

# Waddingham Primary School

## Inspection report

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<b>Unique Reference Number</b>	120485
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	313635
<b>Inspection dates</b>	3–4 February 2009
<b>Reporting inspector</b>	John Brennan

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

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	64
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Andrew Dunsmore
<b>Headteacher</b>	Miss Sharon Marsden
<b>Date of previous school inspection</b>	6 June 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	The Green Waddingham Gainsborough Lincolnshire DN21 4SR
<b>Telephone number</b>	01673 818239
<b>Fax number</b>	01673 818239

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This small school admits pupils from the village of Waddingham and the surrounding area. Almost all pupils are from White British backgrounds. The proportion of pupils entitled to free school meals is below average. The proportion of pupils who have learning difficulties and/or disabilities is broadly average. Children join the Early Years Foundation Stage with skills and abilities that are broadly typical for their age. The school has been awarded the Active mark and Healthy School status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. Although standards have risen well of late, in some parts of the school the pattern of achievement is uneven across classes. As a result, the standards are broadly average and achievement satisfactory. Significant strengths in the school's provision for fostering pupils' personal development enable pupils to develop well in this area.

The school has implemented some important changes since the last inspection, but the application of these across classes is inconsistent. Some shortcomings in leadership leave much, as one governor astutely put it, for the headteacher and the governors themselves to 'plan, do, check, act.' For the most part, the leaders carry out their duties well. However, middle leadership, including that in the Early Years Foundation Stage is not fully effective. Not all aspects of the school development plan have been followed through with a sufficiently searching eye. As a result, the overall quality of leadership and management is satisfactory, as are improvement since the last inspection and the school's capacity to secure further improvement.

Following a steady start in the Early Years Foundation Stage, the progress of all pupils picks up through Years 1 and 2. Pupils whose learning needs a boost continue to achieve well through the Years 3 to 6 because of the additional help they are given. However, higher attaining pupils, particularly older ones, are not given work that consistently meets their needs. These pupils are capable of achieving more especially in writing, mathematics and science. In most years standards at the end of Year 6 are broadly average.

Variations in achievement are in large measure due to inconsistencies in the quality of teaching and learning, which is satisfactory overall. There are occasions, especially but not exclusively, in Years 1 and 2, where teaching and learning are interesting and engaging. Not only do pupils gain in knowledge but they also acquire valuable learning skills such as the ability to work with others, solve problems and review their work. In contrast, and more particularly in Years 3 to 6, there are occasions when teaching and learning are more mundane. Tasks, rather than building on each other, comprise a series of short unrelated activities that promote too little in the way of pupils working together to solve problems. In particular, work is too often too easy for higher attaining pupils.

There have been good attempts to make the curriculum purposeful and creative. In the main these work well and the curriculum is good. Through the addition of a broad array of clubs, trips and partnerships such as recent links with India, much is done to add enjoyment and enrichment to pupils' experiences. The quality of care, support and guidance is good. The school looks after pupils well. Pupils' performance is closely tracked and actions to improve the performance of pupils who find learning difficult are working well. The school meets with less success in acting on information regarding the progress of higher attaining pupils. Within the caring ethos of the school, pupils develop positive attitudes towards themselves, each other and learning. Attendance rates are above average. Pupils invariably work hard in lessons, especially when work is interesting and engaging. Pupils readily put the principles of living a healthy active life into practice. Extensive links with the local and wider community give pupils a rounded knowledge of life beyond Waddingham.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Children make satisfactory progress in the Early Years Foundation Stage. By the time they reach Year 1 they commonly meet the goals usually expected of children of this age. Good induction arrangements, including a close partnership with the nearby playgroup, help children to settle into school well. Thorough assessment procedures, spanning the playgroup and the school, ensure staff know pupils well. The warm and encouraging relationships staff establish with children enable children to feel relaxed and secure so that they develop well emotionally. However, provision for Early Years Foundation Stage children within a class of Year 1 and 2 children is not entirely successful. Too much responsibility is given to support staff in morning sessions with the class teacher working in the main with Years 1 and 2. The lack of support staff for some afternoons means the teacher oversees three year groups at once. For the most part, teaching and learning in sessions led by an adult have purpose and work well. However, activities in which children work independently are less successful. Planning lacks a clear sense of purpose and is not tailored to children's differing abilities. There is too little adult input to help guide, prompt and question children. As a result the largely engaging child led tasks do not always lead to sufficient learning nor do they encompass enough widespread outdoor learning. Leadership in the Early Years Foundation Stage has overseen some noteworthy improvement for example, in assessment, in working with parents and in ensuring that children's welfare needs are attended to. However, the success of current arrangements has not been fully evaluated and plans for future improvement are not fully formed.

### What the school should do to improve further

- Improve provision and outcomes further in the Early Years Foundation Stage by improving the quality of teaching and learning in independent activities and by strengthening leadership.
- Raise the achievement of higher attaining pupils in Key Stage 2 by giving them work that is sufficiently challenging and which gives them more opportunities to solve problems, plan investigations and make decisions about learning.
- Help middle leadership develop the skills necessary to implement and evaluate change and ensure that monitoring by all leaders focuses on learning as set out in the school development plan.

A small proportion of schools whose overall effectiveness is judged to be satisfactory but which has areas of underperformance will receive a monitoring visit by an Ofsted Inspector before their next Section 5 inspection.

