



# The Baston Church of England Primary School

Inspection Report

**Unique Reference Number** 120514  
**LEA** LINCOLNSHIRE LEA  
**Inspection number** 280832  
**Inspection dates** 11 May 2006 to 12 May 2006  
**Reporting inspector** Mr. Geof Timms LI

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

<b>Type of school</b>	Primary	<b>School address</b>	103a Main Street
<b>School category</b>	Voluntary controlled		PE6 9PB
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01778560430
<b>Number on roll</b>	162	<b>Fax number</b>	01778560430
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr.D Whattoff
<b>Date of previous inspection</b>	13 March 2000	<b>Headteacher</b>	Miss. R D Yegliss

Age group	Inspection dates	Inspection number
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Baston CE Voluntary Controlled Primary School serves Baston and the surrounding villages. The school is below average size. The area is relatively favoured and most pupils come from better than average social and economic backgrounds. The number of pupils eligible for free school meals is well below average. Most pupils are of White British background and there are a small number from minority ethnic backgrounds. The proportion of pupils with learning difficulties and disabilities is below average. Attainment on entry is above average.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school which helps its pupils achieve high standards. Inspection findings match the school's self-evaluation, which is detailed, accurate and honest. The pupils are well-motivated, polite and hard working, and show pride in their achievements. The school provides good value for money. The teaching is good overall and results in generally good progress. Pupils achieve well in the national tests and by the end of Year 6 a good proportion do well in the local eleven-plus examinations. The good curriculum includes an extensive range of enrichment activities. The pupils' personal development is good, and this is reflected in the positive ethos and hard-working atmosphere found throughout the school. The strengths in the school are in the good quality of leadership and management that is focused on raising standards and in ensuring pupils are well prepared for secondary school. The quality of the provision and the standards achieved in the Reception class are good overall. Whilst teaching is good overall, some lessons are too teacher-directed and do not provide pupils with sufficient opportunities to take responsibility for their own learning, or to take part in more practical and creative activities. In addition the needs of the more able pupils are not always considered sufficiently when lessons are being planned and consequently do not always provide enough challenge. The school has improved the provision for information and communication technology (ICT) since the last inspection, and standards are at least in line with those expected. This work, together with the effective self-evaluation and improvements made in other areas, show that the school has the capacity to improve further.

### **What the school should do to improve further**

- Raise the standards achieved by the more able pupils by ensuring work is better matched to their prior attainment and the teaching is sufficiently challenging. - Provide pupils with more opportunities to take part in creative and practical activities that help them take more responsibility for their own learning.

## **Achievement and standards**

### **Grade: 2**

Pupils generally make good progress and the majority achieve above average standards. The school is particularly effective in encouraging the achievement of boys. As a result they make better than average progress. The attainment of most children on entry to the school is above average. They achieve high standards during the Reception year and, by the time they start Year 1, almost all have achieved the expected learning goals. Standards in reading and mathematics at the end of Year 2 are well above average but standards are not so high in writing, where fewer pupils reach the higher levels. This comparative weakness in writing appears likely to be repeated in this year's assessments and has been recognised by the school as a priority for improvement. Overall standards in Year 6 are well above average but are better in mathematics and science than in English. In 2005 the standards achieved by Year 6 pupils in the national

tests for mathematics and in science were well above average and this reflects the good achievement found throughout the school. Pupils with learning difficulties and disabilities make equally good progress as their peers and this helps them achieve their targets. The school sets challenging targets for all pupils and usually meets them. In 2005, the Year 6 English results were below those expected and the targets were not met, mainly because too few pupils gained higher levels. The school has worked to improve this through a range of measures intended to improve the quality of writing. These initiatives have improved the quality of teaching and the curriculum, but have yet to have much impact on standards.

