

Washingborough Primary School

Inspection report

Unique Reference Number	120679
Local Authority	Lincolnshire
Inspection number	339754
Inspection dates	19–20 October 2009
Reporting inspector	Paul Edwards

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	268
Appropriate authority	The governing body
Chair	Kate Caldwell
Headteacher	Jason O'Rourke
Date of previous school inspection	8 May 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 14 lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at school improvement planning, the tracking of pupils' progress, attendance data, information related to safeguarding and individual education plans for pupils with special educational needs and/or disabilities. In addition to the 76 parental questionnaires, a sample of pupils completed a written questionnaire and a staff survey was also conducted.

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

- the progress the pupils make in their writing
- how the curriculum is adapted to ensure girls make sufficient progress in mathematics at Key Stage 2
- the opportunities provided for pupils to practise their writing skills in other subjects
- the effectiveness of the leadership in raising the quality of teaching.

Information about the school

Washingborough Primary is a larger than average primary school. Almost all pupils are from White British backgrounds. The proportions of pupils with special educational needs and/or disabilities, and of those with a statement of special educational need, are average. The percentage of pupils eligible for free school meals is well below the national average. There are plans in place for a kitchen to be installed so midday meals can be provided, and building work for a Children's Centre commences in November. The school has achieved the International School, Artsmark Silver and Healthy School awards. The headteacher took up his position in April 2009.

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

Washingborough is a satisfactory school. There are a number of good features including the partnerships and links with parents which clearly reflect the school's desire to involve them in their children's learning. Parents and carers are positive about the school and say such things as, 'Both children of mine have loved this school. The teachers are all caring towards each individual's needs. I am very happy with the school.' Pupils' behaviour is good and they have a clear understanding of how to lead healthy lifestyles. A very good range of well-attended clubs, visits and visitors enhance the otherwise satisfactory curriculum.

Children enter the school with skills and abilities that are below average. The effective provision in the Early Years Foundation Stage ensures they make good progress in the Nursery and Reception classes. Satisfactory progress is made through the rest of the school in reading, mathematics and science so that attainment is broadly average by the end of Year 6. However, pupils' attainment in writing has dipped over the last two years and is not as high as it should be. The headteacher has introduced a range of strategies, including rigorous monitoring of teaching, which has arrested the decline in standards but the school rightly acknowledges there is more to do. Pupils with special educational needs and/or disabilities make satisfactory progress overall but there are occasions when it is better due to intensive and effective support. There is no significant difference in the attainment of girls and boys. During the inspection all of the teaching observed was at least satisfactory and a minority of it was good. However, teachers are not all yet skilled enough in using assessment information to pitch the work accurately at a level which enables all pupils to make the progress of which they are capable. Consequently, teaching is only satisfactory.

The new headteacher provides good, well-focused and decisive leadership. He has successfully identified the weaknesses and put in place a number of initiatives that is helping the school to move forward. Other senior staff recognise that they need to be more conversant with data and to fully understand their roles and responsibilities to enable them to fully support the headteacher. There have been several new appointments to the governing body and training has been organised to enable it to more effectively understand how well the school is performing. The school's clear self-evaluation and the introduction of initiatives which are beginning to impact on the pupils' attainment, demonstrate its satisfactory capacity to sustain improvement.

What does the school need to do to improve further?

