

Mrs Mary King's CofE (Controlled) Primary School

Inspection report

Unique Reference Number	120530
Local Authority	Lincolnshire
Inspection number	327303
Inspection dates	24–25 June 2009
Reporting inspector	Rajinder Harrison

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.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	87
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
Appropriate authority	The governing body
Chair	Mr Shaun Ashfield
Headteacher	Mr Ralph Slaney
Date of previous school inspection	19 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Moor Lane Martin Lincolnshire LN4 3RB
Telephone number	01526 378330

Age group	4–11
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Introduction

An additional inspector carried out the inspection.

Description of the school

This is a smaller than an average primary school. All pupils are of White British origin. Teaching of children in the Early Years Foundation Stage takes place in the Reception class. The school has an above average proportion of pupils with statements of special educational need and with learning difficulties and/or disabilities. These pupils' needs cover a wide range, but are mainly in the category of behavioural, emotional and social difficulties and moderate learning difficulties. Pupil turnover is high with an above average number either leaving or joining the school other than at the normal times. This is partly because the school caters for children from service families.

Private child care is provided on the school site for children before they join the Reception class. A separate inspection of the provision took place at the same time as this school inspection. A copy of the report is available from Ofsted.

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. Achievement across the school is good. Children start in the Early Years Foundation Stage with attainment levels below those typical at this age. Good teaching and exciting activities and experiences help them grow in confidence and independence. Consequently, they make a good start to their learning. By the end of their Reception year, children generally attain average standards in all but their literacy and numeracy skills. Standards are broadly average by the end of Years 2 and 6. Standards are above average in reading and science, average in mathematics and below average in writing. Throughout the school, while most pupils achieve well, more able pupils do not always work to their full capability, particularly in writing. Teachers accommodate pupils' differing needs well in the vast majority of lessons and so learning is good. Occasionally, teachers' are not sufficiently demanding of the more able. In these lessons, the overall pace of learning is satisfactory rather than good. Pupils who find learning difficult achieve well because they receive good support. A good curriculum, enriched with many additional activities, enhances learning well. Opportunities to develop pupils' understanding of the cultures and traditions in the world beyond the immediate locality are less well developed.

The school's calm and supportive ethos helps pupils feel safe, well cared for and valued. Pupils form excellent relationships and are confident that staff will listen to them if they have any worries. Pupils' good personal development is reflected in their exemplary behaviour and their enthusiasm to learn and achieve. Pastoral care arrangements are good. Teachers provide pupils with realistic targets and encourage parents to take an active role in helping their children learn at home. Parents are overwhelmingly positive about the school. 'We're really pleased we chose this school, it's fantastic and my child loves it here', is a typical view expressed by many.

Good leadership and management have ensured the school's continued improvement since the last inspection. The school has good procedures to review its performance. The headteacher involves staff and governors in identifying improvement priorities. Teachers monitor pupils' progress well and, on most occasions, pupils are challenged appropriately. Senior leaders recognise that while overall standards are good, progress is better in some classes than others and that writing continues to be an issue. Nevertheless, leaders are accurate in evaluating the quality of the school's work and have taken effective steps to raise boys' attainment. Governors are very supportive and involved well in the school's development. The school's leaders have good capacity to make further improvements. The school promotes links with parents, the local community and nearby schools well but pupils do not have enough direct links with people in other parts of Britain and other countries to ensure community cohesion is promoted well.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children achieve well in the Early Years Foundation Stage because staff plan interesting activities that encourage independence and enthusiasm for learning. Children work in a safe and secure environment because staff provide the right support to help children gain confidence quickly. Sensitive management and timely interventions allow children to grow and thrive. Children who need individual guidance receive it promptly. Children are happy at school and relate well to others. Their behaviour is good. Clear routines and a well ordered environment help children learn effectively. Parents express very positive views about the school, with comments such as, 'My child loves it here and can't wait to get here.' Parents are confident they can discuss

any concerns with staff and say that staff are very helpful. The links with pre-school providers are less well developed to ensure children build even more successfully on what they have already achieved.

Leadership and management are good. Good teamwork ensures that teaching is good with assessments used well to match activities to children's needs. Discussions, sometimes adult-led and often child-initiated, make learning interesting and fun. Children particularly love the outdoor area that stimulates their curiosity and independence. For example, the 'site office' was very busy with children 'designing houses' and 'taking delivery of building supplies'. As children's literacy and numeracy skills are often the weakest areas when they start school, these are taught particularly well. On occasions, the more able children are not challenged enough to extend their learning.

What the school should do to improve further

- Ensure that teachers plan work that challenges the more able particularly in writing, in order to increase achievement and raise standards.
- Ensure the promotion of community cohesion is rooted firmly in pupils' knowledge, understanding and appreciation of faiths, cultures and socio-economic groups represented in other parts of Britain and in the wider world.

Achievement and standards

Grade: 2

The good achievement seen in the Early Years Foundation Stage is maintained in Years 1 to 6. Teachers know how much progress they expect of pupils in their classes and most ensure this happens. In Year 2, pupils are working at above average levels in reading and close to average levels in writing and mathematics. Pupils in Year 6 are working at above average levels in reading and science. Although this year group has an above average proportion of pupils who find learning difficult, teachers support them well and thus achieve well. At both key stages, standards in writing are not as high as in reading and science because teachers do not always challenge the more able pupils enough. Reading is a strength because pupils' knowledge of letters and sounds is developed well. Writing standards are not as good but effective strategies are in place to remedy this problem. Current Year 6 pupils are working at higher levels than the Year 6 pupils attained in 2008.

