

Faldingworth Community Primary School

Inspection report

Unique Reference Number	120445
Local Authority	Lincolnshire
Inspection number	313617
Inspection date	10 September 2008
Reporting inspector	Richard Cheetham

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	41
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Adrian Clack
Headteacher	Mrs Kiera Evans
Date of previous school inspection	13 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	High Street Faldingworth Market Rasen Lincolnshire LN8 3SF

Age group	4–11
Inspection date	10 September 2008
Inspection number	313617

Telephone number
Fax number

01673 885366
01673 885366

Age group	4-11
Inspection date	10 September 2008
Inspection number	313617

© Crown copyright 2008

Website: 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

This is a very small school serving a rural community of broadly average socio-economic circumstances. The majority of children join the school from the on-site private pre-school provision, 'Falditots'. They start in the Early Years Foundation Stage (EYFS) at the school with below average levels of attainment although this varies year-on-year due to the small numbers in each year group. Nearly all its pupils are from White British backgrounds with a few from minority ethnic groups who speak English as an additional language. The number on roll has declined since the previous inspection and has now stabilised. The number of classes has reduced from three to two. The proportion of pupils entitled to free school meals is below average and the percentage of pupils with learning difficulties and/or disabilities is well above average. Since the previous inspection the school has had several staff changes. The current headteacher has been in post for eighteen months.

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 school that provides a sound education and gives satisfactory value for money. The headteacher's energy and expertise is beginning to have an impact on areas such as the EYFS provision and improvements in pupils' behaviour and progress. Parents recognise these changes and support the school very well. As one parent wrote, 'For a small school, Faldingworth is impressive when it comes to children's progress.' The inspection finds that EYFS pupils and those who find learning difficult make good progress and this is increasingly true for the rest of the school. However, it will take more time for changes to impact consistently on pupils' achievement, the curriculum and teaching and learning, all of which are satisfactory. As a result, leadership and management are satisfactory. They have set the school on the right path and give it a satisfactory capacity to improve further.

Overall, pupils make satisfactory progress and reach mostly average standards although these vary year-on-year, affected by the very small size of the year groups. There has been a recent improvement in progress, especially in writing, but pupils make slower progress in applying their number skills in other subjects. Pupils' achievement has improved in Year 2. They make satisfactory progress and reach average standards in reading, writing and mathematics. Year 6 pupils' achievement has also improved and they make satisfactory progress overall. Last year's standards were above average in English and science and average in mathematics. This year, despite steady progress, standards in Year 6 are below average.

Pupils' good personal development and well-being stem from consistently good care, guidance and support. The school now has a good system for tracking pupils' progress so staff can spot potential underachievement. Pupils enjoy school and take seriously their responsibilities to the school community. They have a good understanding of healthy lifestyles. They behave well because of a whole school effort to improve behaviour. They feel safe in school and know how to look after one another and themselves. Their attendance is average. They make satisfactory progress in learning skills that will help them in their future lives.

Strengths in the quality of teaching and learning include well-planned lessons and effective teamwork between the teaching assistants and teachers. The experienced teachers have very good subject knowledge. They are beginning to make their marking more effective but this is not yet common practice. The curriculum is being developed to make that for Years 1 and 2 more coherent with the EYFS and to meet fully pupils' needs in the amalgamated Year 3 to Year 6 class. In both cases, a good start has been made but not yet completed.

The headteacher is usually supported well by her two most experienced teachers to ensure that all pupils have an equal chance to learn well. However, a temporary absence makes the delegation of responsibilities uneven and workloads high. There is a good spirit of teamwork, which is helping to meet this challenge. The school has accurately judged its strengths and weaknesses and has a good plan for improvement. Governors' involvement in this process is not strong enough to help them challenge the school's decisions but their general support is good. The school now manages its resources soundly and deploys its staff well to help its pupils learn. It makes a good contribution to its local community and looks beyond this with a link to a Danish school and also recently brought Polish war veterans and local communities together.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The provision for EYFS has improved since the previous inspection and is now good. This is because the headteacher leads its development well and has improved the curriculum to match the latest guidance. Effective links with 'Falditots' (pre-school provision) and parents ensure a good start in EYFS. Achievement is now good and pupils reach the standard expected of them by the start of Year 1. Pupils benefit from working together as a small group sometimes and alongside Year 1 and 2 pupils at other times. Facilities are good and pupils have ready access to outdoor learning and well organised resources. There is a good balance between adult-led activities and those pupils can choose and explore for themselves. Teachers and teaching assistants work well together to care for their pupils, assess their needs and meet these needs through careful planning and sensitive teaching. This builds pupils' confidence in their ability to learn with others.

