

Willoughton Primary School

Inspection report

Unique Reference Number	120487
Local Authority	Lincolnshire
Inspection number	339707
Inspection dates	9–10 March 2010
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	46
Appropriate authority	The governing body
Chair	Mrs Sara Baron
Headteacher	Mrs Denise Popplewell
Date of previous school inspection	16 May 2007
School address	Northfield Lane Willoughton Lincolnshire
Telephone number	01427 668381
Fax number	01427 668 381
Email address	Tina.dean@willoughton.lincs.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 an additional inspector. The majority of time was spent looking at learning. The inspector observed 10 lessons and saw five members of staff. Meetings were held with staff, governors and pupils. The inspector observed the school's work, and scrutinised documents including data about pupils' achievement, information about the curriculum, school planning and policies and minutes of governing body meetings. The inspector looked at staff and pupil questionnaires and 16 questionnaires returned by parents.

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

- the progress made by pupils in reading across the school
- whether more-able pupils were attaining as well as they should
- the pupils' understanding and awareness of people from other cultures and backgrounds
- the effectiveness of leadership and management in ensuring teachers make effective use of assessment information to plan lessons.

Information about the school

Willoughton is a much smaller-than-average primary school serving a rural area. All pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is average. The proportion identified as being eligible for free school meals is below that seen nationally.

In September 2008, the school became part of a soft-federation with another school, the headteacher of that school spending half her time at both schools. There have been a number of staff changes, with two of the three class teachers being on temporary contracts.

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

2

Main findings

Willoughton provides a satisfactory education for its pupils. It is, however, improving. Through determined and decisive leadership, the headteacher has eradicated inadequate teaching. Underachievement has been addressed through timely interventions, particularly in reading where pupils are now demonstrating the skills expected for their age. Children are provided with a secure start in the Early Years Foundation Stage, so that they enter Year 1 well-prepared for work in the National Curriculum areas. Progress throughout the rest of the school is generally satisfactory and pupils' attainment, by the end of Year 6, is broadly average. However, a small number of more-able pupils are not achieving their potential. Pupils with special educational needs and/or disabilities make better than expected progress, the result of early identification of their needs and effective support by learning support assistants. There are strengths in pupils' personal development and the good quality of care, guidance and support provided. There is a happy and attractive learning environment where pupils behave well and enjoy learning. They have a good understanding of how to keep safe and most try to eat healthily and take advantage of the good range of sporting and physical activities on offer.

Teaching is satisfactory overall. There are good relationships between staff and pupils and planning is clear, identifying what the pupils are to learn. Teachers mark the pupils' work regularly and systematically, giving clear pointers for improvement. Teachers are beginning to make use of information about how pupils are progressing when planning their lessons. However, they are not sufficiently precise in matching the information to the needs of all pupils, particularly the more able. Consequently, their progress is slower than it should be. The teachers are also missing opportunities to really accelerate the progress of these pupils through providing them with more opportunities for independent learning activities. The otherwise satisfactory curriculum is enriched by a good range of visits and visitors. Pupils' personal skills develop through opportunities to participate in residential visits, for example to London, and they are looking forward to their approaching residential activity week. Participation in the 'Wider Opportunities' is enabling all pupils in Years 2 to 6 to learn a musical instrument and they thoroughly enjoy singing sessions and preparation for their forthcoming concert.

The headteacher has introduced rigorous monitoring of pupils' progress and the detailed tracking information clearly identifies how well individuals are performing. The headteacher has been innovative in strengthening the leadership team by making use of non-teaching staff and this has added stability to the school, particularly at times when she is working at the other school. The skills of subject leaders are developing and the school is making effective use of local authority staff to further develop their monitoring

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roles. The leaders have developed an accurate understanding of the school's strengths and weaknesses. Important areas for improvement are being addressed successfully, some in a relatively short period. Importantly, a good foundation has been laid in order to sustain improvements in pupils' progress and the standards they reach. Governors are supporting the school satisfactorily. They rightly recognise the importance of developing the pupils' understanding and awareness of the different cultures and backgrounds of other people.

