

The Butterwick Pinchbeck's Endowed CofE Primary School

Inspection report

Unique Reference Number	120683
Local Authority	Lincolnshire
Inspection number	327339
Inspection dates	30 April –1 May 2009
Reporting inspector	Bob Roberts

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	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	211
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 Anthony Hardy
Headteacher	Mr Philip Hills
Date of previous school inspection	2 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Lane Butterwick Boston Lincolnshire PE22 0HU

Age group	4–11
Inspection dates	30 April –1 May 2009
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

The Butterwick Pinchbeck's Endowed CofE Primary School is smaller than average, serving the village of Butterwick and the surrounding rural area outside Boston. The school's roll has fallen in recent years but is now stabilising. A Reception class provides Early Years Foundation Stage provision (for children aged four to five years). Pupils are taught in single-age classes. Almost all of the pupils come from White British families and no pupils have English as an additional language. The proportion of pupils entitled to free school meals is well below the national average. The proportion entering the school with learning difficulties and/or disabilities, most of whom have moderate learning difficulties, is about average. A pre-school playgroup is run on the site, which is not managed by the governing body. This is inspected and reported on separately.

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. It has some good features, in particular, aspects of pupils' personal development. In its self-evaluation the school accurately judged its overall effectiveness as satisfactory, recognising that the good level of performance from the last inspection has not quite been sustained. Inspectors have agreed. Nevertheless, pupils are happy at school and their achievements are satisfactory.

Provision in the Reception class is satisfactory. Methods for assessing children's abilities on entry and tracking their progress do not enable sufficiently accurate planning to meet their needs. However, children make satisfactory progress in Reception and join Year 1 at the expected levels for their age. Over recent years most children have continued to make reasonable progress throughout the school. Given their starting points, they reach the levels of attainment that are expected by the time they leave. Levels of attainment in mathematics tend to be higher than in other areas of work. Overall achievement is satisfactory.

This achievement is the result of satisfactory teaching and a curriculum that matches pupils' needs. Teaching is varied in quality. Some is good but a small minority of teaching is inadequate. The school is taking action to address this. Lesson planning does not sufficiently take account of the needs of different groups within the class. The emphasis on music and sport within the curriculum is good and there is further enrichment of pupils' experience through a range of trips and visitors to the school. These experiences contribute well to pupils' personal development. Links between different subjects to reinforce learning have been slow to develop.

The care, guidance and support that pupils receive are satisfactory. There has been very stable staffing at the school for some time. Pupils and their families are well-known and there is a positive relationship with parents. Parents who responded to the questionnaire which formed part of the inspection were supportive of the school, although a minority wanted more involvement and felt the school could be more responsive to their views. As a result of this stable, secure environment pupils' personal development and well-being is satisfactory. They behave very well and show good attitudes to learning and to each other. They enjoy coming to school, as suggested by their good attendance.

Leadership and management of the school are satisfactory. The headteacher has nurtured a supportive, stable and caring environment, one in which all members of the school community are valued. Good systems have been established to monitor the progress that pupils are making. However, other leaders and managers do not yet use this data sufficiently to analyse strengths and weaknesses in learning, nor are they sufficiently involved in whole-school planning and development. Governors operate efficiently and are supportive of the school but have not been aware of some aspects of their statutory responsibilities. The school is providing satisfactory value for money and has a satisfactory capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children join the school with skills that are in line with those expected for children of this age and they make satisfactory progress during their time in the Reception class. The standard of care is good and a high priority is given to children's safety and security. The curriculum provides well for learning through play, with a good balance between activities that adults direct and those that the children can choose for themselves. The refurbished outdoor play area is used

well to promote children's progress in communication, language and literacy, numerical and physical skills. Children behave well and are keen to make the most of the opportunities for learning and play. Links with parents are good and children learn to respect adults, listen to each other and amicably share toys.

