

# Stickney Church of England Primary School

## Inspection report

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Unique Reference Number	120629
Local Authority	Lincolnshire
Inspection number	339736
Inspection dates	21 September 2009
Reporting inspector	Jackie Barnes

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

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Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4-11 years
Gender of pupils	Mixed
Number of pupils on the school roll	155
Appropriate authority	The governing body
Chair	Sheila Doyle Thomas
Headteacher	Rowena Hanks
Date of previous school inspection	March 2007
School address	Main Road Stickney Lincolnshire PE22 8AX
Telephone number	01205 480254
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons or parts of lessons, and held meetings with the chair of governors, senior leaders, staff and parents. They observed the school's work, and looked at a range of documentation including the school's self-evaluation, assessment data, improvement plan and 35 responses to the parents' questionnaire.

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

- the progress pupils make through the school and the standards they attain
- the quality of teaching and learning for pupils with different abilities
- the effectiveness of the leadership in helping pupils to achieve.

## Information about the school

This is a smaller than average primary school situated in the village of Stickney, about nine miles from the coastal town of Boston. Pupils come from the local community and wider rural area. A higher than usual number of pupils has moved into the school in recent years. Most pupils are of White British heritage with a small number from various minority ethnic backgrounds. None are at the early stages of learning English. A small but increasing number of pupils are entitled to free school meals. The proportion of pupils with special educational needs and/or disabilities is similar to most schools, although the proportion with statements of special educational need is well above average.

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. It is improving rapidly and has good features including the provision for pupils in the Reception Year. Throughout the school, pupils are generally polite, well behaved and keen to learn. They have the confidence to share their ideas and to be healthily competitive in lessons. These positive attitudes owe much to the strong sense of community that is shared by pupils across the age groups and which seamlessly includes those with special educational needs and/or disabilities. Pupils say they enjoy school and their sense of fun is evident when they have stimulating activities in lessons and in the playground. They particularly enjoy the sport and other practical activities available in school and in the locality. With the exception of those with health issues, almost all attend well. They know how to stay safe and to make good choices about healthy eating and exercise.

Pupils' skills on entry to school vary from year to year. Typically, they are below those expected for their age, with considerable differences between the attainment of individual pupils. Most make good progress in the Reception Year and by the time they enter Year 1, a large majority attain standards close to those expected for their age. Standards of attainment by the time pupils leave the school in Year 6 have been below average in recent years. However, they have now improved and, in 2009, almost all pupils reached their targets and standards were broadly average. The school has been working closely with the local authority to improve attainment and has successfully focused on accelerating pupils' progress in each year group. Pupils have responded well to the increased support for their learning, and have developed good learning habits, such as using the displays of prompts to remind themselves of basic facts in literacy and numeracy, and acting on guidance from staff about how to improve their work.

The quality of teaching is satisfactory overall and there are some good lessons. Staff have good subject knowledge and manage pupils' behaviour well. Improved strategies for capturing pupils' interest in learning, together with carefully sequenced teaching points and clear planning of pupils' activities have helped to improve pupils' progress. Although the school's system for tracking pupils' progress is well established, the use of assessment information, including the data from the school's tracking system, is at an early stage of development. Sound use is made of the information to organise pupils into groups and to plan a range of activities. Only in a minority of lessons is it used effectively to ensure all pupils have the level of challenge which enables them to make their best progress.

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The school's curriculum is well established with good provision for pupils' personal development. It adequately provides for the needs of the majority of pupils although provision for the most able pupils is not always consistent. Partnerships with other local education providers successfully broaden the range of experiences available to pupils and they particularly enjoy their involvement in sport.

Leadership and management are satisfactory. Members of the senior leadership team have benefited from being involved in the local authority's support through the 'Improving Schools Programme'. They have improved their skills significantly and, together with the governing body, are determined to see the school improve further. Those with subject responsibilities have analysed assessment data to gain a good understanding of the strengths and areas for development in their subjects, and have successfully begun the drive to raise standards. The school's self-evaluation procedures are generally sound and result in suitable plans for improvement. The school has satisfactory capacity to sustain further improvement.

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

- Raise attainment through Years 1 to 6, to at least meet national expectations for the large majority of pupils by the end of the academic year, ensuring that
  - attention is given to the progress of pupils across the full range of ability especially the more able pupils
  - interim checks are rigorous and provide information on how individual pupils are meeting their targets.
- Increase the proportion of good teaching to meet the school's target of over 80%, ensuring that:
  - teaching strategies are varied and appropriate to pupils' needs
  - assessment information is used effectively to plan challenging learning for all pupils.
- Develop further the role of the senior leadership team in promoting and reviewing the pupils' achievement in all year groups, ensuring that
  - they provide guidance on teaching and learning
  - pupils across the ability range have a sufficiently wide range of challenging opportunities to consolidate their skills and understanding.

