

The Donington Cowley Endowed Primary School

Towndam Lane, Donington, Spalding, PE11 4TR

Inspection dates 12–13 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from starting points which are in line with expectations for their age.
- The school is calm and well ordered. Pupils enjoy school. They behave well and feel safe.
- Teachers provide activities which are interesting, lively and varied. They know pupils' needs well. They give pupils good advice on how to improve their work.
- Pupils follow a rich and varied teaching programme. Music and the performing arts are particularly strong.
- Leaders keep a close check on the quality of teaching. Training for staff and an eagerness to improve ensure that teaching is good.
- Governors know the school well and provide a good level of support. They share school leaders' vision for further improvement.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils enjoy a wide variety of cultural and sporting activities.

It is not yet an outstanding school because

- Although standards are generally above average, they dipped in 2012.
- Progress is not as consistently rapid in mathematics as it is in English.
- Pupils do not have opportunities to mix with people from contrasting backgrounds beyond their local community.

Information about this inspection

- Inspectors observed teaching in all classes. They observed 20 lessons, two of them jointly with the headteacher, and made brief visits to several more. They also examined closely the work in pupils' books.
- Inspectors held discussions with pupils, parents and carers, staff, governors, and an officer representing the local authority.
- Inspectors scrutinised a wide range of documents covering safeguarding and child protection, attendance, behaviour, pupils' progress and attainment, the work of the governing body, the school improvement plan, and the monitoring of teaching quality.
- They consulted the Parent View website, where 27 parents and carers had posted responses to the online questionnaire, and they read 12 questionnaires which had been completed by staff.

Inspection team

Richard Marsden, Lead inspector

Additional Inspector

Peter Heaton

Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is well below average, as is the proportion who speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is below average. This is additional government funding for pupils known to be eligible for free school meals, those in local authority care and pupils with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum standards for pupils' attainment and progress.
- The headteacher was appointed in January 2012.

What does the school need to do to improve further?

- Increase the level of challenge offered to pupils in lessons, so that they make even more rapid progress, and more of them reach standards in English and mathematics by the end of Year 6 that are well above the national average.
- Ensure that the recent changes to improve the teaching of mathematics are fully implemented in all classes so that pupils' progress in all year groups is as rapid in mathematics as it is in English.
- Create opportunities for pupils to have first-hand interaction with their counterparts from contrasting backgrounds within the United Kingdom or abroad.

Inspection judgements

The achievement of pupils is good

- Children join the school with knowledge and skills that are in line with those expected for their age. They make good progress from the start of the Early Years Foundation Stage and, by the end of Year 6, their attainment in English and mathematics is usually above average. Standards in English are higher than they are in mathematics.
- Inspectors found no significant variations in the achievement of boys and girls. Disabled pupils and those who have special educational needs achieve well. Their needs are very carefully identified and they receive good support in lessons or in one-to-one or small-group activities with a teaching assistant or other adult nearby. The small number of pupils from minority ethnic heritages and those who speak English as an additional language also make good progress.
- Pupils' scores in the 2012 Year 1 screening for phonics (letters and the sounds they make) were above average. The most able pupils in Years 2 and 6 read fluently and with very good expression, showing skills beyond those expected for their age. Less-able pupils in these years read more hesitantly, although they can explain clearly the techniques they have been taught to use when they meet unfamiliar words. Pupils read widely both in and out of school. They talk eagerly about the kinds of things they like reading and the reasons why.
- Pupils make particularly good progress in writing, reaching standards which are well above average. They practise the skills of extended writing, not just in English lessons but in others subjects also. They benefit from opportunities to write at length about a wide range of topics and in different styles.
- Pupils eligible for the pupil premium make progress in line with others in the school but their attainment in 2012 was much lower than that of their classmates. The small number of pupils known to be eligible for free school meals in Year 6 last year were the equivalent of five terms behind the others in mathematics and almost two years behind in English. The school uses the extra funding available through the pupil premium very effectively to provide additional support and is narrowing the gap in attainment between this group of pupils and others.
- Achievement in mathematics is good, although not as good as in English. Recent changes to improve the teaching of mathematics have not yet had an impact in all year groups because they have yet to be consistently applied. In some year groups, pupils meet, rather than exceed, the national rates of progress. In lessons, pupils generally concentrate well on the tasks they are given because these are purposeful and closely related to real life. In one lesson, for example, pupils were deeply engrossed in reading a railway timetable. They practised many different mathematical skills as they tried to plan journeys matched to different people's needs.

The quality of teaching is good

- Teachers have high expectations and expect pupils to work hard. They have good subject knowledge and they plan activities carefully to make sure that they capture pupils' interest, motivate both boys and girls, and make them want to learn. They make good use of visual aids, computer technology, 'hands-on' tasks, and activities against the clock to ensure that lessons move at a good pace.

