

St Martin's CofE Primary School

Inspection report

Unique Reference Number	118037
Local Authority	North Lincolnshire
Inspection number	326748
Inspection dates	8–9 December 2008
Reporting inspector	Andrew Saunders

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 aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	93
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	Mrs D Ekins
Headteacher	Mrs J A Buckle
Date of previous school inspection	1 November 2008
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Burnham Road Owston Ferry Doncaster South Yorkshire DN9 1AY
Telephone number	01427 728258
Fax number	01427 728258

Age group	3–11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a smaller than average primary school, located in a rural village in North Lincolnshire. There are very few pupils known to be eligible for free school meals and the proportions of pupils from minority ethnic backgrounds or with English as an additional language are also low. The proportion of pupils with learning difficulties and/or disabilities is slightly higher than average. The ratio of boys and girls is uneven in some cohorts. Provision for the Early Years Foundation Stage (EYFS) includes a Nursery, where children enter in the term after their third birthday, for five afternoon sessions each week. The school is part of a confederation with another school, with both schools sharing the headteacher. The school has held the Activemark since 2007.

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, where pupils develop the personal attributes to become effective learners because of the good care, guidance and support they receive from dedicated staff. Pupils achieve well because teaching is good and the curriculum gives them the opportunities they need to extend their knowledge and skills. The strong leadership of the headteacher and good teamwork among the staff mean that the school has a good understanding of what needs attention. Response to these needs is effective and ensures the school has good capacity to improve even further.

Pupils join the school with similar abilities to other pupils of their age, and make good progress through the school, to reach standards which are above average. Although results of national tests in Year 6 were not as strong in 2007, preliminary results for 2008 indicate that standards have returned to their previously high levels. Pupils with learning difficulties and/or disabilities are supported by appropriate strategies. Although the majority of these pupils achieve well, their progress is not always tracked closely enough to ensure that the support provided is enabling them to progress as well as possible in all aspects.

The behaviour of most pupils is good and they get along well with one another. Pupils said that they enjoy almost all lessons, particularly those with practical work. They know their targets and are helped to work towards achieving these. However, opportunities to develop further skills in information and communication technology (ICT) need to be improved.

An excellent understanding of what they can do to stay healthy means that pupils routinely choose healthy options and enjoy being active. Community cohesion is good. The school is an important part of the local community and contributes a great deal to the life of the village and local church, including fun events, learning opportunities and support for various groups in the village. More widely, they have an active partnership with a school in Uganda and pupils care a great deal for these friends. They raise money for various charities, as well as for some of the things they want to improve in their own school.

Parents were largely positive about the school, although some had concerns, for example, about communication. They did feel that, following some staffing turbulence, things were now more settled and improving. Overall, they feel that their children are well cared for by staff, and appreciate what the school does for them.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Overall, the effectiveness of the Early Years Foundation Stage (EYFS) is good. Children enjoy working and playing in the Nursery and the Reception class and thrive within the well-planned routines. Careful assessment demonstrates that on entry children's attainment is close to what is typical for children of the same age, although not as strong in communication, language and literacy. Children's personal and social development, their listening skills and their knowledge and understanding of the world are seen as priorities. Across the curriculum, children achieve well and practical assessment, supported by detailed records, shows that they make good progress, especially in improving their weaker communication, language and literacy skills. Leadership and management of the EYFS are good. Opportunities for more formal learning are provided, although child-initiated activities are less frequent. There are also fewer opportunities for learning to take place in the outdoor area and the school recognises the need to develop

this so that learning outdoors matches the high quality of that indoors. The adults involved have a good understanding of all of the required areas of learning and carefully nurture the children towards becoming effective, enthusiastic learners. Strong teaching matched to individual needs enables children to attain the average standards expected with an increasing number exceeding this level in all that they do by the end of the Reception class.

What the school should do to improve further

- Improve the use of the outdoors in the EYFS so that it matches the high quality of learning indoors.
- Sharpen up the tracking of pupils with learning difficulties and/or disabilities to evaluate the impact of the support provided and check all are making enough progress.
- Develop the use of ICT, particularly across the curriculum, so that it becomes an effective tool in supporting learning.

Achievement and standards

Grade: 2

Achievement is good. From an average starting point, pupils make good progress during Key Stages 1 and 2, so that they reach standards that are above average and in some cases well above average. In 2007, there was a dip in the results of national tests, particularly in writing and mathematics, at the end of Key Stage 2. However, preliminary results for 2008 show that they have returned to their previously high standards, particularly increasing the proportion of pupils reaching the highest levels. The majority of pupils with learning difficulties and/or disabilities also make good progress and a few make exceptional progress in most areas. However, a small proportion of these pupils has not made the progress that might be expected in areas such as reading. The school does not fully evaluate the effectiveness of support or identify where these pupils need further help. The low proportion of pupils with English as an additional language makes good progress.

Personal development and well-being

Grade: 2

There is a calm atmosphere around the school and pupils are polite, friendly and welcoming. Most pupils enjoy school and feel safe and secure. Pupils' spiritual, moral and social development is very good and their cultural development is satisfactory. Pupils do not have a wide enough awareness of different cultures. Pupils are well aware of what is right and wrong and the behaviour of most pupils is good. A few let themselves down on occasions and the school and other pupils work to help these pupils do better. Pupils are encouraged to reflect on their attitudes to work, behaviour and their relationships with others and most take responsibility for their actions. Behaviour can be lively at playtimes and the school works hard to ensure there are plenty of activities to do. While a few parents report concerns about behaviour, pupils in school say that it is usually good, and poor behaviour is dealt with quickly. Attendance is good overall, although there are a few pupils whose pattern of attendance is inconsistent and this affects the progress they make. Pupils have an excellent understanding of how to stay healthy and many take part in sports and other clubs. Pupils make an excellent contribution to the community and take their many responsibilities very seriously. These include the school council, lunchtime and collective worship helpers, and play leaders. Pupils support a wide range of charities. They work to make their local community a better place by, for example, entertaining elderly people, taking part in sports tournaments and craft events and participating in local

celebrations. Pupils are well prepared for the next stage of their education. They are making good progress in developing basic skills of literacy and numeracy, although their ICT skills are not as strong.

