

East Wold Church of England Primary School

Inspection report

Unique Reference Number	120597
Local Authority	Lincolnshire
Inspection number	313688
Inspection date	24 November 2008
Reporting inspector	Glynn Storer

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	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	111
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 S Moon
Headteacher	Mrs L Thornes
Date of previous school inspection	24 January 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Station Road Legbourne Louth Lincolnshire LN11 8LD

Age group	4–11
Inspection date	24 November 2008
Inspection number	313688

Telephone number
Fax number

01507 610060
01507 602854

Age group	4-11
Inspection date	24 November 2008
Inspection number	313688

© 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 two Additional Inspectors, who evaluated the overall effectiveness of the school and investigated:

- whether the school demonstrates good progress and achievement on the part of most pupils, and in that context, if the school has succeeded in halting the decline in standards in Key Stage 1
- how well the school promotes spiritual moral, social and cultural development and whether this contributes to the school's efforts to foster community cohesion
- how effectively the school provides academic guidance for pupils
- whether leadership, management and governance are sufficiently robust to ensure that standards and quality improve.

Evidence was gathered from classroom visits and from discussions with staff, pupils and governors. The inspectors also examined pupils' work and school documents, especially assessment and safeguarding information. Other aspects of the school's work were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified. These have been included, where appropriate, in this report.

Description of the school

East Wold is smaller than the average primary school. This Church of England (voluntary controlled) school is in Legbourne, near Louth, and serves the village and outlying communities. Virtually all of the pupils are from White British backgrounds and, of the few with minority ethnic heritage, only two speak English as an additional language. Social circumstances in the area are broadly average, although the very low proportion of pupils known to be eligible for free school meals does not accurately reflect the hardship that some families face. On entry to the Early Years Foundation Stage (EYFS), children's attainments are generally similar to those expected of four-year-olds, but have been considerably lower in some intakes. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational needs, is above that seen in schools nationally.

The school holds the Activemark, has Healthy Schools status and is a FA Charter School.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

East Wold Church of England Primary is a good school. Pupils thrive because the school's Christian values create a caring ethos and promote pupils' personal development effectively. Parents particularly value the way that the school helps pupils to settle to school life, be it at the start of the EYFS or when joining the school at other times. This comment from one parent typifies the views of many: 'The staff have been excellent in helping my child to settle in and, although he has found the transition quite difficult, it is evident that he is enjoying school more each week.' Another exceptionally strong feature of the school is the way staff use highly effective partnerships with neighbouring schools, outside providers and support agencies to broaden the curriculum and to provide excellent equality of opportunity for all pupils, from the most needy to the most able.

Standards in core subjects have varied in recent years. In this small school, staff turnover, relatively high levels of pupil mobility and the make-up of particular cohorts all have an impact. However, the school's efforts to stabilise and improve teaching and to remove barriers that affect pupils' learning have been largely successful. As a result, standards have risen in recent years. Overall, and specifically in speaking and listening, reading, mathematics and science, standards are currently above average by the time pupils leave the school. Standards in writing are below average. Weaker writing is particularly evident in Years 1 and 2 but continues into Key Stage 2. This affects overall standards in English, which remain broadly average. The school has recognised this issue and has put in place measures to strengthen pupils' basic writing skills but these have not yet had time to feed through to end of key stage standards. However, pupils' progress accelerates as they move through school and achievement over time is good. Effective provision for pupils who find learning difficult and for those with particular talents ensures that virtually all make the progress that they should and that many exceed expected rates of progress.

The teaching and the curriculum are good and pupils achieve well. Teachers' planning is conscientious in the way that it makes provision for pupils of all ages and abilities in the class. Teachers organise activities and deploy their teaching assistants effectively in this regard. Pupils are well motivated and participate fully in most activities because teachers give them a real voice in the learning process. Many activities start from pupils' interests or ideas and staff involve pupils regularly in evaluating their own success and future learning needs. This approach builds pupils' confidence and promotes independent learning effectively. When teaching is less effective, it is occasionally because timing issues, such as over-long introductory sessions or 'squeezed' summaries at the end of lessons, adversely affect learning.

