

Nocton Community Primary School

Inspection report

Unique Reference Number	120383
Local Authority	Lincolnshire
Inspection number	339676
Inspection dates	17-18 September 2009
Reporting inspector	Paul Edwards

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	54
Appropriate authority	The governing body
Chair	Mr David Glew
Headteacher	Mr Nick Dowler
Date of previous school inspection	28-29 March 2009
School address	School Lane Nocton Lincoln LN4 2BJ
Telephone number	01526 320234
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Age group	4-11
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons, and held meetings with staff, governors and pupils. They observed the school's work, and looked at documentation including the school improvement plan, the tracking of pupils' progress, attendance data and individual education plans of pupils with special educational needs and/or disabilities. In addition to the 29 parental questionnaires, a sample of pupils completed a written questionnaire and a staff survey was also conducted.

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

- whether boys achieve as well as they should in their writing
- the attainment of girls in mathematics, particularly at Key Stage 2
- the effectiveness of teachers' planning for those pupils with special educational needs and/or disabilities
- the school's planning to ensure pupils' understanding and awareness of the social and cultural diversity of people.

Information about the school

Nocton is a small school that serves a small rural community. Pupil mobility is high, due to some parents being involved in seasonal work and others being attached to the nearby RAF station. The proportion of pupils eligible for free school meals is well below the national average. Almost all pupils are from White British backgrounds. Almost a quarter of the pupils are identified as having special educational needs and/or disabilities which is above the national average.

At the beginning of this term, the headteacher has become part-time and a deputy headteacher has been appointed to work two and a half days a week. A new teacher also commenced at the beginning of the term.

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?

2

The school's capacity for sustained improvement

2

Main findings

The overwhelming majority of parents are rightly very pleased with the good education provided for their children. The key factors contributing to the school's continuing success are the:

- effective support and good teaching in the Early Years Foundation Stage ensuring the children make a good start to their schooling
- good behaviour of pupils in lessons because teachers ensure work is interesting
- consistently good teaching that ensures pupils achieve well and attain standards that are above average
- good care and support enabling pupils to feel safe and secure
- good support for those pupils with special educational needs and/or disabilities, enabling them to make progress in line with their peers
- developing links with other schools that provide more able pupils with more challenging opportunities.

The good progress made by pupils is the result of the leadership's careful analysis of the performance of each child. A dip in attainment two years ago has been addressed effectively so that the above average results seen in national tests in 2009 are on course to being matched again this year. The most notable successes are with those pupils who struggle with their reading and writing. The school makes very effective use of outside agencies to help in the diagnosis of pupils' problems and to help it identify the way forward. As a result, the school provides very well targeted support for these pupils. Differences in attainment between boys and girls in the main subjects of English, mathematics and science are minimal and are usually due to the individual performance of pupils rather than the groups.

Following the previous inspection the school made a concerted effort to improve the quality of pupils' writing and has had considerable success. However, it rightly recognises that it can be improved further. While teachers are providing pupils with opportunities to practise their writing skills in other subjects, some pupils occasionally lose time to write in unnecessarily listening to all of the teachers' introduction. The teachers' use of assessment is generally good, although occasionally, particularly in writing, it could be a little sharper so that it matches the learning objectives for the lesson more closely.

The school's leaders, including the governors, evaluate its work effectively. They have made effective use of data to determine where its strengths and weaknesses lie

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and have used the findings to implement strategies to ensure it continues to improve. The introduction of a computerised system to track how well pupils are doing is enabling the school to react more quickly to variations in pupils' performance. The governors and headteacher have taken effective steps to ensure changes to the leadership structure will enable the school to sustain its improvement. The leadership is aware of the pupils' limited interaction with people from other backgrounds in this country and has made some attempts to address this. However, it has not yet fully evaluated the impact of its actions and adapted its curriculum to ensure these attempts have a positive impact.

What does the school need to do to improve further?

- Raise attainment in writing by:
 - ensuring learning objectives are linked more closely to the pupils' individual learning targets
 - providing opportunities for some pupils to commence writing tasks without listening to the whole of the teachers' introduction.

- Improve the pupils' understanding of the different backgrounds of people in this country by evaluating and planning the school's provision.

Outcomes for individuals and groups of pupils

2

Apart from a slight dip in 2008, attainment at the end of Year 6 in national tests has typically been at or above the national average. The effective strategies introduced resulted in good improvements in 2009 and a similar picture is emerging for those pupils currently in Year 6. The work seen during the inspection shows that pupils are generally attaining standards that are above those seen nationally. Children enter the Reception class with skills and abilities similar to those expected for their age. The good progress they make here is maintained throughout the rest of the school. In most of the lessons observed, pupils made good progress. Their enjoyment for learning is a considerable factor in this progress. For example, in a Year 5 and 6 literacy lesson, pupils really delved in to the backgrounds and characters of fictional detectives to enhance their ability to write in this genre.

Pupils' reading skills are good. Effective partnerships with parents have resulted in good advice being taken on board to help them support their children. This has been particularly effective for those pupils who find reading more challenging and many make rapid progress. Where there is apparent underachievement, by either boys or girls, this is almost always due to the performance of individuals. Pupils who enter the school at times other than those that are normal for entry are provided with good support, enabling them to settle quickly and make good progress.

Almost without exception, pupils say they enjoy coming to school. This is seen in their regular attendance and punctuality and in their consistently good behaviour.

