

# South View Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	120406
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	339681
<b>Inspection dates</b>	14–15 September 2009
<b>Reporting inspector</b>	Martin Cragg HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	318
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Judith Sumner
<b>Headteacher</b>	Mr John Cork
<b>Date of previous school inspection</b>	4 February 2007
<b>School address</b>	Reform Street Crowland Peterborough
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<b>Email address</b>	enquiries@southview.lincs.sch.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 13 lessons, conducted a walk through lessons with the head teacher, and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the school improvement plan, school assessment information, lesson plans, governors' policies, pupils' books, and 106 parent, 97 pupil and 20 staff questionnaires.

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

- the attainment and progress of pupils, including the performance of specific groups such as boys in Key Stage 1
- the evidence for pupils' positive attitudes to school and learning
- improvement in teaching, especially in using assessment information to plan lessons which match pupils' needs
- The rigour of the school's self-evaluation and how this translates into action to bring about improvement.

## Information about the school

The school is larger than average and numbers have increased since the last inspection in 2007. Fewer pupils than average are eligible for free school meals. There are relatively few pupils from minority ethnic backgrounds or who speak English as an additional language. The proportion of pupils with a statement of special educational need is above average but the overall proportion of pupils with special educational needs and disabilities is average. The movement of pupils into the school during the school year is increasing. The school has achieved the Investors in People and Healthy Schools awards and Activemark. Four of the school's 12 teachers were new to the school this term, including one senior leader.

**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 and improving school. Many aspects of its work are good. It has a strong ethos of care and support which helps pupils to develop good personal and social skills. Teachers set high expectations for behaviour and effort. Pupils respond well, collaborating with each other and working with concentration. They enjoy their learning, especially when challenged to think for themselves. Children respect each other and understand the need to be safe. There is good support for pupils with special educational needs and disabilities which enables them to make generally good progress. Pupils increasingly take an active part in the school and teachers seek their views about aspects of lessons. The curriculum is broad and there is a good range of events, trips and activities, including extra-curricular opportunities. Most parents are very positive about the work of the school.

The attainment of pupils rose to be above average in 2008 but provisional results for Year 6 in 2009 declined to be broadly average. The attainment and progress of pupils observed during the inspection were satisfactory overall, although good in around half the lessons seen. This better practice is not yet secure in those lessons which were satisfactory. Teachers now set work for pupils at different levels, but it did not always challenge them appropriately or give them the opportunity to build their confidence as independent learners. In the better lessons teachers review learning regularly to ensure that pupils understand. This was not always the case in satisfactory lessons. Teachers' marking is regular but varies in quality. Some does not give pupils a clear idea of how well they are doing and what they need to improve.

The head teacher sets a clear vision for the school which is shared by staff. There has been improvement since the last inspection but senior leaders recognise that there is more to do to achieve consistently good teaching which brings about uniformly good progress. These areas are correctly identified in the school's improvement plan which is soundly based on accurate self-evaluation. One third of teachers started at the school this term and this inevitably means that they are getting used to the school's policies and systems. Staff with subject responsibilities have made a good start in the planning and monitoring of their areas of responsibility. They share ideas and work together well. Their evaluation and follow-up action does not yet achieve the consistency in teaching and assessment necessary to raise attainment and progress further. As a result, although there are some strengths in leadership, the capacity for sustained improvement is satisfactory.

About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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## What does the school need to do to improve further?

- Improve the quality of teaching by:
  - ensuring that the best practice is shared and used consistently by all teachers
  - increasing challenge for pupils and building their confidence in working independently.
- Ensure that teachers use assessment strategies effectively to improve learning by:
  - reviewing progress in lessons regularly to detect misunderstandings and underachievement
  - ensuring that pupils know how well they are doing and how to improve their work.
- Ensure that subject leaders improve outcomes for pupils by:
  - promoting the consistent application of policies and practice
  - encouraging prompt intervention for pupils who underachieve in their subject
  - evaluating the impact of their action plans and initiatives.

## Outcomes for individuals and groups of pupils

**3**

Achievement is satisfactory. In 2007 and 2008, pupils' attainment in Key Stage 2 tests was above average. However, the provisional results for Year 6 in 2009 declined to be broadly average, reflecting a higher proportion of pupils with special educational needs in the group. As a result, the school did not meet its challenging targets. The school's assessment data and analysis indicate that most pupils made satisfactory progress, and those with special educational needs often made good progress. There was no significant difference between the performance of boys and girls. Results at Key Stage 1 in 2009 improved to be just above average, although reading was weaker than writing. Boys' literacy is a priority in the school's improvement plan.

