

Bourne Abbey C of E Primary School

Inspection report

Unique Reference Number	135669
Local Authority	Lincolnshire
Inspection number	341685
Inspection dates	9–10 February 2010
Reporting inspector	Martin Cragg HMI

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	623
Appropriate authority	The governing body
Chair	Mr John Kirkman
Headteacher	Mrs Cherry Edwards
Date of previous school inspection	6 November 2007
School address	Abbey Road Bourne Lincolnshire
Telephone number	01778 422163
Fax number	01778 393780
Email address	enquiries@bourneabbey.lincs.sch.uk

Age group	3–11
Inspection dates	9–10 February 2010
Inspection number	341685

Registered childcare provision	Bourne Abbey Kindergarten and Kids' Club
Number of children on roll in the registered childcare provision	61
Date of last inspection of registered childcare provision	Not previously inspected

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors spent 13 hours looking at teaching, observed all 22 classes and the range of extended provision. They met a group of parents, groups of pupils, five governors and a range of staff. They observed the school's work, and looked at the school improvement plan, records of monitoring and evaluation, governors' policies and minutes, case studies of individual pupils and the school's assessment data. Inspectors considered 344 parental, 100 pupil and 36 staff questionnaires.

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

- the learning and progress of pupils with particular needs throughout the school
- the key strengths of teaching and assessment which aid pupils' learning
- what makes the curriculum memorable and rich for pupils and how it is tailored to their needs
- how the school goes beyond the required provision for the safety and care of pupils
- the impact of leaders at all levels on pupils' well-being and achievement.

Information about the school

The school is much larger than average. Most pupils are of White British background but 23 speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is just below average. More pupils than average join or leave the school during the year. There is a kindergarten, nursery and before / after school childcare provision, managed by the governing body. The school took on Church of England status in September 2008. It has achieved a range of national awards including Activemark and the Healthy Schools Award.

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?

1

The school's capacity for sustained improvement

1

Main findings

'This is an outstanding school. A truly dedicated staff create excellent learning and wonderful activities.' This parent's summary was echoed by many others in the questionnaires returned. Consistently high attainment and outstanding progress by the end of Year 6 demonstrate this. Pupils are admirable ambassadors for the school. They show excellent social skills. They are welcoming and confident in their interaction with each other and adults. The school's focus on respect is evident in all its activities. The ethos of the school is strong and is shared by staff, governors and pupils. There is a very clear vision, stimulated by the excellent leadership of the headteacher, which shapes the school's development. Rigorous monitoring and analysis of provision and outcomes are used very effectively to identify priorities and to steer action plans. As a result, the school continues to improve, enriching its curriculum, raising attainment in writing and increasing attendance. First-rate leadership by governors and staff ensures that there is outstanding capacity to improve further.

Teaching is a real strength in the school. Teachers plan lessons to interest and challenge pupils at their different levels of attainment. Strong subject knowledge, combined with an extensive range of approaches leads to outstanding learning. However, although pupils' skills in using computers are very good, some opportunities in lessons are missed for them to apply those skills to aid their learning. Teachers assess pupils' progress thoroughly and use this information to target learning where pupils are less secure. Relationships are excellent, as is the support provided by teaching assistants. The curriculum is very well constructed to ensure that pupils develop necessary skills in a full range of subjects, often through practical tasks and investigations. There is an exceptional range of trips, events, activities and competitions which enrich pupils' experience and allow them to develop confidence and talents, as well as learning about different faiths and cultures. The environment is welcoming and attractive with eye-catching displays which both celebrate achievement and aid learning.

There is a very strong sense of care and support at all levels in the school. Pupils feel safe and parents endorse this. Pupils' progress is very carefully monitored and those with particular needs are identified promptly and supported very effectively. Pupils from a range of backgrounds respect each other and those who speak English as an additional language settle in quickly and learn well. The Early Years Foundation Stage is outstanding and used as a model by the local authority. The child care and pre-school experience provided through a range of extended provision engages parents extremely well and allows children to develop in a caring and secure environment. Procedures and approaches, including assessment, are consistent right through the school's work and this contributes strongly to its overall achievement.

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

What does the school need to do to improve further?

- Further increase access to information and communication technology by planning opportunities during lessons where pupils may use computers to apply their skills and improve aspects of their learning.

Outcomes for individuals and groups of pupils

1

Attainment is consistently high. Results of Key Stage 2 tests over the last four years have been significantly above average overall, for core subjects and for most groups of pupils. In 2009 there was particularly strong improvement at Level 5. Challenging targets are met or exceeded. Pupils enter the school with abilities which are generally below average. They consistently make good or better progress in all years. Progress is outstanding by the end of Year 6 for all groups, including pupils with special educational needs and/or disabilities. They are suitably challenged in class and well supported to achieve their targets.

In lessons, pupils concentrate exceptionally well. They listen attentively, work together very constructively, show mature attitudes to learning and are confident in making decisions about how they learn. They really enjoy being challenged to think and to solve problems, as in separating a range of materials from water in a science lesson. They work with enthusiasm and enjoyment, and discuss ideas vigorously, respecting each others' points of view. They persevere in their work and respond very well to teachers' questions which make them explain and justify their ideas. Pupils show very good attitudes to learning right through the school, thanks to the excellent start they receive in the extended provision and early years.