Personal development and well-being

Grade: 2

Pupils' good attendance reflects their love of school. Their spiritual, moral, and social development is good and their cultural development satisfactory. Pupils enjoy responsibilities by helping around the school and as school councillors. They organise fund raising activities and decide on improvements, such as re-modelling the school grounds. Older pupils look after younger children and ensure pupils play sensibly and safely. They understand well the harmful effects of smoking and other dangerous substances. Pupils show kindness and concern for anyone who is upset and are confident that if disagreements arise these are resolved quickly. Older pupils express their sadness at having to leave as they say, 'It's so lovely and friendly here'. Pupils contribute well to the community by singing at various functions and supporting church and other community events. They understand well why it is important to adopt healthy lifestyles. Many select healthy lunches and attend the numerous sports clubs the school offers. Visits and visitors contribute well to pupils' understanding of the world of work and leisure.

While pupils' understanding of the multicultural nature of British society is less well developed, they are well aware that differences should be valued and respected. Their good personal skills and secure literacy and numeracy skills means they are well prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching is generally good and consequently pupils learn effectively. Teachers plan the typically good lessons well to include practical tasks where pupils have to think and explore independently. Teachers are especially successful at motivating and engaging the boys by selecting subject matter that holds their attention well, for example, exploring the industrial revolution through music and drama. Pupils respond enthusiastically in lively question-and-answer sessions and discussions where they share their ideas. Teachers use interactive whiteboards well to present information visually so that pupils, particularly those who find learning difficult, learn effectively. Support staff are used well to help groups and individual pupils. Occasionally teachers keep the class together for too long and direct the learning too much. As a result, a few of the more able pupils do not always work to their full capability.

Curriculum and other activities

Grade: 2

The curriculum, enriched by many additional activities that include sport, music and French, is structured and planned well. Provision for information and communication technology is good and teachers use it well for both teaching and learning. The school is developing a creative approach to learning by integrating subjects into topics and themes that make better sense to pupils. For example, history, geography and literacy are skilfully woven together in pupils' work on re-modelling Skegness in Years 5 and 6. While this works well for most pupils in that they see the relevance of what they learn from day to day, this approach does not always allow pupils enough time to consolidate basic skills such as writing. Curriculum planning includes effective intervention activities and support for pupils who need extra help or who fall behind in their targets. A good programme for personal, social and health education supports pupils' personal development effectively. Many visitors, clubs and visits, such as gardeners from the local community, make learning real for pupils, capturing their enjoyment of the natural world as they explore and learn.

Care, guidance and support

Grade: 2

Care arrangements are good. Child protection, health and safety and safeguarding procedures meet requirements. The consideration of pupils' individual needs is sensitive. Staff take prompt action if pupils raise any concerns and the school's good links with external agencies ensure pupils, particularly those with emotional and social difficulties and those who have specific learning difficulties receive the additional support they need to participate successfully. Pupils in Year 6 feel well prepared for moving to their secondary schools.

Academic guidance is good overall. Pupils' progress is tracked effectively and the information guides future planning. All pupils have individual targets and understand what they have to do to attain these. Targets are generally challenging with the exception of writing. Teachers

mark work regularly and offer detailed supportive comments. Occasionally the advice to help pupils improve their work is not precise enough.

Leadership and management

Grade: 2

The headteacher, staff and governors ensure that pupils learn in a very friendly and safe environment. Excellent relations with parents and good links with the local community support pupils' learning well. The leadership team is determined in its efforts to raise standards and, to this end, staff have established a reliable assessment system to ensure pupils are challenged to meet their potential. Strategies to motivate and engage boys more in their learning have resulted in them attaining higher standards this year. The school recognises that targets in writing are still not high enough. Very valuable links with a neighbouring primary school help staff explore strategies to improve provision. Governors are astute in their understanding of the school's work and continually probe to ensure decisions are the right ones to bring about the necessary improvements, for example in writing. They provide good support and challenge. Clear and accurate reports from the headteacher's and the visits that they make to check the impact of actions taken, keep governors well informed. Their promotion of community cohesion is satisfactory. Leaders have agreed an appropriate plan and pupils have a good understanding of the local community. Links with communities that represent a wider range of ethnic, religious and social backgrounds in Britain and in other countries are less well developed.

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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?	2
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	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
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?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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

How good are the overall personal development and well-being of the learners?	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	1
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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**

26 June 2009

Dear Pupils

Inspection of Mrs Mary King's Church of England (Controlled) Primary School, Martin, LN4 3RB

Thank you for the very warm and friendly welcome you gave me when I visited your school recently. I enjoyed being in your school and, with your help, I learnt a great deal about your school.

I think you go to a good school. Your school does many things well.

- Your behaviour is outstanding and you make really good friends there.
- You achieve well and reach above average standards in reading and science.
- Children in the Reception class have fun in their learning and do well.
- You have a good understanding of how to keep safe and healthy.
- Your lessons are interesting. You enjoy learning and you are taught well.
- You learn well in many of your subjects and enjoy numerous other interesting activities.
- You know your targets and your teachers are good at helping you improve your work.
- The staff in your school take good care of you.
- All the staff and governors work well to make sure you have a good education.
- Your headteacher is good at leading the school and knows how to make it even better.

In order to help your school become even better I have identified two key things that your school could do better.

- Make sure teachers plan work that challenges you more, especially those of you who could do harder work, and particularly in writing.
- Help you find out more about people in other parts of Britain and other countries.

You told me how much you like your school and helping your teachers. Perhaps you can ask them to give you writing activities that will help you do even better in writing and help you build links with people in other parts of this country and abroad.

I hope you all do well in your education.

Yours faithfully

Rajinder Harrison

Lead inspector