

Toynton All Saints Primary School

Inspection report

Unique Reference Number	120483
Local Authority	Lincolnshire
Inspection number	339705
Inspection dates	12–13 May 2010
Reporting inspector	Glynn Storer

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	41
Appropriate authority	The governing body
Chair	Mr Steve Locke
Headteacher	Mrs Clare Willerton
Date of previous school inspection	4 December 2006
School address	Main Road Toynton All Saints Lincolnshire
Telephone number	01790 752242
Fax number	01790 755653
Email address	clare.willerton@toynton-all-saints.lincs.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

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

© Crown copyright 2010

Introduction

This inspection was carried out by one additional inspector. The inspector visited five lessons and, in doing so, observed the work of all of the school's regular teachers. The inspector also held meetings with the headteacher, members of staff at all levels, pupils, governors and a representative of the local authority. He observed the school's work, and looked at policy documents, pupil performance data and planning and safeguarding information. The inspector also took account of the views of 11 parents and carers who returned questionnaires.

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

- whether current standards and the progress that pupils make are both satisfactory and sustainable
- if the quality of teaching is sufficiently consistent to sustain and further accelerate pupils' progress
- whether curriculum development is on course and if there is evidence that recent initiatives are improving pupils' learning
- whether leadership, management and governance are sufficiently rigorous and thorough to sustain and build further on recent improvements.

Information about the school

Toynton All Saints Primary is a very small school that serves the local community and outlying settlements. Most pupils are from White British backgrounds and none speak English as an additional language. The number of pupils with learning difficulties and/or disabilities, including those with a statement of special educational needs, is about average for a school of this size. The school experiences a high turnover of pupils. Children join the Early Years Foundation Stage in the September following their fourth birthday. There are currently two children in the Reception group.

Since its last inspection, the school has appointed new teachers to all classes and a new headteacher took over at the beginning of the current school year.

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

Toynton All Saints Primary School provides a satisfactory education for its pupils. The school has emerged from a turbulent period in its development during which changes in the senior leadership, an exceptionally high turnover of staff and falling pupil numbers caused school improvement to stall and pupils' standards and achievements to decline. The appointment of an able headteacher and further appointments to stabilise the teaching and support staff have set the school firmly on the road to recovery. The headteacher has successfully tackled the job with a good blend of enthusiasm and determination. Progress to date indicates that although the headteacher is the school's sole senior, experienced leader, the school has a satisfactory capacity for sustained improvement. The governing body has acted boldly to stabilise staffing and to secure effective leadership and management. However, governors need to collect more first-hand evidence in order to hold the school to account and thereby ensure that the drive for improvement is maintained.

An immediate priority has been to accelerate pupils' progress. Early action to identify and to target underachievement has already had a positive impact, especially in writing. Inspection evidence shows that standards in all core subjects in both key stages have improved and are now broadly average. Pupils' progress is satisfactory. Most pupils in Years 1 and 2 and in Years 3 to 6 have progressed at the expected rate over time and have attained the expected standard for their age. In the shorter term, the progress of many pupils has been good. Progress in mathematics is more fragile than that in other key subjects, but the school has clear plans to rectify this.

Teaching is satisfactory overall, although examples of good quality teaching are evident in Key Stages 1 and 2. Initiatives to strengthen teachers' management of challenging behaviour and to embed the use of assessment as a tool for planning lessons that meet the needs of pupils across the age and ability range have already met with some success. As a result, pupils' learning has improved. However, the school has yet to achieve consistency in these important aspects of classroom practice because a high proportion of teachers are newly qualified and are still working hard to apply and consolidate their basic teaching skills. Consequently, they remain as priority areas for improvement.

The school's success in improving curriculum provision for teaching writing skills has already had a positive impact on standards and the progress that pupils make in this subject. The headteacher has now, rightly, identified the need to move the focus of curriculum development to accelerating progress in mathematics. Historic weaknesses in the provision for mathematics left gaps in pupils' learning and gave too little emphasis to practical and investigative activities, especially for younger pupils. The school is also

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

currently implementing an upgrade of resources and facilities for information and communication technology (ICT), and sound proposals for a wider curriculum reform are at the planning stage.

