

# The Colsterworth Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	120545
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	339720
<b>Inspection dates</b>	17–18 May 2010
<b>Reporting inspector</b>	Lynne Blakelock

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	111
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Wendy Lander
<b>Headteacher</b>	Mrs Lesley Tapsell
<b>Date of previous school inspection</b>	22 November 2006
<b>School address</b>	Back Lane Colsterworth Grantham
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## Introduction

This inspection was carried out by two additional inspectors, who observed four teachers over nine lessons or part lessons and held meetings with pupils, staff and governors. They observed the school's work, and looked in detail at documentation including the school improvement plan, pupils' progress and the minutes of the governing body meetings. Questionnaires from 48 parents and carers and from eight staff and 57 pupils were analysed.

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

- the extent to which the Early Years Foundation Stage, through its provision and leadership and management, is ensuring that children of all abilities are given a good start to their learning
- the evidence to show that pupils' progress in reading and writing skills is improving and is sustainable through the quality of teaching
- the effectiveness of the provision and support for pupils with special educational needs and/or disabilities.

## Information about the school

The school, which is small compared to schools of the same type, is located in a rural setting and serves four villages. All pupils are White British and speak English as their first language. The percentage known to be eligible for free school meals is below average. An above-average proportion of pupils have special educational needs and/or disabilities. The proportion of children that join or leave the school at other than the expected times is higher than average.

The school works in partnership with three other primary schools and two secondary schools to extend its provision. It has recently achieved the Activemark and the Intermediate status of the International Schools Award.

The headteacher took up her post in November 2008.

**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 school provides a satisfactory quality of education for its pupils within a safe and caring environment. Its Christian ethos is reflected in pupils' care and concern for others which is demonstrated through their keen sense of right and wrong and in their actions to help those less fortunate than themselves.

The headteacher's strong leadership and excellent understanding of the school's performance, through her rigorous and on-going monitoring, have resulted in new and effective systems and practices. As a result, though full impact on provision and standards has not yet worked through, solid foundations to drive the school forward have been laid. Sound support from the governing body and from increasingly effective subject leadership confirm the school's satisfactory capacity for improvement. Standards by the end of Year 6 are average and improving, including at higher levels, resulting in pupils' satisfactory and accelerating progress through the school. Progress of those pupils with special educational needs and/or disabilities is good overall, because they are supported very well by teaching assistants. Pupils of all abilities are making satisfactory and improving gains in their acquisition of reading and writing skills. This is due to daily teaching about letters and sounds and a range of activities across subjects, which focus on the development of pupils' specific reading and writing skills.

The quality of teaching, which is satisfactory overall with some that is good, is improving because all lessons have a clear structure and offer interesting activities, such as problem-solving. Although planning of lessons often ensures that tasks match the levels at which pupils work, there is some inconsistency in practice, including in the Early Years Foundation Stage, so that some work can be too hard or too easy and slows progress. Similarly, teachers' feedback to pupils is variable. Some is excellent and provides very helpful information about pupils' achievements and how they can make further progress, but some marking is too brief. The good curriculum is contributing significantly to pupils' quickening progress and good personal development. Already lessons ensure that they know and understand the characteristics of the local area, but they know less about those of the wider world. Exciting visits and a popular range of after-school activities add to pupils' enjoyment of school.

The children make satisfactory progress through the Early Years Foundation Stage, reaching average standards by the time that they join Year 1. Their personal development is good. Leadership and management in this area is satisfactory and developing, but the outdoor area is not yet used fully to promote the full range of learning activities. While staff know how well children are progressing, their achievements are not noted down regularly enough or transferred into their profiles to form an accurate record of their learning.

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

- Accelerate the rate of children's progress in the Early Years Foundation Stage by ensuring that:
  - teachers' assessments of children's learning take place in all activities and are recorded regularly in their profiles ready to inform future planning
  - planning for children's learning always promotes a good level of challenge for pupils of all abilities
  - the outdoor area is used fully to promote all areas of learning.
- Raise standards through the school by making sure that
  - tasks match the pupils' needs closely in all lessons
  - feedback to pupils gives them clear information about how well they have done and how they can make further progress.
- Broaden the community cohesion programme within the curriculum so that the pupils develop a good understanding of the social, religious and ethnic characteristics of peoples' lives both nationally and globally, as well as locally.
- 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**

