

Payne Primary School

Inspection report

Unique Reference Number	110644
Local Authority	Cambridgeshire
Inspection number	337538
Inspection dates	17–18 November 2009
Reporting inspector	George Falconer HMI

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 of pupils on the school roll	83
Appropriate authority	The governing body
Chair	Amanda Williams
Headteacher	Mr Michael Hill
Date of previous school inspection	1 June 2007
School address	Main Road Parson Drove Wisbech
Telephone number	01945 700275
Fax number	01945 701401
Email address	office@payne.cambs.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited 12 lessons and held meetings with the headteacher, the Chair of Governors, another governor, a local authority representative, staff and pupils. They observed the school's work, and looked at the school's documentation, including the safeguarding procedures, and the questionnaires received from pupils and 24 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the leadership and management of the school in embedding ambition and driving improvement
- the work of the school in improving achievement for all pupils, particularly in English
- the reasons for the apparent downward trend at Key Stage 2 in English, mathematics and science
- attendance.

Information about the school

This is a small primary school that serves the village and the surrounding area. The school shares the site with a day centre for the elderly and a pre-school group managed by a separate body. A much higher percentage of pupils are entitled to free school meals than found nationally, as is the percentage of pupils with special educational needs and/or disabilities. The proportion of pupils who are from minority ethnic groups is much less than the national average as the large majority of pupils is of White British heritage. The school does not have its complement of full-time staff due to long-term absence. The school holds the Quality Mark, the Healthy School Award and the Active Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school in which pupils are happy, safe and enjoy their lessons. They socialise well, work well together and are taught about leading healthy lifestyles from when they enter the Early Years Foundation Stage.

The leadership and management are satisfactory including the leadership and management of teaching and learning, as reflected in the outcomes for pupils and lesson observations. The school works conscientiously in developing partnerships with external agencies such as educational welfare officers and educational psychologists. The governing body meets its statutory duties and challenges and supports the school satisfactorily. Self-evaluation is satisfactory and the capacity to improve, based on the close working partnerships between staff, external agencies, the governing body and outcomes over time, is satisfactory.

Pupils make satisfactory progress in their work. Attainment at the end of Key Stage 2 is broadly average, including for those pupils with special educational needs and/or disabilities. Writing is a key area hi-lighted by the school for continued development, beginning in the Early Years Foundation Stage where the use of letters and sounds is not fully developed. The inspectors agree. The quality of learning is satisfactory overall, based on previous and current data and the standards of work in pupils' books. However, provision for more able pupils is not always challenging enough. The large majority of those parents and carers who responded to the questionnaire considered that the school meets their child's particular needs and informs them of progress made but some questionnaires indicate that the school could be better, including the way it communicates with parents and carers. Inspectors agree with this. Attendance is below average although the school works hard to drive the figures up, including first day calling. The relatively small numbers of pupils in the cohort, pupil movement and attendance have an impact on test results. Currently the school is affected by swine flu and various other ailments. Behaviour during the inspection visit was satisfactory for most of the pupils, most of the time. Pupils contribute satisfactorily to the school community and most of them act responsibly towards each other. Pupils enjoy taking on responsibility and the school enjoys participating in the countrywide Vital Communities Project, with artists visiting the school. They develop satisfactory skills for their futures, including their computer skills.

The spiritual, moral, social and cultural development of pupils is satisfactory. They are taught the difference between right and wrong and how to behave. Cultural development is satisfactory and the school takes an active part in the World Cultural Festival Day.

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The quality of teaching is satisfactory and, during the course of the inspection, several good quality lessons were observed with none being inadequate. Assessment to support learning is satisfactory but tracking progress is not as sharply focused on individual pupils as it could be and therefore teachers do not always plan work that is closely enough matched to pupils' different abilities. The curriculum is satisfactory but does not always offer appropriate learning opportunities to the wide range of abilities in each class. There are not always enough opportunities for using letters and sounds and for writing in the Early Years Foundation Stage.

