

Friskney All Saints Church of England (Aided) Primary School

Inspection report

Unique Reference Number	120620
Local Authority	Lincolnshire
Inspection number	339733
Inspection dates	9–10 March 2010
Reporting inspector	Keith Williams

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	163
Appropriate authority	The governing body
Chair	Mrs Lynette Corten-Miller
Headteacher	Mr Jonathan A Austin
Date of previous school inspection	7 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The large majority of time was spent observing learning, including visits to eighteen lessons, during which nine teachers were seen. Meetings were held with pupils, staff and governors. Inspectors observed the school's work, and looked at its monitoring and assessment records, safeguarding documents and those relating to their health, safety and attendance, and 84 questionnaires returned by parents, together with those from staff and pupils in Key Stage 2.

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

- the extent to which improvement in the progress and attainment of Year 6 pupils in 2009 is sustained by current pupils
- the school's evidence to support its view that pupils make outstanding progress in aspects of their personal development
- the effectiveness of steps taken by the school to improve teaching
- how well governors contribute to monitoring systems and the extent to which their practice is giving leaders an accurate view of the school's performance.

Information about the school

Most pupils at this smaller than average primary school are from White British backgrounds and very few are from homes whose first language is not English. The proportion of pupils identified with special educational needs and/or disabilities, mainly relating to moderate learning difficulties, is above the national average. An average proportion of pupils is eligible for free school meals. Children in the Early Years Foundation Stage join the school in the Reception class. The headteacher was appointed in January 2009. The school is undergoing major building work. Among the new facilities will be a new hall and computer suite.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Friskney All Saints provides a good education for its pupils. As a result of good teaching and leadership, pupils achieve well to reach average standards of attainment by the end of Year 6. The school provides exceptionally strong pastoral care for pupils, who feel extremely safe and secure in its supportive environment, and make excellent progress in their spiritual, moral, social and cultural development. A significant strength of the outstanding care provided is the high quality of support for potentially vulnerable pupils. As a result, these and other pupils are fully included in school life and are able to achieve as well as their classmates. Parents are overwhelmingly pleased with the school's work, one reporting, 'My son has made good progress at Friskney and I am very pleased not only with his academic progress but also how he has developed socially within school.'

After a decline in standards following the last inspection, pupils' attainment is rising. Test results for Year 6 rose in 2009 to average levels, having been significantly below average in the previous two years. Taking account of the starting points of these pupils, they made good progress. The work in pupils' books, their performance in lessons and the school's assessment records show that this improvement is being sustained this year, and pupils currently in Year 6 are well on track to maintain average levels of attainment. This improvement is due, largely, to robust and successful work under the good leadership of the headteacher. There is no complacency. The school is rightly determined that standards should rise further, particularly in writing and mathematics, which lag a little behind those in science. Clear and appropriate plans are in hand to improve the way pupils use and apply their mathematics skills, for example, to solve problems. Opportunities for writing in other subjects have improved since the last inspection. Planning is now being reviewed to ensure that pupils build their writing skills systematically as they move through the school.

Improvements to teaching have ensured that pupils make consistently good progress across the school. Staff have helpfully shared good practice in response to the previous inspection. They have analysed their teaching and have identified areas for improvement, which they have tackled successfully. Systems to track pupils' progress have improved, so that staff have a clear understanding of how well each pupil is achieving. Consequently, teachers can provide extra help for those who need a boost, or who are at risk of underachieving. Staff are rightly aiming to increase the proportion of pupils who reach the higher levels, and have set ambitious targets for improvement. The additional help for pupils led to two-thirds of them reaching the higher Level 5 in the Year 6 2009 science assessments.

Teachers have high expectations of more-able pupils, but lesson planning does not

always indicate sufficiently how the work will be made more challenging for them. Across the school, there are inconsistencies in the quality of marking, which leaves pupils often lacking sharp enough feedback about how well they have done or how they might improve. The school has successfully tackled weaknesses identified in the last inspection. The recent track record of raising attainment and accelerating pupils' progress, while maintaining high levels of care, guidance and support, show that it has good capacity to sustain further improvement.