The quality of teaching and learning are satisfactory and the experienced team of adults have established a warm and supportive atmosphere for learning. The current cohort is on track to reach nationally expected standards by the end of the Reception Year. Sensitive induction procedures help children to settle in quickly and good levels of care and welfare contribute to their good personal development, behaviour and enjoyment. They develop the skills they need to sustain their concentration and engagement with the various activities provided. Good use is now made of the refurbished outdoor area and the children clearly enjoy being outdoors. The school has made a sound start regarding the introduction of the Early Years Foundation Stage. However, the system used hitherto for assessing children's abilities on entry and for tracking their subsequent progress has not always tracked their development in sufficient detail. Adults are currently receiving training on using a new tracking system which is enabling the school to monitor children's progress more closely and to tailor the curriculum more effectively to the needs of individuals as they move towards the early learning goals set for them nationally.

What the school should do to improve further

- Implement an assessment system within the Early Years Foundation Stage that helps to summarise, inform and extend the progress and learning of individual children as they move towards achieving the early learning goals.
- Improve the quality of teaching, in particular by ensuring that no teaching is inadequate and that lesson planning effectively considers the learning needs of different groups of pupils.
- Take steps to ensure that governors are fully aware of their statutory responsibilities, including promoting, monitoring and reporting on race equality and community cohesion.
- Involve senior and middle leaders more in whole-school planning and increase their opportunities and capacity for using data for analysis and planning.

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

Achievement and standards

Grade: 3

Pupils enter Year 1 with skills that are broadly average and make satisfactory progress in reading, writing and mathematics during their time in Key Stage 1. Apart from in 2007, when standards in reading rose to above average, standards in all areas of learning at the end of Year 2 have been consistently in line with the national average since the last inspection. Predictions for the forthcoming tests in 2009 indicate that standards will continue to be average in reading, writing and mathematics.

In 2008, standards at the end of Year 6 were average in English and science and above average in mathematics. These were lower than standards in 2007, when they were above average in English and exceptionally high in mathematics and science. Although there have been minor fluctuations over the years since the last inspection, pupils have made broadly satisfactory progress during Key Stage 2 and indications are that this will continue to be the case in 2009.

Targets set for pupils at the end of Year 6 are sufficiently challenging and the school met all of these targets in 2008. The school is on track to meet its targets for the proportion of pupils expected to attain the expected standard in English, mathematics and science in 2009, although there may be fewer than anticipated pupils attaining the higher level.

Personal development and well-being

Grade: 3

Pupils' spiritual, moral, social and cultural development is satisfactory. They work amicably and cooperatively during lessons and the majority learn to respect each other's feelings and beliefs. They have a good knowledge about how to stay safe and healthy and pupils have a good appreciation of their own local culture. However, their preparation for life within the multicultural society of contemporary Britain is limited. Attendance is good and has been consistently above the national average for several years. Although the majority of pupils behave sensibly during lessons, some of the older and younger pupils voiced concerns about incidents of poor behaviour at break and lunchtimes. They also have misgivings about the extent to which some of their teachers acknowledge and effectively manage incidents of conflict when they occur. Pupils' enjoyment of school is satisfactory; they willingly assume positions of responsibility around the school, such as helping to serve food at lunchtime or undertaking tasks around the classroom. However, there are limited opportunities at present for pupils to contribute to the on-going development of the school. There are close links with the local church but relatively few other links with the local and wider community. Pupils' basic skills are satisfactory. They do their best to rise to the challenges given to them and are soundly prepared for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 3

Overall the standard of teaching is satisfactory. There is some good teaching, particularly in Key Stage 2 but as the school itself recognises and is addressing, there is also some inadequate teaching. The purpose of lessons is shared with pupils so that they know what they are to learn and this supports their progress. Teachers establish very good relations with their classes and pupils respond well to the opportunities they are given to contribute. They collaborate well and there is some very good work on display around the school, particularly in art. Where some minor misbehaviour was seen in lessons, this was due to teaching that was not holding pupils' attention or meeting their learning needs sufficiently. Lesson planning to meet the range of learning needs in each class was an area for development from the last inspection but not enough progress has been made on this issue. Teaching assistants are usually, but not always, providing sound support for groups of pupils or individuals. Marking is regular and encouraging but does not always inform pupils how to improve their work.

