

Partney Church of England Aided Primary School

Inspection report

Unique Reference Number	120627
Local Authority	Lincolnshire
Inspection number	339735
Inspection dates	5–6 July 2010
Reporting inspector	James Henry

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	60
Appropriate authority	The governing body
Chair	John Hudson
Headteacher	Caron Ementon
Date of previous school inspection	2 October 2006
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Introduction

This inspection was carried out by two additional inspectors. Six lessons were observed, taught by four different teachers. Inspectors held meetings with staff, governors and a group of pupils. They observed the school's work, looked at assessments tracking pupil progress, documentation regarding safeguarding and the school's own judgements of their performance. In addition 23 parent questionnaires were received and analysed.

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

whether pupils were making good progress, consistently, across the school

- whether pupils attainment had risen by the end of Key Stage 2
- the quality of teaching in meeting the needs of pupils in mixed age classes
- how well all school leaders are checking on the school's performance so that they can plan for improvement

Information about the school

Partney is a small school. Numbers on role are declining slightly. The majority of pupils come from White British backgrounds. The proportion of pupils with special educational needs is much higher than in most schools. The amount of movement in and out of the school other than at the usual times is greater than in most schools. The headteacher took up her post in September 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 is a satisfactory school and improving school. The headteacher, with governors and staff, is committed to move the school forward more rapidly, building on the strengths that already exist. They are:

- the good start that children make in the Reception class
- the positive relationships between staff and pupils resulting in good behaviour in lessons and around the school
- a welcoming school, based on a strong Christian ethos, where pupils enjoy their education, feel safe and have a good understanding of how to live healthily
- the good relationships with parents that involves them in the education of their children
- the opportunities provided to support pupils good spiritual, social, moral and cultural development

the good involvement of pupils in the life of the school and the wider community

Children make good progress in the Reception class. However, across Key Stage 1 and Key Stage 2, pupil's progress in English and mathematics slows to being satisfactory. Pupils with special educational needs also make satisfactory progress given their starting points. Over the past two years, the headteacher has introduced new procedures to track and monitor pupil progress in English and mathematics. Analysis of this data has begun to identify any pupil underachievement and interventions are being put in place to support pupils. This has quickened the rates at which pupils make progress. As a result, attainment in English and mathematics by the end of Key Stage 2 has risen in 2010 to be broadly in line with the national average. Self-evaluation in identifying the strengths and weaknesses of the school is satisfactory. The monitoring and evaluating of the school's work has largely been undertaken by the headteacher and she has a clear view of what needs to be done to bring about further improvements. However, the roles of middle leaders and governors in identify the strengths and weaknesses of the school are underdeveloped. Governors are beginning to more rigorously hold the school to account because of the headteacher's good analysis of data on pupil performance. Improvements have been made over the past two years, especially in beginning to increase the rate of pupils progress; the school has a satisfactory capacity to sustain these improvements and address the areas identified in this inspection, which are that:

- the quality of teaching is inconsistent with tasks that are not always matched to pupils' needs
- the use of targets and marking is not consistent in informing pupils how to improve further
- pupils are not given enough opportunities to respond to feedback about their work

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and practise the aspects of their work that need developing

What does the school need to do to improve further?

- Raise attainment in English and mathematics by the end of Year 6 by:
 - increasing the rate of pupil progress across the school
 - ensuring that any underachievement in pupils learning is quickly identified and addressed
 - provide a consistent approach to target setting across the school so that pupils have a clear understanding of their next steps in learning

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

Children get off to a good start in Reception and enter Year 1 with skills and knowledge broadly in line with that expected. Pace slows to satisfactory as pupils move through Years 1 to 6 because the quality of teaching varies. Due to recent improving rates of progress, pupils are now, by the end of Year 6, achieving standards which are broadly average. Pupils with special educational needs make satisfactory progress given their starting points. Progress in reading across the school is better than writing and mathematics.