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

The progress of most pupils has accelerated over the past year and is now

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satisfactory. Pupils' learning has improved as a result of improvements in teaching and more accurate assessment. Unvalidated results from the 2009 national tests for Year 6 confirm this improvement for the majority of pupils who achieved at least the Level 4 expected for this age group. This was a better performance than in the previous year, especially in writing which has been a focus for improvement throughout the school. The pupils' work in both lessons and books seen during the inspection, together with inspectors' analysis of assessment data, showed a similar pattern of accelerated progress.

In lessons, the work and teaching for the most able pupils sometimes only varied marginally from those working at secure average levels and their contributions to discussion were restricted by teachers focusing instead on providing opportunities for other pupils. The progress and attainment of the few pupils from minority ethnic groups is similar to that of their peers. There is still room for improvement for all pupils, but especially for the most able. Pupils with special educational needs and/or disabilities were well supported where they worked with an adult in lessons. They gained from the opportunity to be able to ask questions or check their understanding and to have an immediate response and guidance. As a result, they steadily improve and grow in confidence.

The pupils' positive attitudes to learning and to each other, and the good behaviour of the large majority of pupils, contribute to the strong sense of community which is actively promoted by staff. Pupils say they feel safe, trust staff to take good care of them, and are familiar with how to get help if needed. There is laughter and fun in the best lessons and parents confirm that their children enjoy school. The school has a very small number of pupils who find good behaviour difficult and occasionally other pupils do not understand why it is necessary to praise these pupils more frequently. However, the way that pupils with special educational needs and disabilities are accepted and included by other pupils is a testament to the good quality of personal development through school.

*These are the grades for pupils' outcomes*

Pupils' achievement and the extent to which they enjoy their learning	3
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	3
The extent to which pupils feel safe	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2

<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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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	2
Taking into account: Pupils' attendance <sup>1</sup>	3
The extent of pupils' spiritual, moral, social and cultural development	2

## How effective is the provision?

The school's assessment systems and procedures have developed well since the last inspection. As a result, there is extensive information and data available on pupils' progress and attainment. Together with improvements in techniques for teaching in lessons, this has helped to accelerate pupils' progress overall. However, the use of assessment information to make sure individual pupils have just the right level of challenge in their tasks and high expectations of what they are expected to learn, is not yet securely established. As a result, although teaching is satisfactory and the questioning is generally good, on occasions pupils have work which is too hard or too easy, and this slows their progress. Frequently, lessons start with, or quickly move to learning in small groups. This strategy works well as the teaching is closely matched to pupils' needs and pupils are able to ask as well as answer questions. This maintains their interest and motivation and increases the pace of their work.

The school has a sound policy on encouraging pupils to improve their work through providing helpful written guidance when teachers mark books. It was too early in the year for inspectors to see this in practice but pupils say they find this useful as it reminds them what to do.

The curriculum is generally satisfactory, meeting statutory requirements with good provision for pupils' personal development, especially health related issues. The school's own provision is enhanced by access to a wide range of extended activities through local partnerships which the pupils say they enjoy. There is adequate provision for the needs of most pupils, with the exception of the most able who have too few opportunities to show what they can do when challenged. The school's intentions to move towards a more flexible and creative design for the curriculum are at the early stages of planning. Pupils occasionally have the benefit of consolidating their literacy and numeracy skills across the curriculum, particularly in writing, although this is not consistently planned across the school. The school takes good care of pupils' welfare especially those who are most vulnerable. New pupils settle quickly as a result of the welcome they receive. In lessons it is clear that the positive relationships with adults encourage pupils to have confidence in their own ability to succeed.

*These are the grades for the quality of provision*

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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?

The senior leadership team, with the support of the staff and governing body, has implemented a range of improvements in teaching and learning which have accelerated the rate of pupils' progress and led to the recent improvement in standards by Year 6. Good use has been made of the local authority's 'Improving Schools Programme' which has contributed to the determination of those involved in leadership, including governors, to continue to drive improvement. The senior leadership team report the staff's renewed enthusiasm and confidence in their ability to make changes.

The increased availability and accuracy of assessment data available from the school's improved tracking system has provided a clearer view of where to focus further initiatives in teaching and learning. The school's improvement planning sensibly focuses on this priority. The governing body is closely involved with the school's development. Governors provide a wide range of expertise which they bring to discussions and decisions about future development and the use of resources. Individual governors with specific responsibilities are closely involved with the school's work, and have regular opportunities to raise questions with senior staff.

