

# Weston Hills C of E Primary School

## Inspection report

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<b>Unique Reference Number</b>	120554
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	339721
<b>Inspection dates</b>	10–11 February 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>	144
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Weller
<b>Headteacher</b>	Christina Turnell
<b>Date of previous school inspection</b>	4 May 2007
<b>School address</b>	Learning Lane Weston Hills Spalding
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<b>Email address</b>	enquiries@westonhills.lincs.sch.uk

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## Introduction

This inspection was carried out by an additional inspector. The majority of time was spent observing lessons and all of the five members of staff were observed over seven lessons. Meetings were held with governors, staff and pupils. The inspector observed the school's work and looked at its improvement plans, assessment records, details of school policies and procedures, subject leader's records, governing body minutes and pupils' work. The inspector analysed staff and pupil questionnaires and the 39 questionnaires returned by parents.

The inspector reviewed many aspects of the school's work, looking in detail at the following:

- How effective teaching is in promoting the achievement of more able pupils through the school.
- The school's capacity for sustained improvement, taking into account its record since the last inspection in improving provision and outcomes for pupils and the mobility of staff and governors.
- The extent to which the school's understanding of its, and its community's, religious, ethnic and socio-economic context is resulting in planned actions and its evaluation of their impact on community cohesion.
- The pace of learning for children in the Early Years Foundation Stage, including the development of their key skills.

## Information about the school

This is a smaller than average, popular school which is housed in a new building and located in a rural area that is just outside the town. Over half of the pupils travel from outside the catchment area. A higher proportion than found nationally, join and leave the school at other than expected times. The percentage of pupils with special educational needs and/or disabilities or who have a statement of special educational needs is in line with that found nationally. In some years the percentage is above average. Although the vast majority of pupils are White British, there are a very small number of pupils who speak English as an additional language. The school, which has experienced several staffing changes recently, works in partnership with several local primary schools and with neighbouring secondary schools, through the Education Improvement Partnership. It was re-accredited in 2008 with National Healthy School status. The school also achieved the Arts Mark Silver award and the Bronze Eco-school award. It has been awarded the Active Mark for the last three years, has achieved Investors In People status for the third time and has been awarded the Basic Skills Quality Mark three times. In 2009 it was awarded the Financial Management in Schools Award. A breakfast club, run by the school, operates each morning.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is an effective school which promotes well pupils' academic and personal development within a most caring and secure environment. Pupils' great enjoyment of school is strengthened by the good curriculum and effective teaching, both of which promote pupils' personal development very well. The catalyst for the school's ability to move forward is the excellent leadership of the headteacher, as evidenced by her good knowledge of the school and her robust monitoring of its performance. She has managed staff changes skilfully so that pupils' learning has not been adversely affected. Her determination to keep abreast with new initiatives has resulted, for example, in the broadening of pupils' learning provided by the good promotion of community cohesion and the excellent use of partnerships to extend learning. Under the well-organised chair of governors, the governing body is developing a good knowledge and understanding of the school's needs. As yet however, it does not have a broad enough knowledge to be able to fully challenge the school's work. The increasingly effective subject leaders add to the school's good capacity for further improvement.

From overall below average levels of knowledge and skills on entry, pupils make good progress and by the end of Year 6, attainment is broadly average. Children's progress in the Early Years Foundation Stage, however, is satisfactory because activities do not regularly offer them an accurate level of challenge and the focus in lessons does not always relate enough to the purpose of learning. Throughout the school, most teaching is good and attainment, including that of the more able, has improved. However, attainment can improve further with more careful planning of learning to increase challenge for pupils.

The outstanding care, guidance and support for all pupils permeate all aspects of school life, promoting their confidence and readiness for learning, in a school that values all pupils. Pupils' focus on learning matches the address that they chose for their school, Learning Lane, with excellent behaviour and above average attendance confirming their positive attitudes towards school and lessons. Increasingly, pupils transfer their knowledge into deeds, such as their determination to live healthily and to keep safe and to help those communities less fortunate than themselves.

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

- Accelerate the rate of progress of children in the Early Years Foundation Stage by:
  - using assessment information rigorously to plan activities that provide good challenge for all abilities

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- ensuring that planning closely builds on what children know already and offers a specific focus so that children are confident of the purpose of their learning.
- Raise attainment in English and mathematics, including that of the more able, by always providing challenging activities for pupils.
- Ensure that the governing body focuses on broadening its knowledge and understanding of the performance of the school so that they can challenge it fully.