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They are mostly attentive in lessons and sensible when outside in the playground. They feel safe and indicate that bullying is a rare occurrence and that incidents are dealt with effectively. Pupils are keen to take on responsibility, for example, planning and looking after the school environment. Keeping healthy is a key feature for the school and almost three quarters of the school population enter the area cross-country event, performing most creditably.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers regularly assess how well pupils are doing and use the information when planning lessons. Overall, this is effective in ensuring activities are planned at the right level. However, occasionally, teachers do not always make the best use of the information to ensure the pupils' individual learning targets are sufficiently challenging. Teachers are good at questioning pupils, encouraging them to respond thoughtfully. Teachers make very good use of learning support assistants, enabling them to play a valuable role in supporting those pupils with special educational needs and/or disabilities. As a result, these pupils do well. Throughout the school, teachers make learning enjoyable and this encourages pupils to try hard.

The otherwise satisfactory curriculum is enriched by a good range of visits, visitors and clubs. Pupils particularly enjoy visits to places such as Lincoln Cathedral and listening to professional musicians. The school has sought to enhance opportunities for gifted and talented pupils and has linked with three local primary schools to share

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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expertise, facilities and resources and this is having a good impact. The school also effectively joins with schools in its cluster to provide enrichment days for music, sports and the arts. It is at an early stage of developing its creative curriculum and acknowledges that pupils' awareness of other cultures in this country is under-developed.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership has an accurate view of the quality of teaching and learning. New teachers have been quickly assimilated into the staff and there is already a strong feeling that all staff are pulling together. Morale is high and there is a determination to raise standards further and ensure all pupils attain their potential. The development of tracking procedures has enabled the school to very quickly identify which pupils are doing well and those who are falling behind. The small number of pupils in each cohort has enabled the leadership to redirect resources accordingly. While the governors are very proud of school's family and caring atmosphere, they are acutely aware of the importance of ensuring pupils still perform well and they are effective in challenging the leadership to ensure this happens. Good links with outside agencies ensures good guidance for those pupils with special educational needs and/or disabilities.

The procedures for safeguarding and to ensure the health and safety of pupils are comprehensive. There is a good personal, social and health programme which ensures pupils have a good understanding of how to stay safe. The effectiveness of the way that the school promotes equal opportunities is seen in the equally good progress that all groups of students enjoy.

There are good links with the church and local community. The school is aware of the need to provide pupils with a greater understanding of different cultures and backgrounds. Good links have been established with schools in Italy and London but, as yet, the leadership have not evaluated the impact of these links to establish the impact on the pupils' understanding.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Parents are rightly very happy with the start their children make in the Reception class and feel they are kept well informed of their progress. Children usually enter the school with skills and abilities that are similar to those expected for their age. The good progress they make ensures that on entry to Year 1 most attain standards that are above average. Assessment procedures are good and enable the teacher to provide a closely tailored programme for the children. The record of their progress, recorded in the 'learning journey', provides a clear picture of the consistently good progress in all areas of learning. A new outside learning environment has been created and this provides an added dimension for the children's learning. However, the teacher recognises the need to identify how it can be used more effectively through opportunities for 'free flow sessions'. Well-planned activities provide opportunities for children to develop their social skills, and their independence, and children are happy, content and very confident. The new Early Years Foundation Stage coordinator has just taken on the responsibility but there is clear evidence that the facility is being managed effectively.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

Most parents are very happy with the education provided for their children. The views of one parent are typical when commenting, 'My daughter has gone through the school and has loved every minute. She has thrived with the work set, enjoyed all the teachers and is entering her final years a very positive and happy child with a love for learning.' A very small number of parents had concerns regarding behaviour but there was no evidence seen during the inspection to support their concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Nocton Community 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 12 statements about the school.

The inspector received 29 completed questionnaires by the end of the on-site inspection. In total, there are 54 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	76	7	24	0	0	0	0
The school keeps my child safe	27	76	6	21	1	3	0	0
The school informs me about my child's progress	17	59	9	31	1	3	1	3
My child is making enough progress at this school	14	48	14	48	1	3	0	0
The teaching is good at this school	14	48	14	48	1	3	0	0
The school helps me to support my child's learning	14	48	14	48	0	0	1	3
The school helps my child to have a healthy lifestyle	19	66	9	31	1	3	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)	13	45	14	48	1	3	0	0
The school meets my child's particular needs	15	52	13	45	1	3	0	0
The school deals effectively with unacceptable behaviour	11	38	17	59	0	0	1	3
The school takes account of my suggestions and concerns	10	34	17	59	1	3	0	0
The school is led and managed effectively	10	34	18	62	1	3	0	0
Overall, I am happy with my child's experience at this school	17	59	11	68	0	0	1	3

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 all 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

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 pupils' 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.



20 September 2009

Dear Pupils

Inspection of Nocton Community Primary School, Lincoln, LN4 2BJ

Thank you very much for the welcome you gave me when I visited your school recently. I enjoyed talking to you and watching you work and play. I was particularly impressed at how long you could keep the 'hoola hoop' going! You are very polite and I was particularly pleased to observe your good behaviour and how well you worked with one another.

You are provided with a good education so that you attain standards that are above average by the end of Year 6. The teachers work hard to ensure you make good progress. Those of you who find learning a little difficult are given lots of help that helps you to do well. Occasionally, I think some of you could do even better in your writing and I have asked the school to help you to do so.

You have lots of visits and visitors that make your work more interesting. However, I think you need more opportunities to find out about people from different cultures and backgrounds.

The staff look after you well and you know how to keep safe. You have a good understanding of the sorts of food you should eat to keep healthy – I know it is difficult but keep on trying. It was good to see you taking plenty of exercise and I know the school is proud of your sporting successes.

Those in charge of the school are working hard to make it better. You can help by trying really hard with your writing.

Yours faithfully

Paul Edwards
Lead inspector

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