

Frithville Primary School

Inspection report

Unique Reference Number	120446
Local Authority	Lincolnshire
Inspection number	358762
Inspection dates	17–18 January 2011
Reporting inspector	Lynne Blakelock

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	60
Appropriate authority	The governing body
Chair	Ruth Quinnell
Headteacher	Paul Bargh
Date of previous school inspection	30 June 2008
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Introduction

This inspection was carried out by two additional inspectors who observed two teachers over eight lessons. Meetings were held with middle leaders and with groups of pupils and members of the governing body. The inspectors observed the school's work and looked at documentation relating to pupils' achievement, examples of their work, the school development plan and policies and procedures to keep pupils safe. The inspectors analysed staff and pupil questionnaires and the 17 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- It investigated how effectively the school is addressing pupils' achievement in mathematics throughout the school.
- It analysed the evidence to determine whether provision caters at least satisfactorily for pupils of all abilities, from the Early Years Foundation Stage onwards.
- It collected evidence from all aspects of leadership and management, including governance, to ascertain the capacity of the school to move forward securely.

Information about the school

This is a very small school that reduced in size from three classes to two in September 2010. Several children have joined the school since then. Over a third of pupils travel from Fenland communities outside the catchment area to attend. Most pupils are White British although an increasing number are from an Eastern European heritage and speak English as an additional language. A lower than average proportion of pupils are known to be eligible for free school meals. An above average proportion have special educational needs and/or disabilities, of which most are moderate learning needs. A much higher proportion of pupils than is typical join or leave the school at other than the usual times.

Since the last inspection, improvements have been made to the accommodation for the library, information and communication technology (ICT) and design technology. The school is part of a Networked Learning Partnership with five local primary schools to extend writing and speaking and listening opportunities through creative arts. Following the departure of the previous headteacher in December 2008, there was instability of leadership until the appointment of the permanent headteacher in September 2010. He is also the acting executive headteacher of New York Primary School, with which the school is federated. The two schools have one governing body but have their own budget.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. The headteacher is making his mark. Clear direction, together with great team work and ambition of staff and the governing body, has created a cohesive unit that is moving the school forward. Sound use of the staff skills within the school and federation to strengthen middle management and to share effective practice and resources are resulting in the improvement of provision. Accurate and robust monitoring and evaluation by the headteacher are ensuring that weaknesses are addressed promptly. Monitoring by subject leaders is developing, but not yet comprehensive. Attainment is improving as practices are embedded. The governing body's commitment to the school is shown in its wide involvement although it does not yet find out enough information for itself about the school's performance. Altogether, the school has a satisfactory capacity to move further forward.

Teaching is sound, but with an increasing amount that is good, and the school has established prompt intervention strategies for pupils who have gaps in their learning or find aspects difficult. As a result, attainment is average and progress sound from the Early Years Foundation Stage onwards, including in mathematics where most pupils are on track to reach their targets. Gaps in the mathematical skills of older pupils are being addressed on a daily basis, extending their knowledge steadily. There is not though, sufficient emphasis in the Early Years Foundation Stage on child-led play or use of the outdoor area, to ensure that children can learn for themselves and take part in a full range of learning activities. Planning of lessons throughout the school is often detailed and based on the range of abilities. However, there is slower progress in some lessons where the level of challenge is inaccurate. This is the case particularly for pupils capable of reaching higher levels, for which work is sometimes too easy and does not promote higher order skills. Guidance in lessons is often very helpful to pupils but marking does not regularly promote pupils' good achievement, especially in mathematics, as it rarely informs them what to do next. Similarly, although pupils have targets they are seldom used in lessons and pupils are vague about what they are. The curriculum is becoming more varied. The growing use of themes and links across subjects broaden pupils' knowledge and skills as well as providing more opportunities for them to develop their mathematical as well as their literacy skills.

The school provides a caring environment in which pupils feel safe and happy, and in which parents have growing confidence. New behaviour and attendance strategies are in place to demonstrate the high expectations of the staff. As with many other aspects, they are work in progress. While attendance is average, not enough pupils attend as often as they should, with holidays pulling attendance down.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise attainment and accelerate pupils' progress by making sure that
 - tasks always provide an accurate level of challenge, particularly for those pupils capable of reaching higher levels
 - marking informs pupils clearly how to move forward in their learning
 - pupils have individual targets in English and mathematics that they know, understand, have ownership of, and which are integral to lessons
 - most learning in the Early Years Foundation Stage is child-led and the outdoor area is used fully to extend classroom learning.
- Improve attendance rates by
 - promoting pupils' and parents' and carers' understanding of the importance of good attendance
 - giving pupils ownership of their attendance by providing them with personal attendance targets.
- Increase the effectiveness of leadership and management by
 - ensuring that the governing body monitors the work of the school robustly and knows enough to be able to influence its direction
 - ensuring that subject leaders have a comprehensive overview of provision and outcomes in their areas.