What the school should do to improve further

- Help pupils make good progress in using their number skills in other subjects.
- Ensure all teachers consistently use their marking to help pupils understand the next steps in their learning.
- Complete and evaluate the current curriculum developments.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

Achievement and standards

Grade: 3

Standards vary year-on-year due to very small year groups. The overall picture is one of improving achievement that has yet to be consistently good. From below average starting points at the start of EYFS, pupils go on to make at least satisfactory progress and reach broadly average standards by Year 6. Their progress is now good in EYFS and has improved to satisfactory in Key Stage 1. Formerly, standards and achievement here were declining. This trend has now reversed and pupils reach the standards expected. In Key Stage 2, pupils have recently been making improved progress in most year groups and this has raised standards. Staff have successfully worked to raise standards in writing. Achievement in English and science is satisfactory. Progress in applying number skills is slower than other aspects of mathematics where achievement is satisfactory.

Personal development and well-being

Grade: 2

Pupils are positive about school and all play a full part in lessons and extra activities. They diligently carry out their responsibilities as play leaders or school councillors and their actions and decisions improve the school community. Behaviour is good and those who find self-control difficult are making good progress due to effective support. Pupils have a good understanding about keeping themselves healthy and safe. Pupils' spiritual, moral, social and cultural development is good. They respond well to opportunities to reflect and have a good understanding of a range of faiths and cultures.

Quality of provision

Teaching and learning

Grade: 3

Teachers plan effectively with teaching assistants so that their roles are clear and their influence is largely consistent when working with smaller groups of pupils. This is especially true of the support for pupils who find learning difficult, those learning English as an additional language and those who have emotional or behavioural difficulties. Pupils respond well to the high levels of adult support particularly when questions are searching and tasks challenging. Classrooms are well-organised and displayed to raise pupils' expectations of themselves. Some teachers are beginning to set short-term targets with pupils using their marking and verbal comments but this is not consistent practice. Staff new to the school are working hard to develop expectations of pupils similar to those of their experienced colleagues.

Curriculum and other activities

Grade: 3

The curriculum meets requirements and is being developed to match the school's changing circumstances. Best practice in the EYFS curriculum is being spread into Key Stage 1, and the Key Stage 2 curriculum is planned to cater well for the needs of four year groups in the same class. Both developments are in their early stage and themes of work are enabling pupils to practise skills across subjects and make connections between them. A major thrust in Key Stage 2 is the development of pupils' thinking skills, which is providing challenging and enjoyable tasks set at different levels of ability and age. A wide range of activities and clubs enrich the curriculum.

Care, guidance and support

Grade: 2

The new system of efficiently checking on pupils' individual progress is giving the school a clear picture of its effectiveness. The system enables staff to plan improvements to teaching and learning and the curriculum. The school ensures pupils' safety by meeting all the statutory safeguarding requirements and sometimes going beyond these with additional welfare support for the youngest pupils. There are good health and safety systems and child protection arrangements. The strong links with outside agencies provide expertise and support for pupils with additional needs.

Leadership and management

Grade: 3

The headteacher's strong leadership is being felt in several areas of the school. Progress since the last inspection was initially slow but has recently accelerated and is now satisfactory. There has been a strong drive to pull the whole school community together with a clear focus on strengthening provision and raising standards, contributing to a strong sense of community cohesion. Subject leadership has improved too and the school has chosen the right improvement priorities based on good self-evaluation. Staff changes continue to present issues of continuity and work load, but staff work together to overcome these. The governing body support the school well, for instance by visiting the school to find out more about EYFS and provision for

pupils who find learning difficult. They have an overall picture of the school's effectiveness but this is not yet detailed enough for a rigorous debate.

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.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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
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 capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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 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?	2

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
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

Annex B

Text from letter to pupils explaining the findings of the inspection

11 September 2008

Dear Children

Inspection of Faldingworth Primary School, Faldingworth, LN8 3SF

Thank you for welcoming me to your school when I visited recently. I enjoyed listening to what you had to say and I want to tell you what I found out.

You have a spacious, well-displayed school which gives you a lot of opportunities to learn inside and outside the classroom. The staff look after you well and help you to make better progress in your lessons than you did a little while ago. They have worked out new school rules with you so that you all now behave well. You enjoy school and all the extra activities, and you know a good deal about keeping healthy. You work well together in groups and the extra adults help you to improve your work. Older pupils especially help to make the school a better place and you all play your part.

You have recently improved your writing. Well done! Now you should try just as hard to get better at using your number skills when you learn other subjects like estimating distances in geography or weighing ingredients in cookery. I would also like the teachers to continue working out exactly what they want you to learn in Years 1 to 6, just like they did so well for the youngest children. I have also asked the teachers to help you improve your work when they mark it or talk to you about it.

I wish you every success in the future.

Yours sincerely,

Richard Cheetham

Lead inspector