In the lessons observed, pupils made satisfactory progress in their work although, in around half of the lessons progress was good because of good teaching. Pupils showed positive attitudes to their work. They collaborated enthusiastically in pairs and groups and most sustained concentration well. Where they were given the opportunity to work independently and to develop thinking skills, most enjoyed the challenge. Where progress was satisfactory, pupils did not fully secure their understanding of what needed to be learnt and teachers did not always detect this as the lesson developed. As a result, some pupils did not make enough progress.

Many aspects of pupils' personal and social development are good. They behave well in lessons and around the school and show respect for each other. They said that they feel safe and that any incidents of bullying are dealt with promptly. Parents strongly endorsed this view. Pupils of different ages show care and promote good relationships through responsibilities such as the 'guardian angels' and 'young leaders'. Pupils' contribution to the school is good with an active school council and selected pupils who

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offer assistance when their peers have problems using computers. The pupils spoken to were particularly clear about the need to use modern technology safely. Pupils enjoy a varied range of clubs, activities and events. They develop an understanding of different faiths and cultures through links with local places of worship and schools in Germany and Estonia. They understand the need to eat healthy food and to take exercise. Although the literacy and numeracy skills seen were broadly average, pupils develop good cooperative skills and work together well in preparation for their future working lives. Attendance is broadly in line with the average and there are few pupils who have persistent absence.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	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	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The quality of teaching is satisfactory and improving. Teachers showed good subject knowledge and set high expectations for behaviour and effort. In around half the lessons seen teaching was good. In these lessons, teachers set clear objectives which the pupils understood; challenged pupils at an appropriate level according to their needs; provided interesting activities; and used their teaching assistants well to support

<sup>1</sup> 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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learning. They also assessed how well pupils were doing as the lesson progressed, using well-targeted questions. Consequently, they adjusted tasks or reviewed explanations to correct misunderstandings. In other lessons these qualities were less secure. Work did not always meet the needs of pupils precisely. Pupils were not clear exactly what they had to do or lost confidence as they began tasks. Teachers did not assess their progress thoroughly so that some pupils made slower progress. However, this varied from class to class and did not affect one particular group of pupils across the school. Teachers' marking was generally thorough. There were examples of effective and focused comments but, too often, it was not clear what pupils needed to do to improve their work.

The curriculum provides pupils with a broad range of experiences and helps them to develop personally and socially. Statutory requirements are met. There are increasing opportunities for pupils to learn across a range of subjects within a general theme. Pupils enjoyed designing a scientific experiment set in the context of producing an effective parachute as part of the Second World War theme. There is good provision for pupils with special educational needs and effective support from teaching assistants. Pupils who are gifted or talented are increasingly challenged and set individual tasks to extend their thinking in some lessons. Pupils benefit from a good range of trips, events and activities arising from the curriculum and varied extra-curricular opportunities, which are well supported. The school acknowledges that it is still in the process of reviewing the curriculum to match the revised national requirements.

Care and support are strong features in the school and this is endorsed by the positive response in almost all parents' questionnaires. The good aspects of pupils' personal development result from well-organised systems for promoting good behaviour, relationships and respect for each other. There is very effective provision to support those pupils who are vulnerable or have specific needs. Case studies provided by the school show successful outcomes for pupils as a result of good intervention and effective work with outside agencies. Pupils who join the school in the Early Years Foundation Stage or during the year, including those who do not speak English, are well supported and made to feel welcome. The school ensures that pupils' safety and security are a high priority.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

**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

The head teacher, senior staff and governors know the strengths and weaknesses of the school. They set a clear vision and have high expectations. There is a very strong sense of team work and shared commitment, which staff identified in their questionnaires. The head teacher and deputy head teacher accurately evaluate the quality of teaching and pupils' progress. They have established relevant priorities for action. Other leaders in the school are taking on fuller responsibility for planning, delivering, monitoring and evaluating the areas of which they have oversight. They are enthusiastic and have begun to have some impact but their role is not yet fully developed to ensure improvement and consistent practice across the school. The school has made progress since its last inspection. Lessons are planned more effectively using assessment information. Attainment is improving at Key Stage 1. Some aspects of teaching have improved but overall it remains satisfactory. As a result, although leaders share their vision and are ambitious, their impact on achievement at this stage is satisfactory. Governors have good systems for keeping the school under review. They each have a link to key areas of the school and are expected to visit and report each term. They use their expertise to benefit the school and fulfil their statutory responsibilities. The requirements for keeping children safe are met and there is a good level of awareness across the school to ensure that any issues are identified and acted upon. The school's policy on equality of opportunity is very effective. The school works well in partnership with other agencies to benefit pupils who have specific needs. There are also good links with faith communities and schools, locally and internationally, which enhance pupils' cultural awareness and contribute effectively to community cohesion. Parents are well informed about their child's progress and events at the school. Almost all are satisfied with the school. Pupils with a variety of backgrounds, needs and cultures are integrated well and no group underperforms consistently through the school. Governors ensure that resources are allocated effectively and the school has managed recent expansion well.