The quality of learning in lessons is satisfactory. Pupils work steadily and with perseverance. When tasks are matched to their needs, pupils show good levels of enthusiasm and make good progress. This was the case in a mathematics lesson in a mixed class, when younger pupils were given activities that supported them in buying products which older pupils had marketed and priced. However, in some lessons, tasks are not fully understood by pupils and they question the purpose of their activities. This slows the pace of learning. Pupils' spiritual, moral, social and cultural development is good. The school's strong Christian ethos gives pupils the opportunity for prayer and quiet reflection. Visitors, to the school, from different backgrounds help develop pupils' understanding of other cultures and faiths. For example, a Muslim teacher visited the school several times to talk to pupils about Islam.

Pupils show a good awareness of the need to take regular exercise, eat healthily and keep themselves safe. For example, a gardening club is starting to supply the new school kitchen with home grown vegetables. When asked, pupils said they felt safe in school because they had confidence in staff to deal with any problems they may have. Pupils have good opportunities to be involved and impact on the life of the school and the local community. The school council has been instrumental in suggesting and developing sensory gardens, choosing playground equipment and installing planting boxes for growing vegetables. Pupils regularly take part in local church services and raise money for local and international charities. Given their satisfactory attainment and attendance, pupils are soundly prepared for their next stage in education.

These are the grades for pupils' outcomes

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

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Whilst some good teaching was observed, it is satisfactory overall. In good lessons, teachers make good use of information and communication technology, such as interactive whiteboards to retain pupils' interest. Also work is well planned to meet the different needs within the class with teaching assistants effectively used to support pupils with special educational needs. Where teaching is satisfactory, tasks for some pupils are not matched well enough to their ability level. This results in teachers having to stop groups of pupils working to explain again what they are expected to learn. Consequently the pace of pupils learning slows and pupils make satisfactory progress. Pupil's work is marked regularly but the quality of feedback which they receive on their work is inconsistent. In some instances, feedback is clear on how well pupils have done and what they have to do next to improve their work. In others, feedback is less detailed and inconsistent. Also pupils do not regularly have opportunities to respond to feedback. Targets are set for pupils in literacy and numeracy but they are inconsistently used throughout the school.

The school has begun to develop the curriculum by planning topics that link different subjects. This is beginning to increase pupil's skills and enjoyment of their learning. Pupils talked enthusiastically about topics such as 'The Egyptians' and 'World War 2' where aspects of writing, history and art were all linked together. This approach has yet to be fully developed across the school. There is a wide range of extra-curricular

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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activities, such as tennis, football, technology club and a gardening club, that reinforce pupils' enjoyment of learning.

Pastoral care is a strength of the school. There are good systems to support pupils with special educational needs, including effective use of outside agencies. Parents greatly value the care and support given to their children. One wrote 'Staff are all extremely friendly, caring and approachable'. There are effective transition arrangements to introduce and settle children into school and also when they move on to their next schools. As a result of the school's caring environment and the strong focus on developing their personal and social skills, pupils turn out as confident, polite and well-behaved young people.

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 up her post in September 2008, the headteacher has instilled a new drive and urgency into the need to raise standards and improve the rate of pupil progress. The introduction of a new tracking procedure coupled with a more rigorous approach to monitoring teaching is beginning to improve pupil attainment and progress. The new tracking procedure has improved the use of data to summarise progress and identify underachievement at regular intervals. This is allowing the school to ensure that all pupils have an equal opportunity to achieve well given their individual abilities. While staff share the headteachers vision of raising standards, the role of middle leaders in monitoring the work of the school is underdeveloped. Governors now have a more secure knowledge of attainment and pupil progress and are starting to more rigorously challenge and hold the school to account for its performance. While procedures to identify strengths and weaknesses of the school have been mainly undertaken by the headteacher, governors have a satisfactory understanding of the priorities of the school. Safeguarding procedures are robust and thorough. The school's promotion of community cohesion is satisfactory. The school has a good appreciation of its context but lacks links with a culturally different community in another part of the country. The school effectively engages with parents through regular newsletters, pupil target setting and parental meetings. Parent's views are regularly surveyed and taken into account when identifying priorities for the school.