**Outcomes for individuals and groups of pupils****2**

Pupils show great enthusiasm about learning, because the methods used very regularly engage them, particularly problem-solving. This was demonstrated in a science lesson, where pupils had great fun and made good progress in carrying out an investigation to separate mixtures. Their team work and questioning skills came to the fore, resulting in pupils' effective learning both academically and in their personal development. Pupils' good progress resulted in challenging targets being met in 2009 and confirmed an improving trend. The effective support of teaching assistants is significant in the good achievement of pupils with special educational needs and/or disabilities. They are also deployed well to support those who speak English as an additional language. Although a higher percentage of more able pupils are achieving higher levels by the end of Year 2 and Year 6, in a small number of lessons, planning of work for these pupils does not focus carefully enough on ensuring tasks accelerate their progress.

Pupils' moral, social and cultural development is fostered well in an environment where all pupils are valued and are able to develop a good understanding of the different lifestyles and cultures of other people. Supported through daily reinforcement and through planned opportunities, pupils speak very confidently about why they feel safe and how to stay safe. Similarly their excellent understanding of a healthy lifestyle is demonstrated in their desire to keep themselves and each other fit through exercise and eating healthily. High expectations of pupils' behaviour and conduct and the trust that staff show in them results in extremely well behaved pupils who are supportive of others and sensitive towards any difficulties that their peers may have. Pupils' good personal development is encouraged through clear behaviour systems and expectations, with pupils proud to achieve awards for their qualities as people, as well as their academic successes. They are delighted to have opportunities to develop their wider skills through the numerous roles and responsibilities that run from the Early Years Foundation Stage onwards, including regular fundraising. Their good skills in team work, enterprise activities and decision making, along with a good level of computer competence and rising academic standards, result in their overall good preparation for future life.

*These are the grades for pupils' outcomes*

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<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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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Pupils take their learning very seriously, behaving maturely and showing pride in their work. Positive relationships, teachers' secure knowledge of their subjects and regular use of inter-active whiteboards add to their interest. Most teaching is good and results in the pupils' good progress. In the best lessons, planning takes careful note of pupils' levels so that there is good challenge in tasks. Marking usually helps pupils to move further on in their learning because it tells them the next steps to take. Targets are fundamental to progress in many lessons, with most pupils' knowing their targets and how to reach them. Problem-solving is popular and promotes thought and questioning, further extending pupils' learning. Where pupils' progress is satisfactory, it is because the purpose of learning has not been made clear enough. On occasions, planned outcomes are the same, whatever the level of ability or the task. There is excellent recording of the learning of pupils who need support, leading to accurate planning of their future activities.

The broad curriculum adds substantially to pupils' enjoyment of school and promotes effectively their achievement and personal development. The latter is particularly through the lively topics in the personal, social and health education programmes. Partnerships with other schools have enabled pupils to extend their learning in a variety of ways, including thinking skills days and enrichment days at local secondary schools. A diverse range of popular after-school activities and enhancement of pupils' learning by a range of imaginative visits and visitors bring learning alive. The 'Big Write' has improved pupils' skills through its focus on extended writing. Increasingly, both literacy and numeracy are being promoted through themes and cross-curricular links, which are

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often creative and which make practising, for example, literacy skills more relevant and interesting. Information and communications technology (ICT) provision has improved substantially since the last inspection, enabling pupils to equip themselves with 21st century skills. Provision for pupils with special educational needs and/or disabilities is good, while that for gifted and talented pupils is improving quickly.

Pupils thrive in the extremely caring and nurturing environment. Staff's good knowledge of all pupils and the carefully planned strategies in place to help them, whatever their circumstances and needs, result in excellent care, guidance and support. The learning mentor's carefully thought-out and sensitive support of those pupils with concerns and fears is a real strength in enabling them to manage their difficulties and to settle to learning. Good safeguarding and other policies and procedures to help ensure pupils' health and well-being, contribute effectively to pupils' personal development and well-being. Systems are strengthened by the constructive relationships that the school has with a wide range of outside agencies. Parents' great support for the school is further encouraged by increasing opportunities for them to be involved in their children's learning and by excellent transition programmes. They also appreciate the breakfast club which provides social and learning opportunities for pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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>1</b>

**How effective are leadership and management?**

The school's clear vision shines through the aspirational, yet achievable targets found in the school's three year improvement plan. Despite some mobility of staffing, the school has continued to move forward, including in the increasingly engaging and creative curriculum and the on-going improvement in attainment, which result in challenging targets being met. Writing and more opportunities for problem-solving in mathematics, both issues at the last inspection, have been addressed effectively. All of this is due to the very strong leadership of the headteacher, particularly her robust monitoring of the school's practices and her embedding of ambition amongst staff and governors. They respect her efforts and share her commitment to improvement. Planning for community cohesion, for example, through the curriculum, daily school life and through the school's partnerships, has promoted effectively pupils' understanding of the social, religious and ethnic context of the community, both locally and increasingly nationally and internationally. Equality of opportunity for pupils is at the heart of the school's work, with improving provision for gifted and talented pupils. Safeguarding procedures are