## **Personal development and well-being**

### **Grade: 2**

The school has a strong sense of community and provides well for pupils' spiritual, moral, social and cultural development. Pupils and adults know each other well and relationships are very good. The pupils are polite and friendly, and those who are new to the school say that it is easy to make friends. Behaviour is very good and the pupils are keen to learn. They understand the rules and routines which make the school orderly and harmonious. Attendance is good. Pupils enjoy their education, and say that lessons are often fun. Older pupils care for younger ones, as seen in the valuable assistance given by Reception helpers'. They are very enthusiastic, for example, about working on the school newspaper or looking after the library. Pupils in Year 6, as house captains or school council members, contribute strongly to the school community and the well-being of others. They are active in fundraising activities for the school and for charities. The school encourages pupils to take responsibility, and they respond well to the opportunities offered. However, the level of independence and initiative expected in lessons is not always great enough. Pupils have a good awareness of how to keep safe and healthy. They are developing the skills they need for their well-being in later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good and has a positive impact on the overall standards achieved by pupils. Expectations of pupils' behaviour are high. In outstanding lessons pupils are provided with challenging activities that promote excellent progress. Pupils in Years 5 and 6 did very well when working to create a radio advertisement. The teaching in the Reception class is good, and sometimes outstanding. The relationships between pupils and adults are very strong. Because of this, pupils take a full part in lessons, answer questions avidly and willingly complete the tasks set for them. In some lessons, however, the teaching is over-directed and does not allow sufficient creativity or encourage pupils to take an active enough part in their learning. In some lessons teachers do not provide sufficient activities that build on the prior learning of more able pupils. Teachers assess pupils' work regularly and set useful

targets for them, individually or as a group. The marking of work often provides pupils with a good understanding of how well they have done and how they can improve.

## **Curriculum and other activities**

### **Grade: 2**

The school provides good breadth and balance in its curriculum. There is good enrichment beyond lessons from clubs, visits and special events. In the Foundation Stage, provision is thorough and imaginative in all the required areas of learning. Older pupils astutely comment that they would like more opportunities for practical and creative learning. The school is aware that there is not always enough open-ended challenge for the most able pupils. The school's music is thriving, with many opportunities to learn an instrument, and to take part in the choir and orchestra. Pupils enjoy the chance to represent the school in sports teams. There have been good improvements in resources and curriculum planning in ICT since the last inspection. The good programme of personal, social and health education underpins pupils' personal development and sets them on course to be good citizens. The school's spacious grounds, including a pond and a wooded area, promote interest in the natural world and care for the environment.

## **Care, guidance and support**

### **Grade: 2**

The school takes good care of pupils. Good arrangements are in place to keep pupils safe, to deal with their individual needs and to support those who may be vulnerable. The strong team of teaching assistants contribute much to pupils' welfare as well as to their learning. Any issues to do with bullying or unkind behaviour are dealt with promptly. Pupils are confident that the adults in the school will help them if they have any concerns. Provision for pupils with learning difficulties and disabilities is good. The staff are alert to their needs, and regularly review their progress. Good work and behaviour are recognised and rewarded. The school has improved the ways it tracks the progress pupils make each year. It is developing the setting of targets to help pupils understand how to improve, but the approaches to this vary between classes and are not yet consistent.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good and have a positive impact on the provision throughout the school. The headteacher and assistant headteacher make an effective and complementary team and are clearly focused on high standards. Recent work as part of a leadership project has enabled the development of subject leadership to move to a higher level and this is having a positive impact, particularly in subjects which have been a recent focus for improvement such as English and ICT. Subject leaders roles have been developed further and they are now much more involved in the evaluation of the teaching and learning. This has improved the provision for writing

for example, but has yet to have a major impact on standards. The monitoring of the school's work has been a strong focus for the senior staff recently and has resulted in accurate self-evaluation and analysis of the school's strengths and weaknesses. There is strong teamwork among all staff and this supports the good capacity to improve further in the future. The use of data on pupils' progress has developed well as a tool for school improvement. The governing body is effective in its work and is very supportive of the work of the school. Very effective use is made of governors' expertise on, for example, the finance committee, and in setting up a focus group to develop ICT and a school website.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school when we visited. We particularly enjoyed talking with you, especially those of you who are on the school council and are house captains. You told us a lot about the things you like doing at school and those things you would like to do more of. This letter is to tell you about some of the important things we saw and found out during our visit. Your parents are mostly happy with your school, and you told us you are very happy there as well. Ideas from the school council are helping make the school a better place. You told us that you like the way teachers help you if you find the work difficult and how they help you know what you have to do to make your work better. You behave very well and this helps the teachers teach you. Some of you have good opportunities to do responsible jobs like producing the newspaper or acting as traffic officers. The school helps you get good test results and this helps prepare you well for secondary school. You are lucky because Miss Yegliss, and the teachers and other adults, all look after and care for you very well. They encourage you to be healthy and to stay safe, and are working very hard to ensure that you learn new things and to make the school even better in the future. Your teachers are keen to make the school even better for you and we think they are know how best to do this. Firstly they need to help those of you who find some of the work easy to try more challenging tasks, and also to give you more chances to do practical, active and creative things so you get more chances to use your knowledge, imagination and skills. You are very lucky to be at such a good, friendly school. Keep working hard and enjoy your time at Baston! Yours sincerely