Pupils' attainment by the end of Year 6 can vary in the small cohorts and because of the above-average mobility of pupils in some year groups, but pupils make satisfactory progress through the school. Pupils with special educational needs and/or disabilities progress well because of well-planned support. Inspection evidence points to an improvement in the percentage of pupils reaching expected and higher levels by the end of Year 2 and Year 6 in reading, writing and mathematics due to teachers having a far more accurate picture of pupils' standards on which to base future learning. The focus from the Early Years Foundation Stage on letters and sounds and calculations is starting to have a positive impact on standards through the school, with an improving picture in all year groups. This was evident in a numeracy lesson for pupils in Years 3, 4 and 5, in which pupils developed, through careful lesson planning which took into account their individual levels, a good understanding of working out the perimeters of shapes. In lessons, pupils work well with partners and always know and understand what the purpose of their learning is. When given the right challenge they work at a good pace. The pupils are happy and secure. Through the curriculum and daily practices, they understand what to do to be safe and to stay safe. Visits from, for example, road safety officers, and teaching about internet safety result in pupils' good knowledge of potential dangers and how to prevent them. As the school's Activemark suggests, pupils also show a good understanding of the need to keep fit and take part enthusiastically in the wide range of sporting activities. They are beginning to see the importance of adopting

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healthy eating practices. Pupils get on well with each other and the mixed-age classes encourage support and care for those around them. They have built-in opportunities to take on responsibility and to be involved in decision-making, including through the effective school council. The recent school general election raised pupils' awareness of the democratic process significantly. Pupils enthusiastically raise money for people less fortunate than themselves, at the same time promoting their enterprise skills in the school and village and their knowledge of what is morally right. From the time that they join the school, their spiritual and moral development is promoted well. Pupils have a growing understanding of the cultural diversity of the world in which we live, though this is not as well developed.

*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>3</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 bright classrooms, full of displays of pupils' work, set the scene well for learning. All teachers have high expectations of pupils' behaviour and the presentation of their work, to which the pupils respond well. Relationships between staff and pupils are good. Lessons are structured well, incorporating activities for pupils to learn for themselves

<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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and with partners. Teachers' accurate understanding of the levels at which pupils are working is ensuring that tasks offer accurate challenge in a number of lessons and that gaps in previous learning are being filled. In such lessons, pupils' progress is good. Targets are more realistic than previously, yet challenging, and all pupils know what they are and how to work towards them. Marking of pupils' work is variable.

Pupils have many opportunities to practise literacy and numeracy skills through other subjects and also through themes, as well as in English and mathematics lessons. They enjoy learning through topics and special days because these offer them lots of practical opportunities, encourage them to find out things for themselves and enable broader learning. For example, they practise cooperating in teams, making decisions and taking responsibility for those decisions. Partnerships with other schools add to the range of learning opportunities, with specialist art teaching quickening pupils' progress in their artistic skills. A range of visits and visitors, such as the visiting knight, inspire writing in Year 1 and Year 2, and popular after-school clubs motivate pupils. Pupils appreciate the wide-ranging opportunities to use information and communications technology (ICT) to develop their computer competences and to help them learn for themselves.

The school works effectively with outside agencies to strengthen the support for those pupils who have specific learning or emotional and behavioural issues and those who are vulnerable, to help them to settle to learning more rapidly. The provision for pupils with special educational needs and/or disabilities is improving because of the school's far greater emphasis and accuracy in identifying their individual needs. Individual education plans are well designed to meet those needs but are as yet not always used fully. Nevertheless, teaching assistants offer good quality support and guidance to these pupils because they are very familiar with them, and this helps the pupils to feel secure in their learning. The staff know all pupils well in this small school, giving all the confidence to share any problems with an adult. The school's generally very constructive relationships with parents and carers and regular exchanges of information between home and school enable the school to address promptly any concerns that pupils have. Pupils say that arrangements for starting school, changing classes and moving on to secondary school help them to settle down quickly.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	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?

The headteacher's detailed audit on her arrival and robust monitoring of teaching and

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learning have led to many changes in the priorities for the school which are strongly supported by the staff. The good structures to support improvement have resulted, for example, in a simplified and more effective system to monitor pupils' progress. Provision for pupils with special educational needs and/or disabilities has been overhauled and strengthened. Roles and responsibilities of all staff have been clearly defined and implemented. Much of this continues to be work in progress but sound impact is evident in, for example, accelerating progress in reading and writing. The governing body supports the school enthusiastically and plays a greater role in the monitoring of the school's performance than previously, although they do not have enough first-hand knowledge of its work to be able to challenge its actions fully. They oversee the safeguarding of pupils well through regular and systematic monitoring and reviewing of arrangements. Equality of opportunity is satisfactory, with the school having accurate information about all pupils to help raise standards, and developing provision for those pupils who have particular skills and talents. The school has audited the quality of its promotion of community cohesion and is developing its approach to national and global diversity, for example through work related to the International Schools award.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>3</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Most children start school with levels of knowledge and skills that are broadly as expected for their age. Their speech and language skills are often less well developed. The children settle into school quite quickly, helped by the good preparations for their arrival and regular opportunities for parents to discuss their children's needs and



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circumstances. The attendance of some children, however, is irregular and slows their progress, and the school is acting to address this. Mixed-age organisation of classes enables the older pupils to help and support the new children and model good behaviour, promoting their good personal development. They feel well cared for and secure in the safe environment.