These are the grades for leadership and management

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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	2
The effectiveness of partnerships in promoting learning and well-being	3
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

Children arrive in Reception with skills and abilities lower than that expected for their age, particularly in communication, language and literacy and mathematical skills. They make good progress in all areas of learning and enter Year 1 with personal skills and knowledge normally expected for their age. Good links and induction arrangements with pre-school settings and parents help children to settle quickly. The Early Years Foundation Stage leader has a good understanding of the curriculum and the needs of young children. Staff routinely assess children's progress and this is used to good effect in informing their next steps in learning. Teaching is good with effective adult interventions to encourage children in conversations that extend their vocabulary skills. Children enjoy their learning. For example, children's learning was being developed through play and musical rhythms based on a poem about trains. The outdoor area is used well and, when given a choice, children preferred to learn outdoors rather than inside. Relationships are good and parents appreciate the good care given to their children. Children feel safe in school. They behave well and are polite to other children and adults. They work happily with their peers, readily help each other and share resources. As a result they make good progress in their emotional and social development. Children have a good understanding of how to stay safe through learning based on topics such as road safety. They also have a good understanding of the need to eat healthily and have fruit as snacks at playtimes. The Early Years Foundation Stage is well led with clear priorities for improvement, as shown by the development of the outdoor area. Safeguarding procedures are thorough and fully in place.

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

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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

Parents and carers who responded to the questionnaire were very positive about the quality of education provided by the school. Most feel that their children are happy and making progress. They comment on a 'friendly and happy school' based on 'good Christian values'. Of the very small number of concerns raised, there were no consistent themes arising. A concern about seating arrangements at dinner time was discussed with the school. In making these arrangements, the school is attempting to develop pupil's social skills in encouraging them to mix with others.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Partney Church of England Aided 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 23 completed questionnaires by the end of the on-site inspection. In total, there are 60 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	70	6	26	1	4	0	0
The school keeps my child safe	18	78	5	22	0	0	0	0
The school informs me about my child's progress	16	70	7	30	0	0	0	0
My child is making enough progress at this school	15	65	7	30	1	4	0	0
The teaching is good at this school	16	70	6	26	1	4	0	0
The school helps me to support my child's learning	15	65	8	35	0	0	0	0
The school helps my child to have a healthy lifestyle	15	65	8	35	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)	13	57	10	43	0	0	0	0
The school meets my child's particular needs	12	52	10	43	1	4	0	0
The school deals effectively with unacceptable behaviour	11	48	11	48	1	4	0	0
The school takes account of my suggestions and concerns	10	43	13	57	0	0	0	0
The school is led and managed effectively	15	65	8	35	0	0	0	0
Overall, I am happy with my child's experience at this school	15	65	8	35	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

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

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

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

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 July 2010

Dear Pupils

Inspection of Partney Church of England Aided Primary School, Spilsby, PE23 4PX

Thank you for making us feel welcome when we visited your school recently. We enjoyed watching you do your best for your teachers in lessons. The headteacher and all the other staff work hard to help you learn and enjoy school. The school gives you a satisfactory education and cares for you well. By the time you leave, most of you reach standards that are the same as those found in most other primary schools.

Here are some of the good things that we found out about your school.

You enjoy school and being with your friends.

You are keen to learn and to do your best. As a result, you make satisfactory progress.

You treat each other with respect and are always willing to help around school.

You enjoy taking part in the activities that the school has to offer.

You are always willing to help other people in the community through supporting a number of charities.

To help make sure you make faster progress, we have asked the interim headteacher and other adults who look after you to do three things to improve the school:

- to raise the standards you achieve by the end of Year 6 and make sure everyone makes good progress in their lessons
- to make sure that teachers and governors are constantly checking the work of the school to identify and address areas where it needs to improve
- to improve the teaching so that you always have good or better lessons and marking always tells you how to improve your work

You can help by continuing to work hard and supporting one another. Best wishes for the future.

Yours sincerely

James Henry

Lead inspector

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