The good care, guidance and support that pupils receive result in gains for all groups in respect of their response to school life. Behaviour is satisfactory overall, although a minority of younger pupils still sometimes disrupt the learning of others, especially when adults fail to use the school's agreed procedures effectively. Nevertheless, pupils' social development is generally good. Relationships at all levels are positive and pupils make a good contribution to the school and wider community, not least through the suggestions that they make during 'chatter times'. Arrangements for safeguarding are good. They meet current requirements and give pupils a strong sense of safety and well-being in school.

What does the school need to do to improve further?

- Accelerate pupils' progress in mathematics by:
 - identifying and eliminating gaps in pupils' learning
 - ensuring that all pupils, but especially those in the Early Years Foundation Stage and Key Stage 1, undertake more practical and investigative projects.
- Improve the overall quality of teaching and learning by:
 - ensuring that all staff are consistent in their use of the school's agreed procedures for managing behaviour
 - strengthening the links between assessment and lesson planning so as to better meet the needs of pupils across the age and ability range.
- Strengthen governance by:
 - ensuring that governors collect enough first-hand evidence to both support and challenge the school in its drive for improvement.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

The school has halted the decline in standards and progress that has been evident in national test and assessment results over the last three years. Standards in reading, writing and mathematics are improving and are broadly average in Key Stages 1 and 2. Pupils approaching the end of Years 2 and 6 have made satisfactory progress over time. A legacy of underachievement from previous years means that few, if any, are likely to attain above average standards this year. However, tracking of other year groups shows that rates of progress are improving and that challenging targets for raising standards further are soundly based. Pupils throughout school enjoy their learning and achieve satisfactorily. Pupils who find learning difficult have made at least satisfactory progress and there are some examples of quite exceptional gains in recent months. There are no

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

significant differences between the achievements of boys and girls.

Most pupils behave satisfactorily and show enjoyment in their work. However, a small number of younger pupils are restless and difficult to engage. Their influence contributes to uneven progress, particularly in those lessons where staff are inconsistent in establishing high expectations and using agreed procedures to manage problem behaviour. Nevertheless, most pupils enjoy constructive relationships with staff and say that they feel well cared for in school. They show a sound understanding of how to keep healthy and say that they feel really safe when they are in and around the school.

Pupils are proud of their school and make a good contribution to its strong sense of community. The 'chatter groups' allow all pupils to play a prominent role in important decisions, such as planning for the outdoor classroom, the content of the new curriculum and events involving the school and wider community. The school is well integrated into the local community, although the current curriculum gives pupils too little understanding of the wider world. Levels of spiritual, moral, social and cultural development are satisfactory overall, although spiritual and social development are stronger. Sound basic skills and improving attitudes to learning provide pupils with a satisfactory preparation for the future.

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	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

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

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

How effective is the provision?

Satisfactory teaching and a sound basic curriculum underpin pupils' satisfactory progress over time. However, both of these areas of provision have been subject to the school's drive for improvement. Effective guidance and mentoring for newly qualified teachers is improving their performance in the classroom. While some lessons occasionally 'go wrong', more are now moving towards the good standard and that is why pupils' progress is improving. Another factor is well-focused intervention including, where appropriate, one-to-one support. In this respect, learning support assistants make a valuable contribution. The headteacher's monitoring is thorough. Consequently, where weaknesses or inconsistencies remain, for example in behaviour management or the use of assessment, these issues remain the focus for whole-school training or individual mentoring. This rigorous approach ensures that the school maintains a satisfactory rate of improvement.

The school has ambitious plans for improving the curriculum as a whole. Initiatives to improve provision for children in the Early Years Foundation Stage, to establish an outdoor 'classroom' and to strengthen the role of information and communication technology as an aid to learning have already begun. Much detailed planning remains to be done before the launch of the new curriculum in September 2010. However, clearly stated intentions to strengthen the global dimension of pupils' learning, to build in meaningful first-hand experiences and to plan topics that interest all pupils, but especially boys, indicate that initial planning is sound.

The good care which the school provides to all pupils is a strength of its current arrangements. It has been an important driver towards pupils' improved attitudes, behaviour, relationships and achievement in the last year.

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	2

How effective are leadership and management?

The headteacher is passionate about improving the school. She has instilled a clear understanding of accountability amongst staff. Targets for staff, pupils and for the school as a whole are suitably challenging. After barely one year, the 'ship has begun to turn'. Gains are already evident in several areas of the school's work and those gains are increasing steadily as early initiatives begin to take effect.