The school provides a broad and interesting curriculum for pupils, in which a very strong emphasis is placed on promoting their personal development. Consequently, pupils enjoy excellent relationships, with each other and adults, and have a very mature understanding of how to lead healthy lifestyles.

What does the school need to do to improve further?

- Raise attainment, particularly in writing and mathematics by:
 - completing the review of the progression of writing skills from year to year
 - extending opportunities for pupils to use and apply their mathematical skills
 - increasing the proportion of pupils reaching the higher levels.
- Improve teaching by:
 - planning a more consistent challenge for more-able pupils
 - ensuring that marking provides consistently clear feedback to pupils about their performance and how they can improve.

Outcomes for individuals and groups of pupils

2

Pupils' attainment when they first start school covers a broad range but, overall, it is below that expected. Across the school, pupils make good progress in their learning. They achieve well and enjoy school life. National assessment results for pupils in Year 2 have been broadly average in recent years. Those currently in Year 2 are performing at a similar level. The school has worked successfully to arrest the decline in Year 6 results in 2007 and 2008. The improvement in 2009 was greater in science, where results were significantly above average, than in writing and mathematics. Pupils' work in books and in lessons shows that this improvement is being sustained in each subject, but there is still more to do to match the performance in science.

Pupils work hard in lessons and are keen to learn. There is no significant difference in the performance of different groups of pupils, but more-able pupils make their best progress when there is a specific extra challenge for them. For example, in an excellent mathematics lesson in Year 6, more-able pupils rose to the challenge of predicting number sequences that involved negative numbers. Similarly, in a good lesson in Year 2, more-able pupils completed number sentences using larger numbers than their classmates. Across the school, those with special educational needs and/or disabilities make good progress because they are well supported in lessons. The very few pupils

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

who are from homes whose first language is not English make similar progress to their classmates.

The school promotes pupils' spiritual, moral, social and cultural development very well, underpinned by a strong Christian ethic. Pupils are very respectful of each others' views and listen intently when others speak and have a sound understanding of other cultures. They make very brisk progress in their social and moral development and behave well, although a few pupils become restless when expected to sit for too long listening to the teacher. Similarly, a few pupils do not always actively participate in class discussions, or offer answers to teachers' questions. Many pupils behave impeccably, particularly when on public show, for example when visiting the village hall or local church. Pupils make a good contribution to the smooth running of the school, for example by joining the school council. Good progress in the basic skills prepares pupils well for their future education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Lessons are well organised and carefully prepared. Pupils are invariably ready to learn. Although teachers expect more of able pupils and often provide extra support for those

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

who learn slowly, lesson planning is most successful when there is a clear indication of how precisely the work will be modified to meet pupils' specific needs. Good use is made of interactive whiteboards to aid explanations and capture pupils' attention. Staff use a good range of strategies to assess pupils' understanding. Teachers ensure that pupils understand what they are expected to learn and how to judge, for themselves, how successfully they have gained the knowledge and understanding intended. Learners are helped to reflect on their learning during and at the end of lessons. Year 6 pupils are increasingly involved in assessing their own work and there is scope to extend this approach to other years. Marking in literacy is generally good, but the feedback provided for pupils in mathematics and science is not as precise, detailed or helpful.

The school's interesting and enjoyable curriculum is enriched by a good range of visits, visitors and opportunities outside of lessons. Provision for pupils' personal development is a particular strength. The school has rightly identified the need to improve the availability of computers and other technology, and is keenly awaiting a new computer suite.

The school places an exceptionally strong emphasis on securing pupils' health, safety and well-being. All pupils are well known to staff, who keep a close check on the welfare of each individual. Pupils of all backgrounds and abilities are fully included in all aspects of the life of the school. Systems to protect potentially vulnerable pupils and assess potential risk are systematic and thorough. Pupils with special educational needs and/or disabilities receive good support. Teaching assistants make a strong contribution, which is enhanced by good links with outside agencies.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher works well with staff and governors to evaluate the school's work and identify what needs to improve. There is a strong sense of teamwork and a shared commitment and ambition to secure improvement. Subject leaders monitor the work in pupils' books and steps are being taken to involve them more regularly in observing lessons. Although inconsistencies remain in marking, weaknesses are usually tackled robustly, and this focus has contributed considerably to raising standards since the dip in 2007 and 2008. Governors are continuing to improve their involvement in monitoring the school's work and are becoming increasingly well placed to challenge and hold it to account. The information gathered from monitoring and the evaluation of pupils'

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

progress are used well to ensure that leaders have an accurate view of the school's effectiveness and the next steps in its improvement.