Pastoral care is good and guidance and support for pupils are satisfactory in helping them to make informed choices for the future. Guiding and supporting vulnerable pupils is satisfactory and is an established part of the school's provision. The school has achieved the Healthy Schools Award, the Quality Mark and the Active Mark and the connected activities help the school to focus on basic skill development and on provision for teaching pupils about healthy living.

What does the school need to do to improve further?

- Raise attainment in writing throughout the school by:
 - increasing the use of letters, sounds and writing in the Early Years Foundation Stage
 - planning more effectively for the different groups of pupils, including more able
 - tracking the progress of different groups more closely
 - evaluating more effectively the impact of planning and teaching on learning
 - Review the curriculum provided to make it more challenging for the more able.
 - Make sure that communications with parents and carers are regular, informative
 - and consultative.
- Ensure that strategies to improve attendance are more effective.

Outcomes for individuals and groups of pupils**3**

Attainment on entry is broadly average, but it varies from year to year because the number in each year group is small. Some children start school with less than expected levels of ability in some areas of learning. They make satisfactory progress in the Early Years Foundation Stage. By the time they reach the end of Key Stage 1, attainment is broadly average, and this represents satisfactory achievement. Pupils with special educational needs and/or disabilities attain broadly in line with the national averages. The 2009 test results for the end of Key Stage 2 indicate a dip in attainment in English and science with relatively few pupils attaining the higher level 5. Movement of pupils, in addition to pupil absence during tests, contributed to these results.

Most pupils enjoy their work and talk enthusiastically about their lessons. Their behaviour during the inspection was satisfactory and sometimes good. The quality of learning ranges from satisfactory to good. As an example of a good lesson, a physical education and dance lesson in the hall captivated the pupils. The pace was good and the

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interest levels high. Pupils displayed an intelligent interpretation of the different kinds of music into movement and then into sequences of movement.

Pupils are more involved in their learning and respond more positively when teachers plan to meet different needs. Where the pace of the lesson is not brisk and where pupils spend too long sitting on the mat and listening, the interest levels are often not sustained by some and therefore progress is not as good as it could be.

Pupils are generally happy, feel safe and behave well in lessons. However, attendance is lower than the national average. The pupils learn well about keeping safe and about healthy living. The cultural elements of the curriculum are developing well but they are not yet embedded enough to fully develop pupils' ideas about living in a diverse society. Relationships with other groups outside of the immediate community are not fully developed but are satisfactory.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching ranges from satisfactory to good with good teaching being well planned to accommodate pupils' different needs. Learning objectives are made clear and

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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are referred to in the marking. Where good teaching takes place, teachers think carefully about different teaching styles and vary their approach accordingly. Planning takes account of different abilities and work is set appropriately. Teaching assistants are deployed well and they give good levels of support, particularly to those pupils with special educational needs and/or disabilities. Assessment to support learning is good and plenaries are used well for good question and answer sessions to check on progress made. Where the lessons are satisfactory, work is not planned to cater enough for pupils' different abilities and too long is spent on teacher led activities. Assessment is satisfactory. Not enough opportunity is given to pupils to exercise independent thinking and responsibility for their own learning.

The school makes good use of visits to support learning when appropriate to do so and it takes part in the World Cultural Festival Day. Extra-curricular activities are satisfactory and the school has satisfactory partnerships with outside agencies. As an example, Year 6 pupils have attended raising awareness days where various businesses have shared information with them so that they may be better informed about future choices. Care guidance and support are satisfactory.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Long-term staff absence has contributed to a level of difficulty for the school in that the headteacher is having to teach regularly, in addition to when supply teachers are unavailable to cover for staff absences. Conversely, he has a good understanding of the quality of teaching and learning. Target setting is in place for English and mathematics and the school has a satisfactory monitoring and tracking system which is under review.