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very secure because they are robust, regularly reviewed and shored up by productive relationships with external agencies. The relatively new governing body has set its stall out most professionally. Under the well organised chair of governors, it is developing a good knowledge and understanding of the school's needs and is working closely with the headteacher to increase its level of challenge. Subject leaders add to the effectiveness of the school, with a firm picture of provision and standards in their subjects and key roles in moving the school forward.

*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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<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>2</b>

## Early Years Foundation Stage

The colourful classroom and the warm welcome that children receive from staff result in a happy daily start to learning. This is backed up by carefully planned induction procedures and good promotion of welfare and safety, which are modelled on a daily basis and reinforced through learning. In this climate, children develop a good range of personal development skills and enjoy learning. They get on well with each other and make good progress in their social skills and in working independently. A sound balance of adult-led sessions and purposeful play activities are in place, both indoors and outdoors, in the well-resourced environment. From their overall below average starting points, children make sound progress. Attainment is overall below average on entry to Year 1. Progress is not quicker because tracking of children's progress is not regular enough to ensure that teachers have up-to-date information of the children's levels, when they are planning for their learning. Activities do not always reflect the purpose of learning. There is satisfactory and improving leadership and management, following



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some instability, with emerging good practice in the recording of children's learning in lessons.

*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**

A majority of parents responded to the questionnaire. Almost all of them are very supportive of the school's work. One parent echoed the views of many in praising the professionalism and dedication of the staff and the school's approach to children's education. Another parent thanked the staff for the effort they put into providing enjoyable activities and visits. The care and valuing of pupils is seen as a major strength and significant in promoting pupils' happiness at school. A very small number of parents requested more regular parent consultations to keep them up to date with their child's targets and how they could support them further in their learning. The headteacher intends to look into this.

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

Ofsted invited all the registered parents and carers of pupils registered at Weston Hills CofE 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 144 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	72	10	26	0	0	1	3
The school keeps my child safe	31	79	8	21	0	0	0	0
The school informs me about my child's progress	21	54	17	44	0	0	0	0
My child is making enough progress at this school	24	62	14	36	1	3	0	0
The teaching is good at this school	27	69	10	26	0	0	2	5
The school helps me to support my child's learning	22	56	15	38	0	0	1	3
The school helps my child to have a healthy lifestyle	24	62	14	36	0	0	1	3
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)	20	51	12	31	0	0	7	18
The school meets my child's particular needs	25	64	11	28	0	0	2	5
The school deals effectively with unacceptable behaviour	25	64	11	28	0	0	3	8
The school takes account of my suggestions and concerns	20	51	15	38	0	0	2	5
The school is led and managed effectively	27	69	11	28	0	0	1	3
Overall, I am happy with my child's experience at this school	29	74	8	21	0	0	2	5

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.**



12 February 2010

Dear Pupils

Inspection of Weston Hills CofE Primary School, Spalding, PE12 6DL

Thank you to you all for your friendliness and politeness during my recent visit to your school. I was pleased to be able to talk to lots of you and find out what you think about your school. It was very clear that you like being there very much and feel well cared for. This letter will tell you the judgements I made about your school.

Your school is a good school in which you make good progress. This is not just in subjects such as English, mathematics and science but also in developing other important skills that you will need when you are older. Everyday you are also developing qualities such as caring for other pupils and being supportive towards them. The school gives you lots of chances to take responsibility, which you take pride in carrying out well. You enjoy learning and I think that this is a lot to do with the interesting ways in which subjects are taught, such as through themes. There are also lots of exciting visits and a really good choice of after-school clubs. I liked the way that you all worked so well together on 'The Lion King' production. Well done for an excellent production.

Your headteacher and all of the staff work very hard for you. They are always wanting to make the school even better. I have identified three ways to improve it. First, children in the Early Years Foundation Stage need to make quicker progress, so I have asked the staff to make sure that children's work is at the right level for them. Secondly, attainment needs to rise further in English and mathematics. Last, governors are going to find out even more about how well the school is doing so that they can support the school fully in everything that it does.

I send you my best wishes for the future and hope that you will continue to work hard and enjoy all that the school offers you.

Yours sincerely

Lynne Blakelock

Lead inspector

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