

Frithville Primary School

Inspection report

Unique Reference Number	120446
Local Authority	Lincolnshire
Inspection number	313618
Inspection date	30 June 2008
Reporting inspector	Sue Hall

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	47
Appropriate authority	The governing body
Chair	Mr Stephen Knox
Headteacher	Mrs Karen Taylor
Date of previous school inspection	7 June 2004
School address	West Fen Drainside Frithville Boston Lincolnshire PE22 7EX
Telephone number	01205 750291
Fax number	01205 750291

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This very small school serves the village of Frithville and surrounding area in the Fenlands of Lincolnshire. The number of children eligible for free school meals is very low but the take up is rising since the recent introduction of cooked meals. The large majority of children are of White British heritage and all speak English as their first language. The proportion with additional needs, which includes one pupil with a statement of special educational need, is close to the 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 provides a good quality of education. This judgement is above that of the school's modest self-evaluation. Pupils enjoy coming to school and say they like the range of activities and particularly mathematics. While few parents responded to the inspection questionnaire, all those who did were happy with the quality of education and care provided for their children.

The number of pupils in each cohort is very small. Children enter the Foundation Stage with a range of skills which overall are slightly below expectations for their age. Most settle well and often make rapid progress especially in their personal and social development. When they enter Key Stage 1, many have achieved several of the goals expected of them. In Years 1 to 6, pupils make good progress and, whilst standards vary with each cohort, these are around the national average. For several years, pupils have done considerably better in mathematics than they do in English. Data indicates that last year girls did not do very well compared to boys in tests and assessments in both Year 2 and Year 6, which is the opposite of the national picture. Several pupils do not have a mature and well-developed vocabulary, and lack confidence in taking part in class discussions. This slows their progress in developing speaking and writing skills. Overall, the majority of pupils of all abilities make good progress although some could achieve even more in English.

The personal development of the pupils is good as is their spiritual, moral, social and cultural development. The behaviour of pupils is good. However some make limited effort to contribute and work at their best. Pupils get on well together and readily play with younger children. They say there is little or no bullying and that being at the school is 'like being part of a family'. This, together with responsibilities on the school council, as playground buddies and as voluntary helpers, including with the school guinea pigs, helps pupils develop a responsible attitude to their own and others' safety and to the school and local community. Pupils understand how to lead a healthy lifestyle and enjoy exercise but do not always make good choices in trying to eat healthily.

Teaching and learning are good. Staff plan conscientiously to meet the needs of different ages and abilities within each of the three classes. There is a good match of tasks to the abilities of the pupils. The curriculum is good. The mathematics co-ordinator liaises well with colleagues and much good work is done to ensure there is a practical element in activities. While the school makes use of visits and visitors to interest and motivate learning, more could be done to develop pupils' communication skills. The care, guidance and support of pupils is good with some strong pastoral elements reflecting the fact that staff really know and care for all the pupils and their families. The school checks progress carefully and uses this information to inform the planning of work. New strategies to aid 'assessment for learning' have been introduced but are not yet fully embedded and the marking of pupils work is variable.

Leadership and management of the school are good. The headteacher combines her role as a school leader and class teacher effectively. She is well supported by other staff, and governors, all of whom happily share the many responsibilities in a small school. The staff team works well together and the school has good capacity to continue to improve.

Effectiveness of the Foundation Stage

Grade: 2

Children entering the Reception group have had a widely differing range of early learning experiences with several having attended no formal pre-school activities. Some are initially very quiet and their personal and social development is a priority. There is a good curriculum, which combines both the teaching of basic skills with plenty of opportunities for structured play. The school has developed the outdoor learning environment well since the last inspection and the indoor area is bright and stimulating. Reception children soon start to play and learn with their classmates in Years 1 and 2 and benefit from their knowledge and experiences. Teaching and learning are good. Staff explain things carefully to the children and where worksheets are used they are tailored well to their different needs. Staff have recently put a lot of time and effort into developing individual portfolios, which are effective in tracking the progress made by all children. Teaching assistants are used well to support the children who overall make good progress so that when they enter Year 1 many have achieved several of the goals expected of them.

What the school should do to improve further

- Extend the opportunities for pupils to develop their speaking and listening skills and their ability to write with a more wide ranging vocabulary.
- Embed the approach to assessing and marking pupils' work in order to make it clear what they can do to improve.

Achievement and standards

Grade: 2

Overall, the majority of the pupils achieve well, although some, mainly but not exclusively girls, could achieve more. Overall standards are currently average. While the proportion of pupils across the school with additional needs is average, some year groups have half their number with a range of learning difficulties while others have none. Because staff do a good job of supporting those with additional needs, mobility into the school is higher than the average. Children make good progress in the Foundation Stage and Years 1 and 2. At the age of seven, standards are close to the national average and last year pupils achieved particularly well. Year 2 standards this year are not quite as high, but pupils' progress from Year 1 is still good. In Years 3 to 6, pupils also make good overall progress. Standards last year broadly matched national averages. Data show that last year girls in both key stages did considerably less well than boys, mainly because several girls lack confidence in their speaking skills. This year in Year 6, standards are expected to dip, but these pupils were lower attaining when last tested in Year 2. Assessments show that pupils in Years 3 to 5 are progressing well and on track to attain considerably higher standards.