Outcomes for individuals and groups of pupils

3

While there is some variation in the attainment of the small cohorts and above average movement of pupils in and out of the school, pupils of all abilities make satisfactory progress throughout the school. The growing numbers of pupils who speak English as an additional language, and those who have special educational needs and/or disabilities achieve satisfactorily due to the well-focused support of teaching assistants which is accelerating their progress. All groups are benefiting from prompt and accurate identification of their needs and secure staffing. While attainment has fallen since the last inspection, the school's tracking of progress points to an improving picture, particularly lower down the school, where there are fewer gaps in learning.

Although pupils capable of reaching higher levels are not always learning as rapidly as they should, in some lessons, through a mixture of challenging questioning and ownership of their learning, they achieve well. This was evident in a science lesson, where planning catered very accurately for all levels of abilities. More-able pupils combined mathematical concepts with scientific analysis in order to ascertain the similarities and differences between properties of different materials. In both this and a lower achieving group, the probability of specific liquids evaporating provided a lengthy dialogue between pupils and with the teachers, with pupils showing their growing ease in using scientific language. Pupils enjoyed the problem-solving tasks and the decisions they had to make.

The family feel and the ethos of care play a big part in pupils' enjoyment of school. They benefit from taking on roles of responsibility although the majority of these are for older pupils. However, they all enjoy fund-raising for charity. The school council enthusiastically

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works to improve the school for pupils, such as providing wet play resources. Pupils have a satisfactory understanding of the need to be healthy and to keep fit. Enterprise days promote a range of skills that pupils will need when they are older, as well as furthering their social and moral understanding. Overall spiritual, moral, social and cultural development is satisfactory, though opportunities for pupils to build on their multicultural understanding are not regularly planned.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

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

How effective is the provision?

Relationships between staff and pupils are positive and encourage learning. Teachers' subject knowledge is good and their questioning is generally effective, encouraging pupils to think more deeply and extend their learning. Often, tasks are based on experiences that pupils can relate to and which encourage their interest. Since the last inspection, opportunities for pupils to practise and strengthen their speaking and listening skills have been a priority, so they are increasingly confident in offering their views. While in some lessons the pace is brisk and pupils stay focused, in others expectations are not always high enough and a few pupils are off-task. While pupils know the behaviour code, it is not consistently applied in all lessons. The school is addressing this through training and monitoring.

Pupils enjoy the new themes and links across subjects, including those that develop ICT skills. Links with other schools, including its partner school, members of the Networked

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Learning Partnership and a local secondary school, enable shared resources and specialist teaching in a number of areas, including in the popular after-school sports clubs. They support pupils' satisfactory personal development, extend their learning and help them to discover their talents. Provision for pupils with special educational needs and/or disabilities is satisfactory. There is a register of pupils who have particular gifts and talents and occasional provision for them through the cluster of schools, but it is not as a matter of course built into planning. Personal, social and health education is taught throughout the school, providing pupils with a satisfactory knowledge and understanding of lifestyle issues.

The staff know pupils well and those with concerns or needs are supported and cared for. Pupils say that the staff deal with any bullying or unkindness promptly. A designated teacher who oversees pupils' welfare works closely with a range of outside agencies to ensure their specific needs, whether social, emotional or academic, are met. New school systems to improve attendance are being implemented but as yet the importance of attendance does not have a high profile with pupils or with their parents and carers. Pupils do not have clear individual targets. Communication with parents and carers about their children's academic progress is also improving, with half-termly reports providing them with a fuller picture of their child's achievements. Pupils are helped to settle when they arrive mid-year, and are confident about moving to secondary school because of a range of activities to prepare them for the next stage of their education.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Since his appointment, the headteacher has moved quickly to address key weaknesses. All of the resulting initiatives have been based on an accurate understanding of the school's strengths and needs. The continuing rigour and extent of the monitoring and evaluation of the school's performance are resulting in sound improvements to provision and outcomes, including some acceleration in pupils' progress, where teaching is regularly good. The school is able to promote equality of opportunity and freedom from discrimination soundly because it evaluates pupils' performance, although not their involvement in school activities. The federation has resulted in a wider range of skills within the staff, which are being utilised to improve the consistency of teaching and learning and to strengthen middle leadership. In particular, there is good communication and a shared vision and commitment to improvement. Governance is sound. The governing body oversees its safeguarding duties satisfactorily and the school meets requirements. The governing body's knowledge of the performance of the school is increasing as it gets to grips with monitoring performance and provision within subjects. At the same time, communications