The very strong emphasis placed on personal development and welfare ensures that pupils from all backgrounds and of all abilities share the same opportunities to meet their needs. As a result, all groups achieve well, although there is scope to increase the consistency of challenge for more-able pupils. Safeguarding procedures ensure that robust steps are taken to check on the suitability of adults to work with children. Plans are in hand for a governor to complete appropriate safeguarding training. Relationships are very positive and the school, itself, operates as a cohesive community. Leaders have a good understanding of the school's impact on local community cohesion, particularly through strong links with the church, although steps to evaluate its impact further afield are at an early stage.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start in the Reception class. The teacher and teaching assistant work well together and have a good understanding of how young children learn. They provide an interesting and exciting range of opportunities. A good balance between activities led by adults and those chosen by the children successfully promotes independence in learning. Children enjoy their learning very much. They make good progress from their starting points so that most children reach the learning goals expected of them by the end of Reception. Staff carry out careful assessments that build up into helpful 'learning journeys'. Good use is made of the small outdoor area. The

school is exploring ways of improving this outdoor provision. The current construction work on site has limited the availability of indoor space for physical activity, but the school has gained regular access to the nearby village hall to compensate for this. The Reception teacher leads the setting well and children's welfare needs are met successfully.

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

Those parents who returned the questionnaire are overwhelmingly positive about what the school provides for their children. Very few disagree with the statements included in the consultation. Almost all note that their children are happy and enjoy school. They are especially sure that their children are kept safe and that the teaching is good. Inspectors agree.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Friskney All Saints Church of England (Aided) 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 163 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	67	25	30	2	2	0	0
The school keeps my child safe	59	70	24	29	0	0	0	0
The school informs me about my child's progress	41	49	42	50	1	1	0	0
My child is making enough progress at this school	41	49	41	49	1	1	1	1
The teaching is good at this school	46	55	36	43	0	0	0	0
The school helps me to support my child's learning	36	43	47	56	1	1	0	0
The school helps my child to have a healthy lifestyle	44	52	37	44	3	4	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)	34	40	43	51	3	4	0	0
The school meets my child's particular needs	37	44	43	51	1	1	1	1
The school deals effectively with unacceptable behaviour	37	45	41	49	2	2	1	1
The school takes account of my suggestions and concerns	40	48	38	46	4	5	0	0
The school is led and managed effectively	43	52	38	46	2	2	0	0
Overall, I am happy with my child's experience at this school	52	62	31	37	1	1	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.



11 March 2010

Dear Pupils

Inspection of Friskney All Saints Church of England (Aided) Primary School, Boston, PE22 8RD

I am writing to thank you for being so friendly and helpful when we visited your school recently. A special thank you goes to those who met with us, or completed a questionnaire for our survey. This is what we found out.

You enjoy school and are making good progress in your work.

You behave well, work hard and are keen to learn.

You have an excellent understanding of how to stay safe and healthy and you make excellent progress in your spiritual, moral, social and cultural development.

Your teachers make sure that lessons are interesting and they keep a close eye on how well you are learning.

Your headteacher leads the school well and he is well supported by other staff and the governors.

The staff take excellent care of you.

Even though your school is good, your headteacher and the other adults want it to be even better. We have asked them to do two things.

Keep working to make your writing and mathematics even better.

Make sure that those of you who find learning easy get harder work to challenge you, and that you all get more feedback about your work in mathematics and science.

We know you will want to help - please keep working hard, listening to your teachers and reading their comments carefully.

We wish you good luck for the future.

Yours sincerely

Keith Williams

Lead inspector

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