What does the school need to do to improve further?

- Increase the amount of good teaching by:
 - ensuring there is a better balance of teacher talk and pupil activity
 - providing pupils with more opportunities to undertake independent learning activities
 - accelerating the progress of more able pupils through a better match of assessment information and the work that is set
 - providing opportunities, where appropriate, for more able pupils to commence work without listening to all of the teachers' introductions
 - ensuring learning objectives clearly and precisely identify what all groups of pupils are expected to be able to do at the end of lessons
- Plan carefully the opportunities for pupils to develop their understanding of other cultures, religions and backgrounds.
- 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**

In both 2008 and 2009, the attainment of pupils in English and mathematics was below average. Observations during the inspection show that the attainment of the current Year 6 pupils is broadly average, the result of significant interventions to address some past underachievement. In Year 6, pupils' skills in, for example analysing text and producing a piece of narrative writing, are secure and developing well. While progress is satisfactory overall, there are variations. For example, the pupils with special educational needs and/or disabilities progress well. This is the result of additional literacy support provided by skilled teaching assistants, both in class and during withdrawal support sessions. More-able pupils, who are progressing satisfactorily, are not doing as well as they should. This is confirmed by the school's tracking procedures, which clearly pinpoint where there is underachievement.

Pupils enjoy school and this is reflected in the regular attendance by most pupils. However, there is a very small number of pupils who are persistently absent. Pupils behave sensibly and they look after one another well. They feel safe and secure and know who to turn to should they have a problem. Children in the Reception class quickly

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learn the school rules and this understanding stands them in good stead as they move through the school. Pupils show that they have a good understanding of healthy lifestyles and most try to put into practice what they have learned.

Pupils are keen to take responsibility, acting as playground, library, gate and bell monitors. Members of the school council are proud of their roles and they are beginning to become involved in school issues, such as explaining what makes learning more exciting for them. Through fundraising internationally and locally, pupils develop a good understanding of service to the community and to each other. There are good links with a school in Uganda. Pupils have a good understanding of right and wrong and how they should take care of others. However, their awareness of other cultures is only satisfactory. Pupils' secure literacy and numeracy skills prepare them satisfactorily for the next stage of their education.

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	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	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	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

During the inspection all teaching observed was satisfactory, although there were some strong features. Teachers have a good rapport with pupils and, consequently, most are

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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keen to learn. Teachers plan carefully and pupils are clear what they need to do to improve because teachers mark work well, identifying the areas for improvement. Teachers have good subject knowledge and use this effectively to respond to pupils' questions. They provide pupils with good opportunities to work with partners. Teaching is only satisfactory however because work is not consistently challenging for all groups of pupils, especially the more able.

The curriculum is suitably broad and the school is making use of a range of opportunities to provide pupils with a range of learning experiences. For example, visiting specialists provide pupils with drama and music activities and a member of staff from the other federated school teaches French. The school has established links with a school in Uganda and has begun to establish links with a school in France. It accepts the need for pupils to become more aware of the cultures and backgrounds of people in this country.

The safety of pupils is a high priority and health and safety procedures are carried out regularly and systematically. Pupils say they feel safe and, whilst they do not have concerns with bullying, they know who to speak to should they have a problem. There are good links with the feeder secondary school and this ensures that transition arrangements run smoothly. Links with the other federated school are strong, as are links with other local primary schools. Pupils with special educational needs and/or disabilities are provided with strong support, and regular visits from outside agencies help to ensure they are assisted sensitively and effectively.

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?

Since taking over the leadership of the federation, the headteacher has provided a clear steer for the school. There has rightly been a concentration on improving the quality of teaching and accelerating pupils' progress. While this is 'work in progress', there is clear evidence of the impact and pupils have caught up lost ground. Regular monitoring of both teaching and learning and the systematic tracking of pupils' progress demonstrates a determination to raise the quality of education further. The number of temporary contracts results in the headteacher having to shoulder a considerable workload. However, she makes effective use of the skills of all staff, who willingly take on responsibility, enabling the school to run smoothly and efficiently. There have been a number of recent changes to the governing body, including the appointments of a new

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chair and vice chair. Together with the headteacher, governors work hard to ensure all pupils have equality of opportunity and that there is no discrimination. Monitoring is becoming more rigorous, and they are gaining a secure understanding of data. The governors rightly recognise the importance of evaluating the school's plan for promoting community cohesion to determine its impact.