Pupils feel that they are listened to and that staff respond rapidly where they have any concerns. They treat visitors and each other with courtesy. Behaviour is outstanding in lessons and around the school. Teachers manage behaviour very well, using praise and reminding pupils of the high expectations the school sets. Pupils take responsibility willingly through a variety of roles. The school council is active, recently presenting proposals on a new 'trim trail' to the governors. Peer mediators understand their role and support others. There is a very strong commitment to charity activities and pupils understand how the funds raised improve the lives of others, such as the school in Kenya which they support. Pupils understand the importance of healthy lifestyles with a high proportion taking part in sports clubs, teams and competitions as recognised in the Activemark. The school council reviews lunch boxes and reports its findings, supporting the school's Healthy School Award. Attendance is above average and improving, with weekly attendance displayed for each class. Pupils have very good basic skills, work together effectively and have a positive attitude to learning which prepares them very well for the future. They reflect on their performance and this adds greatly to their self-knowledge and social and environmental responsibility. They show excellent understanding of other cultures and respect for others, including those of different faiths and backgrounds.

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

These are the grades for pupils' outcomes

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

How effective is the provision?

Half of the teaching observed was outstanding and most of the rest was good, promoting excellent learning and progress. The key strengths are lively teaching, very good subject knowledge, brisk pace, high expectations and strong engagement of pupils, often through practical or collaborative tasks. Lesson planning consistently provides very clear learning objectives and an extensive range of activities, adapted to reflect the different abilities of pupils. Teachers and teaching assistants know all the pupils well and foster excellent relationships. The assessment of pupils' attainment and progress is very thorough. This assessment ensures highly effective analysis of progress, accurate identification of what pupils need to learn, and challenging targets. Pupils regularly assess their own progress and that of their peers with confidence.

Recent restructuring of the curriculum is innovative and has very effectively developed opportunities to apply key skills in a range of subjects. This gives the curriculum great breadth and offers pupils many practical ways of learning and applying what they know in real-life contexts, such as visiting shops, enterprise projects, field trips and residential experiences. For their literacy work, Year 3 pupils are following the building of the new

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

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

classrooms by interviewing the site manager and keeping a video diary. Surveys of supermarket prices, a river study and enterprise projects such as the summer fayre lead to data collection and analysis. These activities promote exceptional enjoyment and a strong engagement in learning. Provision and planning are extremely well-adapted to meet the needs of pupils with special educational needs and/or disabilities.

A high level of care exists throughout the school. Pupils are known as individuals. As a result, they are highly confident in how they will be helped and supported. Support for parents when their children enter the kindergarten or nursery is excellent. Support in transition to secondary schools is also very good. Pupils with specific needs often make rapid progress and some receive considerable support from outside agencies, brokered by the school. There is an extensive range of intervention programmes for pupils such as the pre-school reading sessions, which show a high level of impact. Safeguarding procedures are fully integrated into the running of the school and the related policies inform practice very effectively. The provision for older pupils in the Kids' Clubs, before and after school, is safe, engaging and of high quality.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The excellent leadership of the headteacher, effectively supported by leaders at all levels, ensures a coherent vision for the school, very high expectations, excellent morale and exemplary commitment and teamwork. Evaluation is rigorous and incisive, leading to very precise action plans and challenging targets. Staff feel that their ideas and contributions are valued. They all contribute effectively to the planning of the curriculum in well-organised teams. Senior and middle leaders know the quality of teaching and ensure that it is consistently good and often outstanding. Teachers have confidence to make learning exciting and active. Planning, assessment and expectations are consistent and coherent throughout the school. Governors are committed and know the school's strengths and areas for development. They take opportunities to review the work of the school through presentations from staff and pupils, links with staff and visits to see practice first-hand. Their work is well-structured and their expertise is skilfully used in specific roles.

The promotion of equal opportunity is at the heart of everything the school does. Pupils from a wide range of backgrounds and abilities achieve high standards and most make outstanding progress from their starting points. The school tracks the performance of

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

individuals and groups rigorously and analyses outcomes very carefully. Pupils show great respect and tolerance for each other and feel safe within this very harmonious community. The school has audited extensively its contribution to community cohesion and has a detailed development plan. There are strong links with the community, with pupils' art work displayed in venues around the town. The curriculum promotes very effectively pupils' understanding of others. The many visits, trips and visitors to school expand pupils' understanding of different communities. They visit a very wide range of places of worship during their time at the school. The global context is strong, especially the pupils' efforts to raise funds to support schools and projects in Kenya and India. Partnerships are highly effective in extending the curriculum, enriching pupils' experiences and providing targeted support for those who may be vulnerable. The school is outward-looking and is recognised nationally and locally for the support it provides to other schools.

