

The Potterhanworth Church of England Primary School

Inspection report

Unique Reference Number	120534
Local Authority	LINCOLNSHIRE LA
Inspection number	313657
Inspection dates	17–18 March 2008
Reporting inspector	Rosemary Eaton

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	89
Appropriate authority	The governing body
Chair	Mr Ian Tomlinson
Headteacher	Mrs Janet Reeder
Date of previous school inspection	20 May 2003
School address	Main Road Potterhanworth Lincoln Lincolnshire LN4 2DT
Telephone number	01522791031
Fax number	01522794409

Age group	4-11
Inspection dates	17–18 March 2008
Inspection number	313657

© 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 one Additional Inspector.

Description of the school

This is a very small primary school. When they join the Reception year, children's skills are mostly in line with the expectations for their age. The proportion of pupils with learning difficulties and/or disabilities varies between year groups but is higher than average in the school as a whole. The number of pupils eligible for free school meals is below average. A very small proportion of pupils are from minority ethnic backgrounds or are in the early stages of learning English as an additional language. The school has gained Investors in People status, the Basic Skills Quality Mark and the Healthy Schools award. The village hall and field are leased by the local authority for school use at lunchtime and for three afternoons each week in order to provide additional accommodation and grounds.

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 a good school that has some outstanding features. The pupils' own verdict is that the school is 'brilliant' and many of their parents express similar sentiments. The headteacher sees to it that values such as respect, fairness and consideration for others are lived out every day by adults and pupils alike, contributing to pupils' outstanding personal development. Pupils explain that they are taught 'not to be ashamed of what we like.' On the contrary, they are proud of their own accomplishments and those of others, running, investigating things, or playing the recorder, for example. The way in which they are treated as individuals is one of many reasons why pupils enjoy school so immensely. Another strength is the outstanding curriculum. Pupils state, accurately, that they have 'lots of opportunities' including a 'really large variety of clubs.' An enormous amount is packed into the time available for learning. For instance, pupils learn two modern foreign languages and all those in Years 4 to 6 play at least one musical instrument.

The exceptional quality of care and support provided by the school helps to ensure that pupils feel safe. They report that 'no-one is afraid' and there is no bullying. The school goes out of its way to build positive relationships between pupils. Older pupils know that they are role models for their young 'buddies', gently reminding them how to behave during a service in the village chapel. Pupils make an excellent contribution to their school and the wider community. They readily take on responsibilities and show initiative and qualities that help to prepare them extremely well for their lives beyond the school.

Owing to the small numbers in each year group, the school's academic standards vary year on year. In general, standards are above average in English, mathematics and science. Significantly, pupils make good progress and achieve well. This is because the quality of teaching and learning is good. Lessons are interesting and relevant, motivating pupils to get involved and try hard. Staff are encouraging and supportive, so pupils are confident learners. The school's new approach to the marking of pupils' work is in its infancy and staff have not yet embedded this fully into their practice. Although the marking is conscientious, pupils are not always clear about how they can improve their work. Similarly, teaching does not take full advantage of the targets recently introduced to help each pupil take their next step forward in reading, writing and mathematics. Pupils are not all aware of their current goals and their progress towards them.

The school is led and managed well. The headteacher's very strong and thoughtful leadership ensures that what is best for pupils is at the heart of all the school's work. Systems to evaluate its performance provide an accurate picture of the school's strengths and where actions are needed. The school has improved well since the previous inspection and is clearly well placed to continue to develop. All in all, this is, as pupils assert, 'a really good place to grow up.'

Effectiveness of the Foundation Stage

Grade: 2

The Foundation Stage provision is good. Children make good progress during the Reception year, most starting Year 1 with skills that are securely in line with the expectations for their age. They achieve particularly well in the area of personal, social and emotional development. Working alongside pupils in Year 1 and receiving regular support from their older 'buddies' help children to become sociable and confident learners. The quality of teaching is good. Children have a wealth of stimulating experiences such as taking part in a 'night walk' or a

mock Christening at the church. Teachers set aside time for children to learn crucial skills, balancing this with opportunities for them to choose activities and learn from play and exploration. Children work and play regularly in the secure outdoor area. For example, they enjoyed modelling food and acting out roles in the 'cafe'. Currently, the available outdoor space is too small and the facilities do not entirely meet children's needs, particularly in the area of physical development. The Foundation Stage is well led and managed and children receive an outstanding quality of care.

What the school should do to improve further

- Ensure that marking and individual targets are consistently used to support pupils' learning.
- Improve the outdoor accommodation for children in the Foundation Stage.

Achievement and standards

Grade: 2

It is not possible to identify any significant trends in the national test results of pupils in Year 2 or Year 6, because the numbers concerned are so small. In 2007, the school's overall targets for Year 6 pupils were nearly all exceeded. The target for the proportion reaching the highest level 5 in English was just missed. The progress made during Years 3 to 6 has improved over recent years, especially in mathematics. The school's records show that most of its current boys and girls are making good progress. Pupils who find learning difficult, those in the early stages of learning English as an additional language, and others who are particularly vulnerable, also make good progress because the school works hard to compensate for their problems.