Curriculum and other activities

Grade: 3

The curriculum makes satisfactory provision for the range of pupils' needs. There is an emphasis on music and sport to provide the pupils in this relatively isolated rural area with opportunities to become involved and experience success. There are some good links between subjects, such as between literacy and art. For example, Shakespeare's plays are being well used as a stimulus

for writing and for art work. The school recognises that such links are underdeveloped at present. There are satisfactory links with local secondary schools to provide some specialist teaching. The curriculum helps to make pupils aware that they need to prepare for life in a multicultural, diverse society but the extent to which it does this is limited. Provision for pupils with additional learning needs is also satisfactory but at the moment the school provides relatively little to extend and challenge the most able.

Care, guidance and support

Grade: 3

The school has an inclusive ethos and the staff are committed to providing opportunities for enjoyment and achievement. Staffing at the school has been exceptionally stable. Staff know the children well and the school has a good relationship with parents. Attendance is closely monitored. Pupils are guided well and there have been no exclusions from school for several years. The safeguarding procedures meet all the legal requirements and the school provides a safe and secure environment. Health and safety procedures are effective. Pupils feel safe but said that at times their concerns are not always listened to by teachers. Pupils with learning difficulties and/or disabilities are well supported and make satisfactory progress. The use of targets to provide focus and challenge for their learning is inconsistent.

Leadership and management

Grade: 3

With a stable staff and a well-established headteacher, the school has been running smoothly for many years. Leadership and management are very much in the hands of the headteacher. Opportunities for staff to effectively lead and manage aspects of the school's work are limited. There is an appropriate focus on standards and achievement although the school puts an equal emphasis on personal development and well-being. This is a caring and supportive environment for staff to work in. At the last inspection the quality of teaching and the achievements of pupils were judged to be good. Although there are still strengths, the school itself acknowledges it has not managed to sustain this level of performance. The progress that pupils are making is being tracked and monitored but staff involvement in and understanding of how data should be used to analyse progress and tackle areas of relative underachievement is limited. The school meets challenging targets for attendance and meets its academic targets. Pupils make satisfactory progress and enjoy school. They are cared for and treated equally. The school has strong links with the local church and some other local bodies, but governors have not been sufficiently aware of their statutory duties to promote, monitor and report on community cohesion and race equality.

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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?	3
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	3
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?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

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	3

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?	3
The extent of learners' spiritual, moral, social and cultural development	3
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	3
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
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?	3

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	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
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**

5 May 2009

Dear Pupils

Inspection of Butterwick Pinchbeck's Endowed CofE Primary School, Boston, PE22 0HU

As you know, your school was inspected recently and this is to tell you about the results of the inspection. First of all I would like to thank you for the way so many of you greeted and spoke to us during our visit. You were extremely welcoming and courteous and a credit to the school.

Butterwick Pinchbeck's is a satisfactory school. The headteacher and the staff work hard to make it an enjoyable school to attend. In particular, most of them contribute to the wide range of opportunities you have, such as those in music and sport. It is a school where you feel safe, are treated equally and enjoy being together. This enjoyment of coming to school is shown in your good behaviour, high attendance and the positive attitudes to learning that you show in your lessons. During your years at the school most of you make satisfactory progress in your lessons and reach standards which are level with, or, in some subjects like mathematics, above those we find around the country. The teaching you receive and the curriculum that the school provides are satisfactory. The care and support you receive is also satisfactory and, as a result of this, the way in which you develop personally as individuals is satisfactory. Many of your parents sent in the questionnaires that were part of the inspection, and the majority of these responses showed that parents like the school and appreciate the efforts that staff are making to provide you with a sound education.

The school can improve by:

- making the assessment of children's learning in the Reception class more accurate and useful
- ensuring that the teaching you receive is at least satisfactory and that lessons are planned to meet your individual needs
- ensuring that governors of the school fulfil every one of their legal responsibilities
- teachers sharing the information they collect and becoming more involved in school developments and planning.

In our view, the school has the willingness and the ability to bring about these improvements.

We wish you all well and hope you will continue to contribute to the school and its future.

Bob Roberts

Lead inspector