Quality of provision

Teaching and learning

Grade: 2

Good teaching and well-planned lessons mean that pupils are helped to be well organised, confident and able to contribute to lessons. Relationships between pupils and staff are supportive and any low level disruption is managed in a positive manner. Links to literacy and numeracy are helping to raise standards and extend pupils' skills, for example, through the use of business teams which encourage collaboration and sharing of a range of skills in science investigations. Systems for assessment and setting targets for pupils have been refined. As a result, pupils are now clear about what is expected of them and understand what they need to do next. However, they are not given opportunities often enough to respond to helpful comments from teachers in their books. Teachers use questioning skilfully to check understanding and to encourage greater depth of thinking. In the very best lessons, pupils are encouraged to think and work independently and carry out their own research. In other lessons, opportunities are sometimes missed for pupils to make decisions about how they learn or to think of different ways to tackle their problems.

Curriculum and other activities

Grade: 2

The curriculum is good and statutory requirements are met. It provides good opportunities for pupils to learn. Pupils with learning difficulties and/or disabilities are included fully in all the school has to offer. While provision for literacy and numeracy skills is good, opportunities to develop more advanced ICT skills are not yet well developed and there are plans to address this. Reading is given a high profile and is particularly strong. Enrichment, such as the use of French and interesting school visits and visitors, helps to make lessons more interesting. A particularly good example is the residential trip to Caythorpe Court which helps pupils to interact with pupils from other schools and widen their views. There is good provision for physical education. The school works hard to provide a good range of clubs after school which encourage the pupils to participate and to have an extremely positive attitude to staying healthy.

Care, guidance and support

Grade: 2

The pastoral care, guidance and support of pupils is very strong; academic guidance is good and improving. Staff know the pupils well and provide a caring environment in which pupils can develop socially and academically. Arrangements for ensuring the safeguarding of pupils and overseeing their health and safety meet national requirements. The school undertakes appropriate risk assessments. Child protection training is up to date and first aid arrangements are good. Pupils themselves feel that the school keeps them safe. The school is doing everything it can to improve the attendance of the few pupils for whom this is an issue. The school works closely with parents and other agencies in overseeing the needs of pupils who find learning difficult, for example, by providing information sessions about particular needs. The school has worked hard to ensure that the progress pupils make is assessed accurately, although the

progress of those with learning difficulties and/or disabilities is not always as carefully tracked. Data are used to inform setting of targets. These are shared with pupils and parents, and are becoming more focused and worded in ways that enable pupils to make the most of them.

Leadership and management

Grade: 2

The strong vision of the headteacher, along with her senior leadership team, means that they have been effective in identifying and tackling the key areas for improvement. Through careful analysis of available data, they have a clear picture of the school's strengths and areas for development. She leads the team of staff effectively and they have developed an ethos of continually striving to improve teaching and learning for the pupils. Shared monitoring of lessons results in clear feedback to colleagues, which helps them improve their practice. Subject leaders are well informed and effective in leading improvements in their areas of responsibility. They are effective in monitoring teaching and learning and there is a common sense of purpose towards raising standards. Identified shortfalls in pupils' progress are addressed effectively. For example, the reasons for pupils' slower rates of progress in writing and mathematics in 2007 were analysed carefully, and strategies introduced to address them. Current data show a positive response to improvements and a return to previously high standards. Along with the data analysis, information is shared with governors, through visits to lessons and discussion with staff. This helps the governing body to have a clear idea of how the school is doing, and it provides good challenge and support. The school provides good value for money.

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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 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	1
The extent to which learners adopt safe practices	2
The extent to which 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	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 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	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	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**

Dear Pupils

Inspection of St Martin's CofE Primary School, North Lincolnshire, DN9 1AY

Thank you very much for the warm welcome you gave me when I inspected your school. I was impressed with the way you take care of each other and the fun you have on the playground, while staying safe.

You said that you thought St Martin's was a good school, and I agree with you. The staff do a good job of looking after you and help you to learn well. As a result, you make good progress. The leaders have looked at what needs to get better and put in place things to make sure this does happen.

You told me that you feel you can talk to the staff if you are worried, and that any problems get sorted out quickly. They make sure you have targets to work towards, and that lessons are usually fun. Most of you make sure you are at school when you should be, although a few of you find this more difficult. Those of you who find learning more difficult get good support from those adults who work with you, and make good progress in most areas; a few of you need more support in some aspects.

Even though the school is doing well, I have asked it to do a few things that will make sure you keep making such good progress, and do even better.

- For the younger pupils, make sure that you get the chance to learn just as well outside, as you already do inside.
- Make sure that the school keeps a track of how the pupils who find learning more difficult are doing, in all areas, and give you the support you need.
- Give you better opportunities to improve your skills in ICT.

You can help by making sure you make the most of the opportunities the school gives you, and think a bit more about how you can work hard for yourself. Most of all, you should continue to enjoy your learning.

Yours sincerely

Andrew Saunders

Lead inspector