- raise attainment in writing by:

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- providing more opportunities for pupils to practise writing at length in English and in other subjects
- embedding a consistent approach to the teaching of writing across the school
- improve the quality of teaching by ensuring teachers make more effective use of assessment information when planning lessons
- enable senior staff to contribute more effectively to the leadership of the school by providing them with a clear training programme that helps them to more clearly understand their roles and responsibilities.
- 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**

Children's skills on entry to the Nursery are a little below those expected for their age. They make good progress so that their attainment is average on entry to Year 1. Whilst there are pockets of good progress in the school, it is inconsistent, and pupils' overall progress is satisfactory. The school's latest data and evidence from lessons observed during the inspection show that the decline in pupils' attainment by the end of Year 6 has been halted so that in most areas pupils are reaching average standards. However, writing remains a weakness, with gaps in the pupils' punctuation and grammatical skills, and in their ability to write fluently and at length. Whilst there is a stronger focus on writing, the impact is not yet sufficiently evident. Pupils make good progress in their information, communication and technology skills, and in the acquisition of musical and artistic skills. Where pupils with special educational needs and/or disabilities are provided with additional support, they often progress well. There is no significant difference in the rate of progress between other groups of pupils.

Pupils are enthusiastic and keen to learn. They enjoy participation in discussions and question and answer sessions and this helps to develop their ability to use well-thought out responses. Pupils' good attendance is testimony to their enjoyment of school. The introduction of a 'values curriculum' is helping pupils to think deeply about others. This is seen in the high levels of respect pupils have for staff, the good relationships and the way pupils care for and look after one another. This means that the school provides a caring, nurturing and welcoming atmosphere. Most pupils say they feel safe in school and that there is always an adult who they can talk to if they have any concerns or worries. Pupils' behaviour is good, both in lessons and during play and lunchtimes. They have a clear understanding of the need to eat healthily and to take plenty of exercise. Many pupils choose to participate in the good range of sporting activities on offer outside of school hours.

Pupils develop good enterprise skills, for example pupils in Key Stage 1 held a sale of apple crumble and pupils in Key Stage 2 sold logs to raise funds. Pupils who look after younger children have organised fund raising activities for a badge making machine.

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They work as play leaders and participate in a wide range of charitable activities. These skills, together with good social and sound basic skills prepare them well for the next stage of education.

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

How effective is the provision?

Teachers work hard to stimulate pupils' enthusiasm for learning. For example, in a good Year 5/6 literacy lesson, the teacher provided a wide range of objects which were used as an effective stimulus to broaden pupils' vocabulary and their ability to use similes. Teachers make effective use of recently installed interactive whiteboards to make learning interesting. Pupils work well with each other and they learn to cooperate from an early age. Support staff are used effectively to enhance and consolidate learning, particularly for those pupils who find work difficult or whose behaviour is challenging. Pupils' work is regularly marked and assessed by teachers. They question pupils effectively and have a clear understanding of what they know and can do. However, their use of assessment to plan work and ensure it is pitched at the correct level is weak. Consequently, some pupils repeat work unnecessarily or are not challenged

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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sufficiently.

The curriculum has a number of good features including the emphasis on promoting pupils' moral values and the recent introduction of a creative curriculum. There is a satisfactory balance and breadth in the curriculum with a strong emphasis on improving basic skills. There are still too few opportunities for pupils to practise writing at length, both in literacy sessions and in other subject areas. There are effective strategies in place to remedy possible underachievement by girls, for instance in mathematics.

Care, guidance and support are effective, with pastoral support being particularly good. Caring for and guiding pupils who have specific needs and difficulties is a good aspect of the school's work. Parents report that transition arrangements to secondary school are smooth and their children are well prepared for this next stage in their education. Parents of children in the Early Years Foundation Stage are particularly pleased with the induction arrangements for their children. The well-established breakfast club provides well for children prior to the start of the school day.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	4
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 headteacher has a clear vision for the school. Morale is high and he has galvanised the staff who have a determination to raise standards and improve the provision. The quality of teaching is regularly monitored with subject leaders involved in the process. Senior staff are supportive but they understand the need to improve their leadership skills to enable them drive up the quality of teaching. All staff and governors are involved in development planning and self-evaluation. There is a clear sense of shared ownership of the school's priorities. School improvement planning is secure and priorities are linked to raising standards through measurable milestones and targets.