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 headteacher's initial evaluation of the school was perceptive and accurate and she wasted no time in 'kick starting' a drive for school improvement. One parent commented: 'Since September, I have noticed that the school has a proper structure to its organisation and a clear ambition to achieve.' The headteacher's plans for the school are ambitious, yet realistic and attainable: as such, they form a sound basis for sustained improvement in the future. She has carried the school community with her and as a result, staff morale is high, there is renewed confidence amongst parents and carers, and pupils have pride in their school. These are just some of the reasons why applications for Reception class places for September 2010 have increased five-fold.

Sound governance has supported the school's drive for improvement. However, governors do not currently do enough independent monitoring of the school's work and of the progress it is making towards improvement targets to fully support and challenge the school in maintaining the impetus of improvement.

Procedures for ensuring pupils' safety and well-being are thorough and meet current requirements. Other important factors that promote pupils' well-being are good levels of engagement with parents and carers together with wide-ranging links with other schools and with outside support agencies. The school's investment in staff training has paid off, for example in the quality of its nurture provision, which has been effective in promoting equality of opportunity by supporting the school's most troubled pupils and reducing the incidence of exclusion and persistent absenteeism. The school has a sound understanding of the area that it serves. Pupils' involvement in community projects promotes community cohesion satisfactorily. However, the school has yet to complete its strategic plan for furthering this aspect of its work. In relation to the quality of education and current outcomes for pupils, the school provides satisfactory value for money.

These are the grades for leadership and management

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	3
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	3

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

Views of parents and carers

Most parents who returned questionnaires expressed confidence in, and approval of, all aspects of the school's work. One parent wrote: 'I feel the headteacher and her staff have worked hard to keep the children motivated and bring the school back up to a good standard.'

Only one parent recorded any disagreement with the statements on the questionnaire. This parent did not add written comments to explain the views expressed, so the inspection is unable make further comment.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Toynton All Saints 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 inspector received 11 completed questionnaires by the end of the on-site inspection. In total, there are 41 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	6	55	4	36	1	9	0	0
The school keeps my child safe	7	64	4	36	0	0	0	0
The school informs me about my child's progress	10	91	1	9	0	0	0	0
My child is making enough progress at this school	8	73	3	27	0	0	0	0
The teaching is good at this school	6	55	4	36	1	9	0	0
The school helps me to support my child's learning	5	45	6	55	0	0	0	0
The school helps my child to have a healthy lifestyle	7	64	4	36	0	0	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)	7	64	4	36	0	0	0	0
The school meets my child's particular needs	7	64	3	27	1	9	0	0
The school deals effectively with unacceptable behaviour	5	45	5	45	1	9	0	0
The school takes account of my suggestions and concerns	6	55	5	45	0	0	0	0
The school is led and managed effectively	9	82	2	18	0	0	0	0
Overall, I am happy with my child's experience at this school	9	82	1	9	1	9	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



17 May 2010

Dear Pupils

Inspection of Toynton All Saints Primary School, Lincolnshire, PE23 5AQ

Thank you for making me so welcome and for taking time to answer my questions when I visited you. I enjoyed talking with you. I particularly enjoyed seeing Class 2 learning how the heart works; it was good to see how interested you were and how much you enjoyed your work. I was also impressed by how sensitively you responded to the beautiful words and music in assembly.

I thought that you would like to hear more about my findings. Yours is a satisfactory and improving school.

Children in Reception get a sound start to their time in school.

Most of you are making satisfactory progress in English, mathematics and science. Standards are broadly average and rising.

Those who find learning difficult make progress as well as everyone else.

Your behaviour and the way that you respond in lessons are satisfactory, although a few of you need to try harder to do your best all of the time.

Staff help you if you have problems and take particularly good care of anybody who is having a hard time.

The headteacher, staff and governors are working hard to improve the school.

I have made a few suggestions to help the school improve further. I have asked you headteacher and teachers to:

- help you to make even better progress in mathematics by plugging any gaps in your learning and by giving you lots of practical investigations to strengthen your understanding and skills
- make sure that teachers deal with any poor behaviour in the way that you have all agreed. You should all be able to do even better when you know what is expected of you
- give governors more opportunities to see for themselves how well you are doing. In this way they can help the headteacher to ensure that the pace of improvement does not slow down.

Yours sincerely

Glynn Storer

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.