Personal development and well-being

Grade: 1

Pupils are extremely aware of what to do in order to be healthy. They enjoy and value the sessions of physical activity at the start of each morning and afternoon. The Year 4 pupils are 'Munchies', helping to ensure that healthy eating messages are promoted. Pupils learn to take responsibility for their own safety and for that of others. For instance, the excellent newsletters produced by the oldest pupils remind children to keep safe during the holidays by taking care when crossing roads. The school council is very active and its members have created a superb leaflet to remind pupils that they all matter and to show how the school helps each aspect of their personal development. Behaviour is outstanding and attendance rates are above average. Spiritual, moral, social and cultural development are outstanding. Pupils' mature attitudes enable them to look at issues such as climate change from viewpoints other than their own. Year 6 pupils attempt to answer questions related to their beliefs, for example, 'Where does joy come from?'

Quality of provision

Teaching and learning

Grade: 2

Lessons frequently involve varied and interesting resources. Children in Reception and Year 1 were very excited by a hand made from ice. This prompted them to speculate about how it was made and how they could release the plastic letters frozen inside, developing their knowledge and understanding of the world. Teachers and pupils use information and communication technology (ICT) with confidence. Pupils in Years 2 and 3 enjoyed casting their votes

electronically as they answered questions about a drama workshop led by a visiting performer. Pupils are encouraged to be very active learners, for example, by talking to others and developing their ideas. Teachers' marking of pupils' work and the use made of their individual targets are not consistently good enough to enable pupils to take responsibility for improving and evaluating their own progress. For instance, pupils are not reminded regularly to check their targets.

Curriculum and other activities

Grade: 1

The curriculum promotes all aspects of pupils' development, leaving nothing to chance. Subjects are linked together when appropriate, helping pupils to consolidate their learning. Pupils help to decide what they learn, by telling teachers the questions they hope will be answered during a particular topic. Staff expertise in music, art, languages and drama is used to the full during 'masterclasses' throughout the school. The local environment is valued as a resource for learning. For example, an allotment provides opportunities for pupils to find out more about the origins of the food they eat. From the Reception year onwards, pupils go swimming each year, the oldest pupils progressing to learn lifesaving techniques. This is possible through a very strong partnership with a secondary school which also enables pupils to experience working in a gym and an ICT suite.

Care, guidance and support

Grade: 2

The arrangements to care for pupils are sensitive and comprehensive. Staff know pupils and their circumstances extremely well and follow up swiftly any concerns, for example, about attendance. Current government safeguarding requirements are met in full. The school provides exceptional support for its most vulnerable pupils, making modifications to their curriculum, for example. A wide range of agencies enhances the school's work with individual pupils. Very strong links with pupils' families support learning and well-being. Pupils who experience difficulties in learning are identified quickly through accurate systems to track each pupil's progress as they move up through the school. The school has worked very hard to develop new systems to guide pupils to improve their academic work. These arrangements are not yet fully embedded and so guidance is currently satisfactory rather than good.

Leadership and management

Grade: 2

Plans for the school's future development are effective. Pupils in Years 3 to 6 now make better progress in mathematics as a result of carefully considered action taken by the school. Staff carry out their responsibilities well, working as a tightly knit team. Governance is good. Governors are committed and well informed but are looking for ways to be more directly involved in monitoring the school's work. The school continuously seeks ways to improve in order to provide every pupil with equal chances to achieve as well as they can. Potterhanworth values its partnerships with other schools, not least for the opportunities they provide for staff to develop their skills and share ideas for moving the school forward.

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?	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?	1
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	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	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
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	1

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?	1
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

19 March 2008

Dear Pupils

Inspection of The Potterhanworth Church of England Primary School, Potterhanworth, LN4 2DT

Thank you for being so friendly and helpful when I visited your school. I would especially like to thank the school council members and the 'Munchies' for taking time to talk to me. I thoroughly enjoyed my short time in Potterhanworth and now I need to tell you what I found out about the school.

You told me how much you enjoy being part of the school and I can understand why this is so. Yours is a good school with some outstanding features. One of these strengths is your own personal development. This means that you develop skills and attitudes that will be of enormous benefit to you when you move on to secondary school. For example, I was extremely impressed by how well you take on responsibilities and contribute to making the school a safe and happy place. Your work as 'buddies' is exceptional.

The staff care for you extremely well and this helps to make you feel so safe. I know that you value all the opportunities the school provides, such as the many clubs. I was amazed at some of the things you do, such as learning French and German and your success in music. The school's curriculum is also outstanding. I did notice that the children in the Reception year have only a small outside area and not many facilities for their physical development. I would like the school to improve this.

You all make good progress during your time in school, because the teaching is good. I have asked the school to make sure that your books are always marked so you know what to do to improve. I also want the teachers to give you regular reminders about your targets. I know that you will help by listening carefully to the advice you are given.

Your headteacher and the staff work very hard to keep improving the school. I want to send them and each one of you my very best wishes for the future.

Yours sincerely

Rosemary Eaton

Lead inspector