At the time of the inspection safeguarding procedures met all statutory requirements. All staff have received the appropriate child protection training. Governors are supportive and have recently become more knowledgeable about the work of the school. The school's contribution to community cohesion includes good links with the local community and effective planning to make pupils aware of different cultures and backgrounds. However, the school has yet to evaluate the effectiveness of its work in this area.

The headteacher and chair of governors ensure that equal opportunities are promoted at Washingborough. The performance of different groups of pupils is now regularly

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tracked and reported to governors. Parents are supportive of the school and recognise the improvements that are being made.

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	2
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 enter the school with skills and abilities that are slightly below those expected for their age. By the time they leave the Reception class their attainment is securely average. They settle quickly in the Nursery because they benefit from stimulating learning opportunities and highly skilled teaching. Opportunities to involve themselves in interesting and rich activities are expertly planned across all the required early learning goals and are mirrored in the outdoor play area. Consequently, children are immediately engaged in a range of interesting things to explore, become absorbed and develop high levels of curiosity and inquiry. This high quality planning extends into the Reception classes and provision is particularly good outside where exciting and varied activities are laid out in this attractive setting amongst the plants and trees. Independent activities are sometimes curtailed to accommodate school playtimes and assemblies which slows down some learning. Literacy sessions do not always address the needs of all children, some of whom are not ready for direct teaching at this level. Children make more progress when adults intervene with individuals or small groups in their chosen activities. Speaking is developed well through good questioning and conversation. On-going assessment, through observation and photographs, is effective and feeds into the school's newly introduced tracking system. Adults are beginning to use this information to plan in more detail for individual children. The setting is well led and managed and a good team spirit exists with everyone clear about what gives children

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high quality learning experiences.

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

A small minority of parents and carers responded to the parent questionnaire and they were mostly happy with the quality of education the school provides for their children. A small minority of respondents communicated their concerns regarding pupils' behaviour and bullying. However, behaviour was seen to be good during the inspection and most pupils felt that the rare incidents of bullying are dealt with effectively by the staff. The school acknowledges that issues concerning bullying should be more fully discussed with parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Washingborough 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 287 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	68	23	30	1	1	0	0
The school keeps my child safe	43	57	28	37	4	5	0	0
The school informs me about my child's progress	34	45	38	50	2	3	1	1
My child is making enough progress at this school	35	46	34	45	4	5	3	4
The teaching is good at this school	37	49	33	43	2	3	0	0
The school helps me to support my child's learning	34	45	34	45	7	9	1	1
The school helps my child to have a healthy lifestyle	32	42	37	49	6	8	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)	26	34	44	58	2	3	0	0
The school meets my child's particular needs	33	43	37	49	2	3	2	3
The school deals effectively with unacceptable behaviour	24	32	35	46	15	20	1	1
The school takes account of my suggestions and concerns	30	39	35	46	3	4	1	1
The school is led and managed effectively	34	45	36	47	3	4	0	0
Overall, I am happy with my child's experience at this school	35	46	35	46	3	4	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 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">■ 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.



21 October 2009

Dear Pupils

Inspection of Washingborough Primary School, Lincoln, LN4 1BW

Thank you for your welcome when we visited your school this week. We really enjoyed talking to you and watching you work and play. Your school is providing you with a satisfactory education and these are some of our findings:

You go to a happy and welcoming school.

You know how to keep healthy, you behave well and enjoy school.

You enjoy taking on responsibilities such as being play leaders and being part of the school council.

You have many opportunities to develop your interests, including sports, music and visits to places of interest.

Your school works well with other schools and organisations to improve your education.

Your headteacher is good at involving parents and others in your learning.

In order to make your school even better, we have asked your headteacher and senior staff to do the following:

To give you more opportunities to practise and improve the quality of your writing.

Help teachers make better use of the information about how well you are doing when planning lessons.

Improve the skills of those in charge of the school to help them improve the quality of teaching.

Yours faithfully

Paul Edwards

Lead inspector

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