## Achievement and standards

### Grade: 3

Good strides have been made in improving achievement through Years 1 and 2. Standards at the end of Year 2 have recently risen to be above average in reading, writing and mathematics. Pupils of all abilities do well. This improved momentum is not fully maintained through Years 3 to 6, and in particular tails off towards the end of school. Standards at the end of Year 6 in English, mathematics and science are typically broadly average. Where standards reach above-average levels, as is currently the case in Year 6, it is the exception rather than the rule and is more a sign of a higher starting point than consistently good progress. As elsewhere in the school, pupils with learning difficulties achieve well through the juniors. However, progress

by higher attaining pupils, especially in mathematics, writing and in science is uneven. Work in books and in lessons shows that these pupils are capable of achieving more.

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

### **Grade: 2**

Pupils willingly accept responsibility. Through the work of the School Council and play leaders they make a strong contribution to the school. Pupils work hard in lessons and overall make satisfactory progress in acquiring the key skills needed for the future. When allowed, pupils show that they are capable of working together and of being searching learners. However, there are a few occasions when pupils are talked to for too long so that some pupils switch off and become passive rather than questioning, lively learners. Efforts to help pupils understand how to stay safe are well attuned to their needs; the 'Bikewise' scheme for example helps the many cyclists learn the rules of safe riding. Partnerships with the village and beyond help pupils gain a good understanding of community and a consideration and respect for others. This includes an understanding of life in multi cultural Britain and of international cultures. This is indicative of their good spiritual, moral, social and cultural development.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Classrooms are calm and pupils feel able to give of their best because relationships between adults and pupils are comfortable. There are examples of lively, energetic teaching and learning in some classes. In Years 1 and 2 groups of pupils playing a hoopla game explored number combinations in a thoughtful and enjoyable way. Here, and at times in the juniors, pupils learn through practical activity. This contrasts with teaching in some lessons in the juniors that does not build sufficiently upon skills gained earlier in the school and pupils' past knowledge. Stemming from planning, which does not make it clear what pupils are to learn, some lessons are dominated by too much teacher talk and too little pupil activity. Questioning and the tasks pupils are asked to do can be too superficial, especially for the more able pupils.

### **Curriculum and other activities**

#### **Grade: 2**

A thorough structure to the curriculum for pupils' personal development helps them to learn how to stay safe and make the most of their time at school. Flexible and thoughtful use of schemes is evident in most classes. Learning is woven across subjects to add interest and purpose. Pupils in Years 3 and 4 for example, talk of the 'mixing up' of lessons that weaves learning across subjects. Here, the theme of Australia came together with pupils studying and writing creation stories stemming from Aboriginal origins. Older pupils describe homework as setting them interesting 'challenges'. It is used to good effect to foster searching learning at home. A wide range of well-attended additional activities and trips out of school add interest to school life and broaden pupils' cultural horizons.

### **Care, guidance and support**

#### **Grade: 2**

The school looks after pupils well. Procedures for safeguarding meet government requirements. The school monitors attendance well. The strengthening of pupil tracking systems is working

well for those who need extra help with their learning. The tracking information is used well in guiding the work of teaching assistants, who provide sensitive support, and in directing pupils to particular catch-up programmes. Strong partnerships with a local secondary school help provide some 'master classes' for particularly talented pupils. Although tracking helps spot higher attaining pupils falling short in the progress they could be making, work to address this through everyday teaching is not fully successful. In the main pupils have a good understanding of how to improve their work and are helped to become increasingly adept at appraising their work and that of their peers.

## **Leadership and management**

### **Grade: 3**

Parents and pupils are very happy with the school. Their views are actively sought and taken into account by the headteacher and the governing body. Tracking and the analysis of performance data give the school an accurate picture of how well pupils are doing. With the exception of the Early Years Foundation Stage, which is underrepresented in leadership's strategic thinking, the school development plan is pertinent and well-written. This has led to some key improvements in, for example, curriculum planning and in seeking partnerships that promote community cohesion and help pupils gain a view of life outside of Waddingham. However, the implementation of improvement priorities is too dependent upon the headteacher and the governing body. Whilst governors and the headteacher visit classrooms regularly, the focus of these visits is not always tightly aligned with the school development plan and they do not focus firmly enough on learning. While middle leaders are involved in planning change it is early days when it comes to checking up on the impact of these changes. As a result of these factors, some initiatives, for example the use of pupil targets, are not consistently applied. The governing body fulfils its duties well, balancing the need to support and to act as a critical friend of the school. Its active marketing of the school has led to rising pupil numbers and to secure financial planning and use of funds.

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**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	2

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

5 February 2009

Dear Pupils

Inspection of Waddingham Primary, Waddingham, DN21 4SX

Thank you very much for making me so welcome when I visited your school recently. I have judged the school satisfactory and would like to share with you some of the things I found out.

It felt like I was visiting one big happy family. You were polite and kind to me and I could see that you are polite and kind to each other too. You do a good job in making the school what it is. I was impressed with how much you know about the world outside of the village and with how well older pupils look after younger ones.

You clearly enjoy school, especially the many clubs you can join and lessons in which work is interesting and makes you think hard. While in some classes work is often like this, it is not always the case in some lessons in the juniors. I have asked the school to make sure that lessons in this part of the school are more thoughtful and in particular help those of you who find learning easy to do harder work.

I also felt that there are not enough opportunities for the youngest children in the school to choose activities to do, or enough adults on hand to help with these activities. I have asked the school to make sure that the youngest children are given more and better opportunities to work in this way.

The adults in your school, especially the headteacher and governors, have some good ideas to take the school forward. I have asked them to make sure that all of these ideas work well and that everyone in the school helps put them into action. You can play your part in this by continuing to let the adults know what you think about your school and by continuing to try hard with your work.

Once again, thank you very much and good luck in the future.

Yours faithfully

John Brennan

Lead inspector