*These are the grades for leadership and management*

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



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<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children were attending part time and following an induction programme when inspectors visited. The children were happy and settling into the school well. In the previous year, children joined the school with knowledge, understanding and skills which were broadly in line with national expectations. They made satisfactory progress through the year to leave the Early Years Foundation Stage with broadly average achievement. Teachers and teaching assistants use assessment well to plan programmes of work and activities. They record assessments effectively and identify specific areas for action, such as boys' writing skills. The area is safe and children receive good care. Children benefit from a variety of activities and there is an appropriate balance between adult-guided and child-initiated activities, including effective use of the outdoor area. Teaching is at least satisfactory. The leadership of the unit is clear about priorities, and targeted action is beginning to show in children's improving skills, such as social development, as they enter Key Stage 1.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The very large majority of parents responding to the questionnaire supported the work of the school. Many parents commented favourably on the care and commitment of staff, how much their child enjoyed school and the effective communication by the school. Almost all said that they were happy with their child's experience of the school. There were no concerns expressed over bullying or children's safety. A few parents commented that the induction into the Foundation Stage was too long and affected their child settling in. However, the sessions seen during the inspection were well organised and children were interacting happily.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at South View 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 13 statements about the school. The inspection team received 106 completed questionnaires by the end of the on-site inspection. In total, there are 318 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	64	37	35	1	1	0	0
The school keeps my child safe	69	65	37	35	0	0	0	0
The school informs me about my child's progress	56	53	48	45	0	0	0	0
My child is making enough progress at this school	57	54	44	41	4	4	0	0
The teaching is good at this school	58	55	46	43	0	0	0	0
The school helps me to support my child's learning	55	52	49	46	0	0	0	0
The school helps my child to have a healthy lifestyle	56	53	48	45	2	2	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)	53	50	47	44	0	0	0	0
The school meets my child's particular needs	54	51	46	43	3	3	0	0
The school deals effectively with unacceptable behaviour	42	40	57	54	4	4	1	1
The school takes account of my suggestions and concerns	39	37	57	54	2	2	1	1
The school is led and managed effectively	62	58	41	39	0	0	0	0
Overall, I am happy with my child's experience at this school	66	62	37	35	0	0	0	0

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



16 September 2009

Dear Pupils

Inspection of South View Community Primary School, Crowland, PE6 0AN

Thank you for the friendly welcome that you gave to me and my colleagues when we visited your school. We enjoyed talking to many of you in lessons, in meetings and around the school. You helped us to get to know your school and this letter is to tell you what we found on our inspection.

Your school is improving. It looks after you well and you told us that you felt safe in school. You work together well and respect each other. You behave well in lessons and around the school. Many of you take on responsibilities which help others such as the school council, guardian angels and IT squad. You make reasonable progress in your lessons and some of you make good progress. You enjoy lessons where you have the chance to think for yourselves and solve problems. Teachers plan lessons to interest you, using themes to link your learning together. You enjoy the range of trips, events, clubs and activities which the school offers. Those of you who filled in a questionnaire for us were mostly happy with the school and enjoyed your lessons. A few said that they did not always know what to do to improve their work. Your parents told us that they were also happy with the school.

Your school has improved since its last inspection but we suggested some areas where it might be even better. We have asked your teachers to share the best ideas they have for teaching you, including how to challenge you to solve problems on your own. We also want them all to check carefully that you understand during lessons and give you information on what you need to improve when they comment on your work. We have asked the teachers who look after subjects to ensure that approaches are the same across the school to help you make more progress.

I am sure that your school will continue to improve. We really enjoyed our visit to your school and wish you success in the future.

Yours sincerely

Martin Cragg

Her Majesty's Inspector

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