The links with local partnerships have successfully extended the experiences of both staff and pupils, sharing expertise and ideas on promoting improvement. Safeguarding procedures are fully in place and meet requirements. Policies and practice are checked. The positive impact of the leadership's efforts to tackle discrimination and promote equality can be seen particularly in the integration and positive experiences of pupils with statements of special educational need, the adaptations to the building, and the wide range of friendships made by all pupils.

The school takes a keen interest in promoting community cohesion. Links are established with the local church, and active cultural links are evident, such as those with Brownie and Guide packs, and the community arts week. Awareness of the needs of others locally and further afield is particularly well developed through work for various charities and church organisations. Wider experiences of the global community are mainly integrated into the school's curriculum, particularly in geography, but are not extensive at present.

*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	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 settle quickly when they start school in the welcoming environment of the Reception class. A typical group on entry have overall attainment below that usually expected and includes individuals with very different levels of personal development and basic skills, including a small minority whose attainment is above that expected for their age. The differing needs of children are met effectively through good quality teaching, careful assessment of each child's specific needs, and detailed recording of the improvements they make. As a result children make good progress. By the end of the last school year, the attainment of almost all was close to that expected for their age, with a small number exceeding this.

A well planned range of activities gives children ample opportunity to explore new situations and investigate their own ideas. These sit comfortably alongside activities designed to develop specific skills which are usually led by an adult. Facilities for outdoor activities are good and used effectively, particularly to promote language development, and encourage exploration and robust physical activity. Although the current Reception children had only been in school for a short time when the inspection took place, it was clear that they were enjoying the experiences, and most were eager to participate. A small group of children running around the outdoor area and laughing as they watched coloured streamers wave behind them was typical of the enjoyment generated by the various activities. Good care is taken to keep children safe while developing their confidence to be adventurous.

The Early Years Foundation Stage is well managed with good deployment of adults, creative use of resources, and due attention to welfare and safety. Parents are welcome and their views valued, particularly when the children start school.



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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

Almost all parents who returned their questionnaire have confidence in the school and feel their children enjoy learning. This reflects what the pupils told inspectors. Within this positive picture, a few parents would like to see more information about their child's progress, and more opportunities to take their own views into account. There are very few references to bullying, and although some parents feel that incidents could be dealt with better, the pupils interviewed said that they were happy with the school's response. Parents of children with statements of special education need are particularly positive in their support of the school's work.

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

Ofsted invited all the registered parents and carers of pupils registered at Stickney 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 155 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	57	11	31	4	11	0	0
The school keeps my child safe	17	49	17	49	0	0	1	3
The school informs me about my child’s progress	14	40	15	43	4	11	0	0
My child is making enough progress at this school	10	29	17	49	5	14	0	0
The teaching is good at this school	15	43	16	46	0	0	0	0
The school helps me to support my child’s learning	13	37	17	49	1	3	0	0
The school helps my child to have a healthy lifestyle	13	37	19	54	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)	14	40	15	43	0	0	0	0
The school meets my child’s particular needs	18	51	10	29	3	9	0	0
The school deals effectively with unacceptable behaviour	7	20	20	57	2	6	1	3
The school takes account of my suggestions and concerns	12	34	16	46	1	3	1	3
The school is led and managed effectively	16	46	13	37	2	6	0	0
Overall, I am happy with my child’s experience at this school	17	49	14	40	1	3	1	3

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"><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.

21 September 2009

Dear Pupils



Inspection of Stickney Church of England Primary School, Stickney, PE22 8AX

Thank you for making me and my colleagues so welcome when we visited your school recently. You showed us your good manners and how well you look after each other. You say you are proud of your school. You feel that staff take good care of you and you are confident they will help if you have a problem. You told us that there is very little bullying in your school and if it happens it is usually dealt with quickly. It was good to hear that you enjoy school, especially practical activities and sport, and that most of you have good attendance records.

Standards in your school are not as high as they could be, but have improved recently. Most of the Year 6 class are on target to reach at least the standards expected for their age by the time they leave school next year. That is good news. Your teachers and governors are keen to make sure that standards continue to get even better. Most of you have begun to work harder already and your progress has improved, although sometimes your work is still too easy or too hard and this slows you down.

Your school now has lots of assessment information about how well you are doing. This makes it easier to help you to succeed. So I have asked your governors and the school's leadership team to do the following:

- raise standards further by using assessment information to plan just the right level of teaching and work for each of you to make the best progress you can
- make sure that most of the teaching is good
- help the senior teachers to become even better at checking on your progress and improving the teaching you receive.

You can help by continuing to behave well and being keen to learn. You can make sure you do your homework, and that you keep yourselves safe and healthy so you can enjoy your learning and have fun with your friends.

Yours faithfully  
J. M Barnes (Lead inspector)

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