The school has good links with parents and makes effective use of its web site, to keep them informed through newsletters and their views are sought regularly. At the time of the inspection all safeguarding procedures were in place. Health and safety issues are taken seriously and governors regularly review risk assessments.

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	3
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

Early Years Foundation Stage

Although there are variations year-on-year, children usually start school with skills that are similar to those expected for their age and on entry to Year 1, their attainment is average. However, observations and analysis of data show that progress is improving. Children feel safe at school because all adults know them very well and take good care of them. Their personal and social skills develop satisfactorily. Children learn and understand the rules for good behaviour and how they should consider the needs of one another.

The adults work very well as a team. Activities are planned so that children enjoy some practical work and opportunities to learn outdoors although the outdoor provision limits opportunities for a sufficiently wide range of physical activities. Opportunities for role play are also limited although there are good opportunities for the children to explore

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and investigate for themselves. There is a clear and effective focus on developing children's communication, language and literacy and problem solving, numeracy and reasoning skills. Speaking skills develop well because the adults spend time encouraging children to listen and speak. The headteacher is overseeing the leadership of the Early Years Foundation Stage and provides secure guidance for the staff. Good assessment procedures provide a clear picture of the children's progress as they move through the Reception class.

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

Just under a third of the parents or carers responded to the parental questionnaire. A number of parents commented on the improvements made since the headteacher had been appointed and most were happy with the progress made by their children. Most felt their children were safe and well looked after. A very small number expressed concerns regarding the leadership. The inspector found the headteacher was leading the school well and that there had been good improvements over the past 12 months.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Willoughton 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 16 completed questionnaires by the end of the on-site inspection. In total, there are 46 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	63	6	38	0	0	0	0
The school keeps my child safe	7	44	9	56	0	0	0	0
The school informs me about my child's progress	8	50	7	44	1	6	0	0
My child is making enough progress at this school	4	25	10	63	2	13	0	0
The teaching is good at this school	5	31	11	69	0	0	0	0
The school helps me to support my child's learning	7	44	7	44	2	13	0	0
The school helps my child to have a healthy lifestyle	7	44	9	56	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)	5	31	9	56	1	6	1	6
The school meets my child's particular needs	5	31	10	63	1	6	0	0
The school deals effectively with unacceptable behaviour	4	25	9	56	2	13	0	0
The school takes account of my suggestions and concerns	4	25	10	63	1	6	1	6
The school is led and managed effectively	6	38	7	44	2	13	1	6
Overall, I am happy with my child's experience at this school	9	56	5	31	2	13	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"> ■ 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.



11 March 2010

Dear Pupils

Inspection of Willoughton Primary School, Lincolnshire, DN21 5RT

Thank you very much for welcoming me when I visited your school this week. I really enjoyed talking to you, looking at your work and watching you learn. This letter is to tell you what I found out about your school and what I have asked the school to do to become even better.

You go to a happy, welcoming school that provides a satisfactory quality of education. You have a good understanding of how to keep healthy, you behave well and enjoy your work.

There is a good range of clubs, visits and visitors that add interest to the curriculum.

Your school works well with parents and other organisations to help you learn.

Your headteacher leads the school well.

In order to make your school even better, we have asked your headteacher and staff to:

- improve the quality of teaching by using the information about how well you are performing more effectively, by giving you more opportunities to be more independent in your learning and by making sure that those of you who find work easy to be given more challenging activities
- provide you with better opportunities to learn about people from other cultures, religions and backgrounds who live in this country.

You can help by making sure you really try to do your best all of the time.

Yours sincerely

Paul Edwards

Lead inspector

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