Personal development and well-being

Grade: 2

The social and moral development of pupils is good because they understand how they have both rights and responsibilities, and that their behaviour has an impact on others. The positive school ethos also helps pupils develop spiritual and cultural awareness. The opportunity pupils have to take on roles in the school and local community helps them become responsible individuals. This, coupled with the development of basic skills, helps most prepare well for their

future. Behaviour is good overall but some older girls make little effort to take an active part in lessons and do not try as hard as they could. Pupils enjoy physical activity and benefit from swimming lessons and active playtimes always with an awareness of the safety of younger children. However, there is more to do to persuade some pupils and their families of the benefits of healthy packed lunches. Attendance is good.

Quality of provision

Teaching and learning

Grade: 2

Teachers know the pupils and their learning and developmental needs very well. They plan activities carefully to meet the different ages and ability range in each class. While the introduction and main activities are often the same or similar for all pupils, recording tasks are usually well matched to ability or are open-ended so that pupils can progress at their own rate. The management of pupils is calm and effective. While staff make clear their expectations of good behaviour and hard work, at times not enough is demanded of some pupils.

Curriculum and other activities

Grade: 2

The school makes good use of visits and visitors to interest and involve pupils in their learning and to help them gain experience of life beyond their local community. The staff work successfully to minimise the impact on the curriculum of having no school hall and restricted facilities for physical education. Teachers also work well with other local schools to extend the curriculum and are adept at making use of contacts and links to enrich learning on a small school budget. There is an appropriate focus on developing key skills, although this has more impact in mathematics than in other subjects. Staff make growing use of interactive whiteboards to interest and involve pupils; they find that this particularly motivates some boys. Staff plan some opportunities for pupils to discuss their ideas with a partner, which encourages them all to be involved in the lesson. At times staff miss additional opportunities where discussions and role-play could help develop communication skills further.

Care, guidance and support

Grade: 2

The staff take their pastoral responsibilities seriously. They know the pupils and their families very well and support them in a caring and positive manner. This 'family feel' is epitomised in the way that mid-day staff take time to check that pupils have eaten and drunk enough on a hot day. The school works hard to involve parents and carers in the education of their children but sometimes without the success such initiatives deserve. Child protection, risk assessments and checks of those who work in school are carried out appropriately. Staff have worked with success to check and track the progress pupils make. Individual and cohort records help to identify where additional help may be required; the care and support of those with additional needs is good. The school has started to use strategies to aid 'assessment for learning' but there is more to do to embed some new practices and improve the marking of work by staff and pupils.

Leadership and management

Grade: 2

The headteacher leads the small but enthusiastic staff team well. As in most similar sized schools, she combines the role as head with a large teaching commitment, managing a tight school budget and undertaking subject leadership roles. Consequently, she is able to monitor and evaluate the quality of planning, teaching and learning in a formal way. The staff work well as a team and continually question what they are doing so that monitoring and review across the school is effective. This has been particularly so in mathematics, although opportunities are missed to make improvements in English. Staff are good at supporting each other with new initiatives and this 'mentoring' approach has led to improvements for the younger pupils. Governors are enthusiastic, well informed and well led, and they are keen to develop their role even further. The school is well placed to continue to improve.

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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 ¹ reached by learners	3
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?	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
How well learners enjoy their education	2
The attendance of learners	2
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	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

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	2
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

30 June 2008

Dear Pupils

Inspection of Frithville Primary School, Boston PE22 7EX

Thank you very much for looking after me when I visited your school recently. I really enjoyed meeting you in lessons, assembly, at lunchtime and when I spoke to several of you, including the school council. I think your school is good.

These are some of the best things I found:

- You like coming to school and you get on really well together.
- The staff care for you well and ensure you are safe and happy.
- The school environment is attractive inside and out which makes learning interesting.
- Most of you try hard with your work and make good progress especially in mathematics.
- The staff work really well together to make sure the school continues to improve.
- The teachers also work well with other schools and organisations to enrich your learning.

This is what that I think should be improved:

- The staff could plan more opportunities for you to develop confidence in speaking to other people so that you use more mature words in your writing.
- Teachers could give you more opportunities to check your work and they could also mark what you have done a bit more to show what else you need to improve.

To help your school and yourselves even more, please try to take a full part in discussions and try to remember to eat healthily!

Yours sincerely

Sue Hall

Lead inspector