

Fiskerton Church of England Primary School

Inspection report

Unique Reference Number	120570
Local Authority	Lincolnshire
Inspection number	339725
Inspection dates	14-15 September
Reporting inspector	Susie Wallis-Maclean

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

Type of school	All through
School category	Maintained
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	44
Appropriate authority	The governing body
Chair	Mrs T Wood
Headteacher	Mrs M Papworth
Date of previous school inspection	13 February 2007
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Introduction

This inspection was carried out by one additional inspector. The inspectors visited six lessons, and held meetings with the chair of governors, staff and pupils. She observed the school's work and looked at the school's data tracking, quality of monitoring, improvement planning and other key documents. The responses to 28 parental questionnaires were evaluated.

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

- the improvements being made to achievement, especially in writing
- how rigorously the leadership and management team work to make sure the school is more effective
- how well the school promotes community cohesion.

Information about the school

Fiskerton Church of England Primary School is situated in the growing village of Fiskerton near the city of Lincoln. It is much smaller than most primary schools although numbers are expected to rise with the increasing local population. There are two mixed-age classes. Class 1 provides Early Years Foundation Stage education for children alongside education for Years 1 and 2. Class 2 covers pupils from Years 3 to 6. On-site pre-school provision is managed by external providers and was inspected separately. The proportion of pupils with special educational needs and/or disabilities is average. Most pupils are from White British backgrounds and all have English as their first language.

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Fiskerton Church of England Primary School is a welcoming school that makes satisfactory and improving provision for its pupils. 'We are all like a big family' is one of many comments made by pupils during the inspection and reflects the caring ethos within the school. The pastoral care pupils receive is good with the school providing examples where individuals have been supported to overcome significant barriers to learning. Pupils know that there is always someone to help them if they have a problem. The good links with nearby schools and the sharing of resources are beginning to benefit all pupils. For example, pupils receive regular teaching of modern foreign languages and physical education. These developing links are enriching successfully the experiences of pupils, supporting them academically and socially. The curriculum has benefited from these links and provides effective opportunities for learning and contributes well to the pupils' development and well-being. Pupils' behaviour is good showing consideration to each other and adults and setting consistent standards for themselves. Their understanding of different cultures, religions and beliefs found in modern Britain and beyond is less secure. The headteacher recognises the need to widen the school's promotion of community cohesion.

Achievement is satisfactory and is improving steadily. Children make a good start in the Early Years Foundation Stage because they are taught well. Children in the Reception class make good progress and this is beginning to impact on higher attainment at the end of Year 2. Pupils in Year 6 reach above average attainment. Learning and progress in reading, writing, mathematics and science are satisfactory in Years 1 to 6. While teaching is satisfactory overall, pupils often make better progress in Years 5 and 6 because they receive more lessons where teaching is good. In a few lessons, assessment information is not used consistently to plan activities so that pupils are not always sufficiently challenged. The monitoring of pupils' progress is satisfactory enabling teachers to identify those pupils who need additional help. However, the deployment of other staff to support pupils is less effective. Teachers' marking is not always consistent and effective in showing pupils what they need to do to improve and reach their targets in English and mathematics.

Senior leaders fulfil their responsibilities satisfactorily and are an effective team. However, their monitoring role with regard to how well pupils are doing is less secure and the leadership team is aware of the need to put robust and rigorous systems in place that are consistently maintained. Improvements since the previous inspection have been satisfactory, particularly with regard to the teaching strategies to improve reading, writing and number skills. Pupils make satisfactory and sometimes good progress in developing these skills for the future. The improvements made, together

with the school's self-evaluation, show that the school has satisfactory capacity for further development.

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.

What does the school need to do to improve further?

- Raise the quality of teaching and learning from satisfactory to good by ensuring that:
 - teaching is based on a more consistent use of assessment
 - marking is used consistently to help pupils understand what they have to do to improve their work
 - staff are deployed effectively to support all learners.
- Ensure that the leadership and management team, including governors, implement effective monitoring and recording procedures.
- Extend the promotion of community cohesion by forming stronger links with pupils in schools elsewhere in the United Kingdom and in another part of the world.

Outcomes for individuals and groups of pupils

3

Pupils enjoy learning and work hard when lessons are interesting and stimulating. For example, Year 1 and 2 pupils were seen working effectively and with enthusiasm as they learnt about life cycles and healthy food. Occasionally, learning lacks pace when pupils are not actively involved in their learning, given insufficient guidance and there is a lack of challenge for individual pupils.

Standards attained in English, mathematics and science are above average in Year 6. Standards have varied over the last six years because of the small numbers of pupils in different year groups. Pupils make satisfactory progress from their slightly above expected starting points. All groups, including pupils with special educational needs and/or disabilities, make satisfactory progress.

Pupils show a good awareness of the need to take regular exercise and eat healthily. Pupils usually feel safe at school and parents and carers agree. Pupils understand why they have to be careful when using the internet. They confidently take on responsibilities, for example the school council and the 'Eco-Groups', and are developing their roles in the running of the school and decision making.

Pupils' spiritual, moral, social and cultural development is satisfactory. They are able to reflect on their experiences, for example, responding with enthusiasm to 'huff and puff' activities at playtimes. Pupils show an awareness of others and know the

difference between right and wrong demonstrating kindness and consideration to each other. Their understanding of other cultures is mainly confined to what is introduced in lessons and not as a result of being actively engaged with pupils from different backgrounds.