Children enjoy learning for themselves. They worked enthusiastically in lessons observed, for example, to find out the capacity of containers. Helpful questioning from the teacher enabled them to extend their learning. More-able children, however, are not always given sufficiently challenging work and groups are sometimes too large for the teacher to be able to assess the quality of their learning accurately. The outdoor area has developed since the last inspection but planning for its use does not always enable it to be as effective as it could be in extending classroom learning.

Improvements have been made by leadership and management, including the provision of a greater variety of resources. Planning shows good coverage of the curriculum and teaching is satisfactory, with work on sounds and letters laying a solid foundation for the children's reading and writing. Folders of children's learning are in place but recording of their achievements is irregular and does not give a full picture of their progress.

By the end of the Early Years Foundation Stage, the children make satisfactory progress, with children achieving average standards.

*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	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

The great majority of parents and carers who responded to the questionnaire were happy with their child's experience at the school. One parent judged it to be, 'A friendly school in which the children are happy while learning and developing new skills.'

Another comment echoed the views of several parents and carers, in stating that, 'I am extremely satisfied with the way that the school deals with all aspects of my child's welfare. He has thrived since his arrival.' A quarter who responded expressed concern about the leadership and management of the school, with almost all of these relating to either the changes to the split classes, or communication, including about their child's progress. A similar proportion of parents and carers wrote of their approval of both. The inspection found no evidence to endorse the concerns. However, the headteacher has been informed of the nature of the concerns, while preserving the anonymity of

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respondents.

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

Ofsted invited all the registered parents and carers of pupils registered at The Colsterworth Church of England 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 111 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	60	18	38	1	2	0	0
The school keeps my child safe	28	58	15	31	2	4	0	0
The school informs me about my child's progress	19	40	21	44	8	17	0	0
My child is making enough progress at this school	21	44	22	46	5	10	0	0
The teaching is good at this school	27	56	18	38	3	6	0	0
The school helps me to support my child's learning	19	40	24	50	3	6	1	2
The school helps my child to have a healthy lifestyle	19	40	25	52	1	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)	17	35	23	48	2	4	1	2
The school meets my child's particular needs	17	35	23	48	3	6	1	2
The school deals effectively with unacceptable behaviour	18	38	23	48	3	6	1	2
The school takes account of my suggestions and concerns	15	31	25	52	6	13	2	4
The school is led and managed effectively	22	46	14	29	6	13	6	13
Overall, I am happy with my child's experience at this school	25	52	16	33	3	6	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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](http://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"> <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.**



19 May 2010

Dear Pupils

Inspection of The Colsterworth Church of England Primary School, Grantham, NG33 5NJ

Thank you for making me feel so welcome when I inspected your school recently. I enjoyed meeting you and talking with you, both in lessons and in the discussion that we had. This letter will tell you the main judgements I have made about your school and how well it helps you.

Your school gives you a satisfactory education. You told us it is a safe and caring school, in which you are happy, and we agree. You are making satisfactory and quickening progress. This is because the headteacher, well supported by the staff, has made important improvements to how the school works. This includes checking very carefully all of its work. Teaching is satisfactory and improving because lessons are interesting and give you lots of chances to learn for yourselves. I am pleased that the staff give you responsibilities from the time that you are in the Early Years Foundation Stage because you learn lots of skills for when you are older.

To help your school move further forward, I have asked the headteacher to make sure that other improvements are made. Outdoor learning in the Early Years Foundation Stage is not always carefully enough planned to give the youngest children practice in all areas of learning, and their learning needs to be noted down. The headteacher is also going to make sure that the work that pupils in every year group are given is at exactly the right level to help you all make quick progress and check that marking always tells you how you are doing and how to improve. You can help by looking carefully at what they say. You can help by reading. Lastly, the teachers are going to help you to get a wider understanding of other people's lives, wherever in the world that they live.

I know that you will work with your teachers to make these improvements.

Best wishes for the future.

Yours sincerely

Lynne Blakelock

Lead inspector

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