raise standards further. As a result of these strengths, it has a strong capacity for continued improvement.

Children enter the Foundation Stage with skills, knowledge and understanding which are in line with those expected for their age. From the Foundation Stage through to Key Stage 2, most pupils, including those with learning difficulties and/or disabilities, make good progress because of good teaching. The strengths in teaching are the secure relationships, the imaginative use of a wide range of resources and the good use of encouragement and praise to help motivate and excite pupils. Standards are above average by the end of Key Stage 2 and pupils achieve well from their starting points. However, they perform less well in writing, especially boys, because they do not have many opportunities to practise writing in enough subjects.

Pupils' personal development, including their spiritual, moral, social and cultural development is outstanding. As a result, pupils make an excellent contribution to the life of the school and the wider community. They find most lessons very interesting because the good curriculum is varied and brings learning to life. The high levels of enjoyment help explain why attendance is well above average. Visits, visitors, special events and clubs all help to broaden pupils' experiences. Good quality care, guidance and support ensure pupils are well cared for and feel safe. They lead a healthy lifestyle because of the school's strong encouragement. Pupils are well prepared for the future because they make good progress in developing all the important skills and qualities they will need. Pupils know and use their learning targets effectively because of the good arrangements for guiding them to improve their academic performance. The school has recently improved its procedures for checking on what pupils know and understand. However, improvements have yet to make their full impact on the quality of pupils' writing.

Leadership and management are good. The headteacher's clear vision, drive and determination help provide an effective climate for sustained improvement and she is well supported by a good team of teachers and assistants. Staff are increasingly taking the lead in monitoring the work of the school and introducing and overseeing essential improvements. However, the monitoring of teaching does not focus enough on pupils' quality of learning to achieve maximum benefit. The supportive governing body is starting to play its part in holding the leadership to account and is now becoming more involved in setting a clear direction for the school. Given the good progress pupils make, the school provides good value for money.

## Effectiveness of the Foundation Stage

### Grade: 2

Children make good progress towards achieving the early learning goals and by the end of the Foundation Stage most have met or exceeded these. Children experience a happy start to their school life, and as a result, thrive in a stimulating, safe learning environment. Interesting,

exciting learning activities inside and outside the classroom ensure they have fun while they learn. Children learn to cooperate with each other and develop positive attitudes, which equip them well for their school lives. Effective leadership and management are seen in the strong teamwork and in the progress made by the children. The positive impact of leaders can also be seen in the good curriculum and in the regular checks on children's progress. As a result of the considerable emphasis given to personal development, children become independent learners with developing self-confidence.

### **What the school should do to improve further**

- Increase the opportunities for pupils, especially boys, to practise and improve their writing skills.
- Ensure that in monitoring teaching a sharper focus is given to the impact of teaching on pupils' learning.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good and by the end of Key Stage 2 they attain standards that are above the national average. Pupils who sometimes find learning difficult are well supported and they make good progress. Following their good start in the Foundation Stage, pupils make steady progress in Key Stage 1. Over recent years, standards in reading, writing and mathematics have been broadly average in Key Stage 1 although they have varied, especially in writing. No pupils achieved the higher level in writing in the most recent Key Stage 1 national assessments. However, by the end of Key Stage 2 pupils have achieved well and standards are above average in English, mathematics and science. Challenging targets contribute to the good achievement and pupils perform best in science. However, pupils make slower progress in writing compared with other areas of their work, boys in particular.

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

### **Grade: 1**

The school is a calm and very happy community where pupils develop excellent relationships with each other and the staff. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils are good at knowing how to keep themselves healthy and demonstrate this through making choices of healthy snacks and their participation in sports. Behaviour is outstanding and pupils feel safe in school. They are confident of receiving help from adults should problems arise. Pupils show great enthusiasm for learning and they work hard, particularly when teaching is good. Attendance is well above average because pupils thoroughly enjoy coming to school. Pupils make an outstanding contribution to the life of the school and the local rural community. For example, younger pupils are helping make a school pond. Pupils take their role as school council representatives seriously and are proud of the improvements they have helped to bring about. Pupils are making good progress in developing important skills to prepare them for their later lives.