The school is working on revised systems for improving targeting and intervention strategies as they are not yet currently comprehensive enough to provide in-depth details on individual pupils. Governors are challenging and supporting satisfactorily to bring about improvements and to raise achievement levels for pupils. They fulfil their statutory duties, including ensuring that arrangements for safeguarding pupils meets statutory requirements. The school is supported well by consultants. Processes for promoting equality of opportunity and the tackling of discrimination are satisfactory. Engagement with parents and carers is satisfactory through an operational website, newsletters, the three open evenings a year and some assemblies. The school sees the need to seek other avenues of communication in order to more fully inform parents.

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Inspectors agree.

The school's work on community cohesion is making satisfactory inroads into developing its provision, but there is no evidence of leaders' or governors' analysis of its impact on the school or the local community. The overall effectiveness of the leadership and management in embedding ambition and driving improvement is satisfactory in this small village primary school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children join the Early Years Foundation Stage with broadly expected ability levels but some are lower than expected in writing, calculations and emotional development. Children make satisfactory progress and enjoy their learning. Some children are able to work independently and most behave in ways that are acceptable and keep them from harm. They are well supervised and are taught about healthy habits, including good hygiene. They make the best use of being active, particularly when learning in the outdoor area. Free flow access to the outside environment is adequate.

The quality of provision is satisfactory in most respects. There is a satisfactory range of resources for both the indoor and the outside learning opportunities and for different types of play. Children have satisfactory opportunities to involve themselves in child initiated activities. Staff communicate well with external agencies.

The leadership and management are satisfactory but developments have been slow in the past due to staff absence. Areas for development have been subsequently identified by the school working with external consultants and in conjunction with the local

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authority. Safeguarding procedures are secure.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A minority of parents and carers responded to the questionnaires sent out. Most parents and carers state that their child enjoys school where the children are kept safe and are taught to lead a healthy lifestyle. Most also consider the teaching to be good. The large majority of parents and carers feel the school meets their child's particular needs, informing them of progress made and helps them to support their child's learning. A minority considered the school to be well led and managed but with a large majority stating that they are happy with their child's experience at school. The majority consider that their child is making enough progress and that the school is making sure children are well prepared for the future. Responses also indicate that the majority consider the school to take account of their suggestions and concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Payne Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 24 completed questionnaires out of the 64 distributed questionnaires by the end of the on-site inspection. In total, there are 83 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	46	11	46	2	8	0	0
The school keeps my child safe	8	33	14	58	2	8	0	0
The school informs me about my child's progress	3	13	15	63	5	21	1	4
My child is making enough progress at this school	4	17	10	42	7	29	3	13
The teaching is good at this school	5	21	15	63	1	4	1	4
The school helps me to support my child's learning	3	13	13	54	5	21	3	13
The school helps my child to have a healthy lifestyle	4	17	15	63	4	17	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	3	13	10	42	4	17	0	0
The school meets my child's particular needs	2	8	15	63	3	13	4	17
The school deals effectively with unacceptable behaviour	3	13	8	33	7	29	6	25
The school takes account of my suggestions and concerns	2	18	12	50	6	25	4	17
The school is led and managed effectively	0	0	11	46	7	29	5	21
Overall, I am happy with my child's experience at this school	4	17	13	54	4	17	2	8

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 November 2009

Dear Children

Inspection of Payne Primary School, Wisbech, PE13 4JA

Thank you for helping us when we came to inspect your school. You told us that you were happy, felt safe and enjoyed your time at school, including your lessons. You also said that your teachers do a good job and that you make enough progress in the different areas of learning. We agree with most of those things you said and we were impressed by the way some of you work hard, support each other and respond to the interesting lessons. There are some areas for the school to work on in order to improve your learning.

We have asked the headteacher and governors to:

- make sure that you attend school when you should
- increase the use of letters, sounds and writing in the Early Years Foundation Stage
- make sure teachers look more closely at the subjects you learn about so that they can make them interesting, enjoyable and more challenging for all of you, including those who learn quickly
- make sure that you do as well as you can in your work by planning carefully, checking on how well you are doing, and looking at how well you achieve as a result of the lessons you have, particularly with your writing
- have more regular communications with your parents and carers so that they are up-to-date with your progress and understand how they can help you more at home.

Best wishes

George Falconer

Her Majesty's Inspector

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