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with parents and carers have increased, leading to their more positive attitudes towards the school. Although the school is promoting community cohesion, strategies are not built into curriculum planning and the lack of structure means that there is unevenness in provision across socio-economic, religious and ethnic contexts.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children join the Early Years Foundation Stage with levels of knowledge and skills that are in line with and in some aspects, such as communication and language and literacy, a little below those expected for their age. They settle quickly in the accommodation that they share with Key Stage 1 pupils, which provides a friendly and caring environment and well-established routines. The children are developing skills of cooperation and sharing, and show sensitivity to the needs of others. They are proud to be entrusted with jobs. Staff emphasise the importance of behaving safely, both in daily routines and in activities, and the children respond to these. Planning shows a sound range of activities, indoors and outdoors, although not enough learning is child-initiated and outdoor learning is not integral to planning. Consequently, there is not a free-flow of indoor and outdoor learning. Assessments and recording of the children's learning are comprehensive, providing an accurate basis for planning future tasks. However, while some activities match closely the levels at which the children are working, more-able children are not always challenged sufficiently to enable them to make the progress of which they are capable. Speaking and listening skills are promoted in all activities and increasingly good quality questioning and the support of teaching assistants are encouraging faster progress. The leadership and management of the key stage are strengthening, and relationships with parents and carers are good. By the end of the key stage, children's attainment is broadly average, demonstrating their sound progress.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	3
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Of those who responded to the questionnaire, most parents and carers were supportive of all aspects of the school's work. Every parent or carer who responded judged that the school keeps their child safe. Few added comments. Those that did praised the welcoming approach of the staff and their handling of issues. A very few recorded concerns about whether work is challenging enough for more-able pupils and whether the behaviour of a number of pupils is always as it should be. The school acknowledges these issues, which were reinforced by inspection findings and which the headteacher has started to address.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Frithville 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 17 completed questionnaires by the end of the on-site inspection. In total, there are 60 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	53	7	41	0	0	0	0
The school keeps my child safe	12	71	5	29	0	0	0	0
My school informs me about my child's progress	5	29	9	53	2	12	0	0
My child is making enough progress at this school	6	35	7	41	3	18	1	6
The teaching is good at this school	7	41	9	53	0	0	0	0
The school helps me to support my child's learning	5	29	8	47	3	18	1	6
The school helps my child to have a healthy lifestyle	10	59	6	35	1	6	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)	3	18	10	59	1	6	1	6
The school meets my child's particular needs	6	35	7	41	1	6	1	6
The school deals effectively with unacceptable behaviour	6	35	8	47	3	18	0	0
The school takes account of my suggestions and concerns	6	35	10	59	0	0	0	0
The school is led and managed effectively	9	53	6	35	1	6	0	0
Overall, I am happy with my child's experience at this school	10	59	6	35	0	0	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



19 January 2011

Dear Pupils

Inspection of Frithville Primary School, Boston, PE22 7EX

Thank you for welcoming us into your school and sharing with us your thoughts about what you learn and do. We enjoyed talking to you and observing you playing and learning, throughout our visit.

Your school is giving you a satisfactory education. You make sound progress through the school and your attainment is average. Teaching is sound and a growing number of lessons are good. Your headteacher and the staff are making important improvements. One of these is the curriculum which is being organised so that you can learn more through themes and for yourselves. The links with other schools, especially with New York Primary School, are providing you with a wider choice of activities, as well as more specialist teachers and after-school clubs. Behaviour is satisfactory and a lot of you always behave well. The new rules, which you told us you drew up, should help make sure that everybody behaves well.

Your school is moving forward but it can do better. To help you to reach higher levels in English and mathematics, I have asked your headteacher to make sure that more teaching is good. In particular, your work must offer all of you a good level of challenge to quicken your progress. I have also asked that marking tells you what to do next to help you to move on in your learning and that you have personal targets in English and mathematics to focus you on what you need to learn. Although the attendance of some of you is above average, for many it is just average, and for a few, below. If you are one of these you may be losing too much learning time. I have asked your headteacher to involve you in your attendance by giving you all a target to work towards. Subject leaders are going to monitor the quality of learning in their subjects to see if it is as good as it can be. Children in the Early Years Foundation Stage do not have enough opportunities to learn and play outside and to learn for themselves and the staff are going to address this.

I hope you will help the staff to make these important improvements.

Yours sincerely

Lynne Blakelock

Lead Inspector

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