## Quality of provision

### Teaching and learning

#### Grade: 2

Secure relationships and effective management of pupils are positive features in lessons leading to good teaching and learning. Pupils find most lessons interesting and fun. Resources are often used in exciting ways to enthuse and motivate pupils, such as when pupils from Years 1 and 2 were involved in problem solving activities to help them understand weight and capacity. Learning is effective because teachers praise and encourage pupils. Class work is challenging and this helps pupils enjoy learning. Teaching assistants contribute well to pupils' progress in lessons, especially by giving good support to those with learning difficulties and/or disabilities. Teaching is especially successful when time is used to good effect. Very occasionally the pace of lessons is not brisk enough. At such times lessons have too much teacher direction and pupils are not involved sufficiently. As a result pupils' progress is noticeably slower. The marking of pupils' work usually acknowledges pupils' efforts and comments on what they must do to improve. Effective procedures are developing for assessing and monitoring pupils' progress.

### Curriculum and other activities

#### Grade: 2

The school has recently revised its curriculum and a move to a more flexible, creative approach has helped to bring learning alive. The availability and use of information and communication technology (ICT) plays a significant part in this. Work and activities capture the interest of all pupils and, as a result, they hugely enjoy learning. However, pupils do not have enough opportunity to practise and develop writing skills. Some recent initiatives, such as the introduction of the new Primary Framework for mathematics and French into Years 3 to 6 are starting to raise levels of interest and enjoyment. Pupils who sometimes find learning difficult receive good support through well organised individual education plans which are reviewed regularly. Pupils of all ages benefit from a good range of enrichment activities including lunchtime and after-school clubs, visitors and visits including a residential trip. This makes a strong contribution to pupils' personal development and broadens their experience of the world around them.

### Care, guidance and support

#### Grade: 2

The school provides high quality pastoral care for all pupils. Parents speak highly of the care and support their children receive. Staff know pupils and many of their families well and are alert to each pupil's needs. Pupils feel safe and happy in school and confidently turn to staff for help when problems occur. Pupils with learning difficulties and/or disabilities receive good support from teaching assistants and their progress is closely monitored. The school works successfully with a range of outside agencies to provide those who need extra help with the necessary support. Procedures to ensure pupils' protection, safety and well-being are good and are understood by all staff. The procedures for tracking pupils' progress have been improved. However, they are not yet used to best effect to benefit pupils, such as, through the immediate targeting of pupils who are slow moving. All pupils have a clear knowledge of how they can improve their work.

## Leadership and management

### Grade: 2

Leadership and management are good and contribute well to the school's success. The enthusiastic head teacher, supported increasingly by a well-motivated staff, leads and manages the school effectively. Her knowledge of the school is reflected in the school's good self-evaluation, leading to a firm track record of continuous development and a good capacity for further improvement. The school development plan focuses on the right issues to continue raising standards. Staff are united in their determination to provide a good quality of education for all pupils. Subject leaders play a developing role in monitoring the school's work and performance. The school makes effective use of its stable staff and good quality resources. However, monitoring and evaluation of teaching and learning does not yet focus sharply enough on the learning pupils are making to be of maximum benefit. The governing body is supportive of the school and is starting to hold the school to account for what it achieves.

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## Annex A

## 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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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**

28 March 2008

Dear Pupils

Inspection of The Donington-on-Bain School, Louth. LN11 9TJ

Thank you for being so friendly and talking to Mrs Hackney and I when we visited recently to inspect your school. We very much enjoyed this, and in particular visiting your lessons and listening to what you had to say. Many of you told us that you like your school very much and we agree you have a good school. We especially like its friendly atmosphere and that staff make you feel safe and happy. We found that you are working very hard and you behave very well. You know about the importance of having a healthy lifestyle, especially by taking lots of exercise. You are keen to help out in school and carry out your duties very well. You are confident and polite and always willing to help others, which prepares you well for the future.

We have asked your teachers to give you more opportunities to write through the week so that you can improve your writing. We have asked them also to improve how they check on how well you are learning so that they can help you make even better progress than you do now.

Your headteacher and all the staff are working hard to give you a good education. As a result, most of you make good progress in English, mathematics and science. This is because your teachers make sure that the work they give you is at the right level. This is helping you build on what you already know, and because you know your targets this also is helping you make progress.

Thank you for being so helpful. I am sure you will continue to work hard and help your teachers so that your school becomes even better than it is now.

Best wishes

Derek Pattinson

Lead inspector.