- Teachers give good support to disabled pupils and those who have special educational needs to make sure that they are not disadvantaged in any way. Teaching assistants are deployed very well. They provide extra help for individuals or small groups, either within classes or nearby.
- In one mathematics lesson, younger pupils were animated and enthusiastic as they considered how to help a 'witch' make magic potions using animal legs. Their mathematical understanding grew rapidly as they eagerly discussed which animals to use to provide the required number of legs. Good computer graphics as well as 'hands-on' props also aided motivation.
- In a literacy lesson, in an older class, the sense of wonder was palpable as pupils watched a video clip showing awe-inspiring underground rock formations in readiness for a creative writing task. The teacher expected pupils to use terms such as 'rhetorical question', 'personification' and 'oxymoron' as they discussed with each other the features of their own writing.
- In the Early Years Foundation Stage, adults aim high from the outset. They interact constantly with children, taking every opportunity to develop children's social, observational and language skills. Their encouragement gives children the confidence to try out the many activities on offer. These activities, both indoors and out, are purposeful and varied, carefully planned to promote literacy, numeracy and other aspects of learning.
- The quality of teachers' marking is a key factor in promoting pupils' good progress. Work is marked conscientiously and teachers' comments make clear to pupils how well they are doing and what they need to do next to improve. Pupils say these find these comments particularly helpful.
- In most lessons, pupils are actively engaged. They do not usually have to sit and listen passively for too long. Teachers take account of what most pupils already know, understand and can do, and, in general, they plan activities which challenge pupils well. In a few lessons, the level of challenge was strong enough for pupils' progress to be outstanding. In a small minority, it was less than good because teachers' introductions were too lengthy and pupils had to wait too long before getting down to their own work

The behaviour and safety of pupils are good

- Pupils' behaviour is good and is well managed by staff. Pupils show respect for others and an eagerness to learn. The school is a calm and harmonious community where teachers can teach, and pupils can learn, in a purposeful and effective way.
 - Pupils are proud to take on jobs and responsibilities within school. They develop confidence and self-esteem as they serve, for example, as buddies, librarians, or lunch monitors. They are quick to help people less fortunate than themselves through charity events.
 - Pupils and their parents and carers express confidence that pupils are safe in school and free from harassment. Bullying and safety issues are well covered in lessons and assemblies, and pupils show a good awareness of different types of bullying, including internet-based bullying. They are confident that the school will handle any such instances effectively if they should arise.
 - The school gives good support to pupils whose circumstances may make them particularly vulnerable. It draws effectively on outside agencies for help in doing so. Inspectors saw telling examples of how the school's support has enabled such pupils to play a full part in the life of the school, benefit from the wide range of opportunities it provides, and make good progress.
-

- Pupils respond thoughtfully to opportunities to be still and reflect on life's broader concerns. They enjoy an extensive range of links with overseas schools and they have a good understanding of different cultures. However, they do not yet have opportunities to interact at first hand with people from different backgrounds beyond the immediate locality, something which would enhance their appreciation of the diversity of cultures in modern Britain and better prepare them to take their places in the modern world.

The leadership and management are good

- Leaders and managers keep all aspects of the school's work under close scrutiny. They have an accurate awareness of the school's strengths and weaknesses. Staff share high ambitions and high expectations, and they cooperate well as they seek further improvement for the benefit of the pupils. The school development plan sets out ambitious but realistic targets.
- The performance of staff is overseen closely. At the time of the inspection, two class teachers had only recently qualified. They were receiving high-quality support to make sure that their teaching promoted pupils' good progress. Teachers' salary progression is carefully monitored, and promotion is only given when the impact on pupils' achievement indicates that this is fully deserved.
- Staff training, much of it arranged by the local authority, has led to significant improvement since the last inspection. For example, a new marking policy has ensured that the feedback given to pupils about their work is more effective in promoting progress. The teaching of mathematics has improved, and computer technology is now more effectively used across different subjects.
- The local authority regularly confirms that the standards teachers apply when they mark pupils' work in reading, writing and mathematics throughout the school are in line with the standards agreed nationally. Teachers can therefore tell pupils and their parents with confidence how their standards relate to those of pupils across the country.
- Pupils learn a rich and varied range of subjects. The school offers a wide range of out-of-school activities. Music and the performing arts are exceptionally strong. The school has enjoyed notable success in regional events. Pupils play a variety of musical instruments and enjoy such things as Irish country dancing. A variety of sports, gardening and a languages clubs are also on offer. Visitors, visits and special events such as the recent Year 5 and 6 enterprise event provide memorable experiences.
- Leaders make sure that there is no discrimination of any kind. All pupils, regardless of background or need, have full access to everything on offer. Child protection and safeguarding have a high priority and are kept under stringent review. Leaders see that all legal requirements are met and that good practice prevails.
- **The governance of the school:**
 - Strengthening the effectiveness of the governing body was an area for improvement at the last inspection. There have been significant improvements since then. The governing body is well organised and well informed about the school. Governors undertake frequent training, almost all of it provided by the local authority, to update their knowledge and skills. They know the school's strengths and areas for improvement, and how well it performs against schools nationally. They provide valuable support for the headteacher and can give good examples of the way in which as 'critical friends' they have challenged decisions in the quest

to secure the best for pupils. Some governors are closely involved with the day-to-day work of the school and with the community it serves. Some make formal visits, where they go into lessons, hold discussions with staff, produce written reports and agree targets for further improvement. They know where the strengths in teaching lie and how the school has tackled weaker areas. They have a good grasp of the way finances, including the pupil premium, are used to promote pupils' achievement. They make sure that, when staff move up the salary scales, their promotion relates to their impact on pupils' achievement. Governors play a full part in seeing that all adults who have access to pupils are vetted, and that pupils are kept safe. As a result, the school's arrangements for pupils' safeguarding meet in full the current regulatory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120556
Local authority	Lincolnshire
Inspection number	403442

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	253
Appropriate authority	The governing body
Chair	Claire Fovargue
Headteacher	Marina Faulkner
Date of previous school inspection	3–4 July 2008
Telephone number	01775 820467
Fax number	01775 821866
Email address	enquiries@cowley.lincs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 assesses 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 0300 123 4234, 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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