Arrangements for safeguarding pupils are firmly established in the school's policies and working practices, with strong oversight by governors and daily emphasis through the ethos of the school. This is endorsed by the high degree of support from parents and pupils in the questionnaires returned.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children enjoy school and receive an exciting and motivating start to their education. Their confidence and enjoyment are a consequence of the very effective admission arrangements, close links with parents and the excellent care and support they receive

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

from staff. Highly effective teaching and a vibrant and stimulating curriculum ensure they make good and often outstanding progress in all areas of learning. For example, the teaching of basic literacy and numeracy skills is rooted in practical activities that children find fun. Comprehensive assessments confirm that by the end of the Reception Year most are working at levels expected for their age and a significant number exceed them. Adults work collaboratively to offer skilled support to develop and assess children's learning. Excellent relationships encourage children to know that adults will listen to them and, as a result, they rapidly develop confidence and self-esteem. Both indoors and outdoors, children develop their confidence and language skills whilst working together. They are presented with interesting and stimulating opportunities to learn through play. They respond to very clear expectations and routines and develop their independence as they select and use appropriate equipment for tasks. As a result of excellent leadership and management, the provision for the youngest children is outstanding. There is extremely good partnership work between the school, its extended provision, outside agencies and families.

The excellent Kindergarten, Nursery and Kids' Clubs extend the school's provision very effectively. They are an integral part of the whole school. Parents expressed their appreciation for the mother and toddler group. They felt that it provided them with an excellent opportunity to meet other parents and to introduce their children to the school and to other children. The Early Years' leader successfully oversees the range of provision, leading to consistent patterns of work, such as assessment practice and planning, within all the settings. Communication with parents and external agencies is used very well to recognise and address the needs of individual children. The various settings provide outstanding learning environments that are safe, engaging and supportive of children's overall personal and academic progress. Welfare arrangements are of a high quality and the settings meet the requirements for registration.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Over half of parents returned a questionnaire. The very large majority were positive about the school and many commented favourably on the commitment of staff, the care shown, the excellent range of opportunities available and the quality of leadership. Almost all parents agreed that their child enjoys school, that the school keeps them safe, that teaching is good and that they are happy with their child's experience. A few

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

parents did not agree that the school deals well with behaviour. A very small number commented on particular examples. Inspectors talked to pupils of different ages, considered details of exclusions, reviewed case studies of children with behavioural needs, and observed lessons, breaks and movement around the school. The behaviour seen was exemplary and in conjunction with the other evidence, inspectors judged it as outstanding.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bourne Abbey C of E 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 344 completed questionnaires by the end of the on-site inspection. In total, there are 623 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	222	65	114	33	3	1	2	1
The school keeps my child safe	233	68	103	30	5	1	0	0
The school informs me about my child's progress	161	47	165	48	13	4	1	0
My child is making enough progress at this school	172	50	148	43	14	4	4	1
The teaching is good at this school	205	60	132	39	1	0	0	0
The school helps me to support my child's learning	159	46	160	47	15	4	3	1
The school helps my child to have a healthy lifestyle	151	44	176	51	12	3	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)	150	44	160	47	12	3	1	0
The school meets my child's particular needs	156	45	160	47	16	5	2	1
The school deals effectively with unacceptable behaviour	129	38	168	49	26	8	8	2
The school takes account of my suggestions and concerns	122	35	190	55	11	3	2	1
The school is led and managed effectively	181	53	145	42	9	3	1	0
Overall, I am happy with my child's experience at this school	204	59	130	36	5	1	2	1

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 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.

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.



11 February 2010

Dear Pupils

Inspection of Bourne Abbey C of E Primary School, Lincolnshire, PE10 9EP

Thank you for the very friendly welcome you gave me and my colleagues when we visited your school. We enjoyed talking to some of you in lessons, in meetings and around the school. You really helped us to find out about your school. Thanks also to those of you who filled in a questionnaire. We really enjoyed our visit. This letter is to tell you what we found on our inspection.

We were very impressed with your school and with the way you learn. Your school provides you with an outstanding education. You try hard in your lessons, enjoy your learning and work very well with each other. You behave very well and told us that you feel safe in school. The school's results at the end of Year 6 are high and they have been so for several years. You make excellent progress, whatever your different abilities and needs. You help each other very well. We saw many excellent lessons on our visit and your teachers work hard to give you challenging and interesting tasks. You especially enjoy practical activities or solving problems as we saw in numeracy, science and technology. We also saw you learning from the world around you, such as the shopping trip, the video diary of your building work and the school council's survey and plan for the new trim trail.

You have excellent opportunities to take part in sports, musical and other activities which many of you take up. We know that you have been very successful in competitions and concerts. You also enjoy a wide range of trips, events and activities. We were impressed by your efforts to raise money for other schools and for charity. Your teachers review your progress regularly and help you to improve your work. They are always ready to listen to your problems and help you to make things better. We know that your peer mediators and playground helpers also do this. Your school is led very well by the headteacher and staff.

We asked your teachers to plan for you to use computers in your lessons more often so that you can practise your skills and improve your learning even more.

I am sure that your school will continue to improve. I wish you success in the future.

Yours sincerely

Martin Cragg

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.