The school has made considerable improvements to its resources and facilities for information and communication technology (ICT), which now has a prominent place in pupils' learning. Pupils attain good levels of competence in ICT under the supervision of the school's skilled administrator, who contributes effectively to the teaching and learning process. The school also has a strong focus on creative subjects. Provision for art and music is strong and enables pupils to attain good standards in these subjects. There are also plans to improve outdoor facilities for both learning and play, and pupils are enthusiastic about their role in these developments. An extensive range of educational visits, special events in the school and community, and out of school clubs promote exceptionally high levels of enjoyment and above average attendance rates that add much to pupils' learning and achievement. However, the

curriculum lacks the global dimension necessary to give pupils a thorough understanding of issues that affect the wider world.

Care, guidance and support for pupils are good. The school's Christian ethos underpins its effective pastoral care for all pupils. Safeguarding arrangements are thorough and meet current government requirements. Teachers use their on-going assessments and marking of pupils' work to set targets and provide constructive advice that motivates pupils to succeed. Together with an effective programme of personal, social, health and citizenship education, these arrangements result in good levels of personal development and well-being for all pupils. Most pupils behave well, teachers have high expectations and manage occasional behavioural issues well. Spiritual, moral, social and cultural development is good overall, although cultural development is somewhat weaker than other strands. The school works hard to promote community cohesion. Pupils are well integrated with their local community but do not have the wider perspectives needed for life in an ethnically diverse society. Nevertheless, pupils act on a good understanding of the importance of safe and healthy lifestyles and their good standards of basic skills, including ICT, and positive attitudes to learning equip them well for future economic well-being.

Leadership and management function effectively at all levels. A strong focus on raising achievement permeates through to the management of the performance of staff at all levels. This approach results in both accountability and a strong sense of teamwork that ensures that all are working in the same direction. The creation of leadership teams spreads the leadership role, develops the leadership potential of all staff and, in doing so, gives the school a good capacity to improve further. Self-evaluation is accurate and governors are rigorous in holding the school to account for the challenging targets that it sets for itself. The school provides good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children's attainment on entry to Reception varies markedly from year to year. They make good progress and many enter Year 1 with skills and knowledge that are close to that expected, though these vary depending on the make-up of the cohort. In recent years, early writing skills have been weaker than other areas of learning and the school is taking corrective action. Induction procedures are a particular strength. Children settle quickly to school life and adults gain a good knowledge of each child's needs and respond to them. The caring environment and structured routines support children's confidence and personal development well. Parents are fully involved in their children's learning and welfare. Teaching is good. Staff assess children regularly and plan activities effectively to meet the full range of children's needs. There are plenty of activities for children to choose independently to practise skills, though there is scope to extend the facilities for outdoor learning. Children have good attitudes to learning and sustain their concentration on tasks well. The EYFS leader works effectively with the whole team of adults and has a clear understanding of the strengths and improvements to be made. She has provided good guidance on the new requirements for EYFS provision and brings considerable expertise to the assessment of children's performance.

What the school should do to improve further

- Raise standards in writing throughout school, particularly in Key Stage 1.
- Broaden pupils' horizons by introducing a stronger focus on global cultures and issues in all areas of the curriculum.

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 capacity to make any necessary improvements	2

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?	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/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	1
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 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

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 eliminated	1
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

25 November 2008

Dear Pupils

Inspection of East Wold Church of England Primary School, Legbourne, LN11 8LD

You may remember that I visited your school a little while ago, along with my colleague, Mr Sydney. Thank you for making us so welcome and for taking time to talk to us and to answer our questions. We think that your plans to improve the school's outdoor areas are particularly exciting. I thought that you would like to hear what we found out about your school.

There are many good things happening in your school.

- Almost all of you make good progress and overall standards are above average.
- Staff make absolutely sure that everybody has the opportunity to succeed.
- The school is extremely good at bringing in outside help to make learning, for example in art, design and technology and music, more interesting and enjoyable and to help your teachers develop their own skills.
- You get on well with one another and most of you behave well.
- Your teachers and other adults care for you when you have problems, make sure that you are safe and help you grow into confident, independent learners.
- Mrs Thornes, the staff, governors and pupils work hard to make your school a better place.

There is not much that needs to be improved at East Wold but Mrs Thornes would like everything to be perfect. Therefore, we have suggested that your teachers should do everything they can to help you to improve your writing. You can help by trying really hard to follow their advice in your next pieces of work. We have also asked them to make sure that you learn more about the wider world and about people with different ways of life, so that you will be well prepared for adult life.

I hope that you will all continue to work hard and enjoy your time at East Wold Church of England Primary School.

Yours sincerely

Glynn Storer

Lead inspector