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	2
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	3
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?

Overall, teaching is satisfactory in helping pupils to achieve. The accurate use of assessment data enables teachers to set realistic targets for pupils and to monitor how well these are achieved. It is the sharing of these targets, and opportunities for pupils to check and discuss how well they are doing and what they need to do next, that is inconsistent. This means that pupils' progress is not always as fast as it could be.

The curriculum has been developed since the last inspection and now details the key skills to be taught in English and mathematics. Links made between subjects provide good opportunities for learning. Although at the time of the inspection out-of-school activities were not up and running, the programme for activities is a strength of the school. There is a good range of educational visits and these are all assessed for risks.

The school demonstrates considerable care for the welfare of pupils. Pupils with specific needs are well supported to enable them to make satisfactory progress and become valued members of the community. The school has supported individual pupils to overcome barriers to their education. Pupils' talents and caring attitudes are celebrated in the local village newsletter and in the weekly 'Celebration Assembly'.

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

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership team has worked hard since the last inspection to maintain improvement. The school has correctly identified priorities in its school development plan to improve pupils' performance, particularly in writing. The leadership team ensures all pupils have equal opportunities to learn. Monitoring of the implementation of improvement plans is less secure and the leadership team is aware of the need to establish robust and rigorous systems which are consistently applied. At the time of the inspection, safeguarding fulfilled all statutory requirements. However, the leadership team is aware of the need to establish and maintain all policies and procedures, and record actions taken by the school, with increased rigour.

Governors are supportive and adequately informed of the work of the school. They have a clear understanding of how well the school is doing in relation to pupils' achievement and their performance compared with the national picture. Despite the school having good links with the local community, the school and governors are at the early stages of implementing an effective strategy to promote community cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
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	3
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

Children in Reception settle quickly and thoroughly enjoy coming to school. When children enter Reception their attainment is generally slightly above the levels expected for their age. They achieve average standards by the time they start Year 1. Children are well behaved and quickly learn how to share and cooperate with each other as they learn and play together. Teaching is good. A good range of well planned child initiated and adult led activities take place each day. The outside learning environment is used effectively for learning. Children's progress is carefully tracked and their particular needs are well catered for. There are good arrangements to ensure children's welfare and personal development. The Early Years Foundation Stage is effectively led and managed and areas for development have been identified.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

With one or two exceptions, parents hold very positive views of the school. The majority of parents completing the questionnaire reported that the school keeps their child safe at all times. The care given by all adults was recognised as a strength of the school. A very small proportion of parents were concerned that appropriate action was not taken when there were occasional incidents between pupils. They also raised concerns about bullying. Policies and procedures were discussed with senior staff. The inspector was satisfied that appropriate action is taken by the headteacher to support the well-being of all pupils.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fiskerton 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 12 statements about the school.

The inspector received 28 completed questionnaires by the end of the on-site inspection. In total, there are 44 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	64%	8	29%	0	0%	1	4%
The school keeps my child safe	21	75%	5	18%	0	0%	1	4%
The school informs me about my child’s progress	18	64%	7	25%	1	4%	1	4%
My child is making enough progress at this school	19	68%	6	21%	2	7%	0	0%
The teaching is good at this school	18	64%	8	29%	0	0%	0	0%
The school helps me to support my child’s learning	18	64%	7	25%	1	4%	1	4%
The school helps my child to have a healthy lifestyle	18	64%	6	21%	1	4%	1	4%
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)	16	57%	7	25%	1	4%	1	4%
The school meets my child’s particular needs	17	61%	8	29%	0	0%	1	4%
The school deals effectively with unacceptable behaviour	16	57%	6	21%	1	4%	2	7%
The school takes account of my suggestions and concerns	16	57%	6	21%	1	4%	2	7%
The school is led and managed effectively	18	64%	6	21%	0	0%	2	7%
Overall, I am happy with my child’s experience at this school	21	75%	6	21%	0	0%	1	4%

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 all 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

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 pupils' 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.



16 September 2009

Dear Children

Inspection of Fiskerton CofE Primary School, Lincolnshire, LN3 4HU

Thank you for your welcome when I visited your school recently. You showed how well behaved, sensible and responsible you are and were really helpful. I was able to find out a lot about your school because you were confident in sharing your ideas and opinions.

The report shows how well the school is helping you to learn. I think it is giving you a satisfactory education and this is improving because Mrs Papworth knows what is needed to make it even better. There are a lot of good things in your school that help you make average progress and to reach above average standards.

- You enjoy school a lot.
- You have a good understanding of how to keep healthy and you know how to keep safe.
- You have the opportunity to work with other schools in your local community which makes your learning fun and exciting.
- Your teachers and staff look after you carefully.
- You are taught well in some lessons and your teachers want to make sure this good teaching happens in all lessons.
- Your school is at the heart of Fiskerton because you are involved in the local community.

I have identified three things for your leaders and teachers to work on so that your school continues to improve.

- Make sure that you have plenty of chances to talk and write about how well you are learning and how you can reach your next target.
- Make sure that all staff and governors keep a close check on how well you are doing and record your progress carefully.
- Make more links with schools in another part of the United Kingdom and overseas.

Susie Wallis-Maclean
Lead Inspector

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