

# Partney Church of England Aided Primary School

Maddison Lane, Partney, Spilsby, Lincolnshire PE23 4PX

## Inspection dates

19–20 June 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Leaders and governors lost no time in responding to the recommendations from the previous inspection. Their actions have resulted in considerable improvements in the quality of teaching throughout the school.
- Middle leadership has improved and leaders at all levels have strong capacity to ensure sustained improvement.
- Teachers have consistently high expectations of pupils. They use questioning and assessment astutely to provide pupils with guidance on how to improve their work.
- The quality of work in pupils' books is good in all year groups and across a range of subjects. This reflects pupils' pride in their work and their positive attitudes to learning.
- Pupils' behaviour in lessons and around school is calm and orderly. Relationships are strong, and older pupils are rightly proud of how they support the younger ones.
- Safeguarding is effective. Pupils have a mature understanding of bullying and of how to keep themselves safe.
- Leadership and teaching in the early years are strong. Children are well prepared for Year 1.
- In key stage 2, rates of progress in writing have steadily improved over three years. In 2018, progress in reading remained in line with the national average.
- Rates of progress in mathematics in key stage 2 have fluctuated over time and are not as strong as in reading and writing.
- Pupils' attainment in reading and mathematics at the end of key stages 1 and 2 has remained below average since the last inspection. However, current assessments show improved teaching is having a positive impact on standards throughout the school.
- In some areas of the curriculum, the learning is not sequenced in a way which enables pupils to consolidate and deepen their understanding. Leaders' work to review and revise the curriculum is not yet complete.

## **Full report**

### **What does the school need to do to improve further?**

- Improve the quality of leadership and management by ensuring that curriculum plans are effective in supporting pupils to consolidate and deepen their knowledge and skills through well-sequenced activities.
- Improve the quality of teaching, learning and assessment by ensuring that the recent improvements to the teaching of mathematics are embedded throughout the school, leading to improved rates of progress and higher attainment at the end of key stages 1 and 2.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders responded quickly to the recommendations from the last inspection. The introduction of a systematic programme of monitoring and training and clear measurable plans for improvement have led to greater consistency in the quality of teaching throughout the school.
- Middle leadership has improved significantly over the past two years. In response to well-targeted training, the leaders for English and mathematics have produced careful plans for improvement in their respective subjects. They carry out regular checks on the quality of teaching and learning and, as a result, they have a clear overview of strengths and weaknesses to ensure sustained improvements.
- Parents, carers and staff are effusive in their praise for the school. All of the staff who responded to Ofsted's online survey said they are proud to work at the school and that it has improved since the last inspection. Parents strongly appreciate the teaching and care their children receive, expressing views such as 'I would highly recommend it to other parents' and 'It is a gem of a school.'
- The headteacher is currently providing interim leadership of the provision for pupils with special educational needs and/or disabilities (SEND). There has been a significant increase in the proportion of pupils with SEND who have joined the school since the time of the last inspection. The headteacher has responded swiftly and has ensured that these pupils receive effective support for their additional needs by means of regular reviews and assessments and by providing enhanced training for staff. This is having an increasingly positive impact on pupils' progress from their starting points.
- Leaders ensure that the additional funding for disadvantaged pupils is used effectively to support their learning and welfare needs. The additional support is targeted according to leaders' analysis of pupils' specific barriers to learning. As a result, disadvantaged pupils make good progress in reading, writing and mathematics.
- Pupils' spiritual, moral, social and cultural development is effectively promoted through the curriculum. Assemblies are systematically planned to ensure coverage of a wide range of themes in line with the school's values and fundamental British values. In all year groups, the work in pupils' books contains reference to a diverse range of faiths and cultures. Pupils' personal and social development is enriched by extra-curricular activities, such as drama club, writing club, choir, sports clubs and sewing club.
- Leaders are currently reviewing the curriculum to ensure that it is broad and balanced and relevant to the needs of pupils and the context of the school. Leaders recognise there is a need, in some subjects, to ensure that lessons are more deliberately sequenced to develop and deepen pupils' knowledge and understanding. For example, work in books suggests that science lessons are sometimes taught in isolation, with an activity relating to electricity closely followed by an unrelated activity on forces and another on the human body.

## Governance of the school

- The effectiveness of governance has significantly improved since the last inspection. In response to training and guidance from the local authority, governors describe themselves as 'completely upskilled'. They have made positive changes to the committee structure so their meetings are closely focused on school improvement.
- Governors have ensured that they carry out regular monitoring visits, alongside leaders, to gain an accurate overview of the strengths and weaknesses across the school. Minutes of the governing body meetings show governors use the outcomes of their monitoring to hold leaders to account for the school's performance.
- Governors receive regular reports from leaders to assure themselves that the additional funding relating to the pupil premium, the primary school physical education and sport funding and the funding for pupils with SEND are used effectively to raise standards and support pupils' physical and mental well-being.
- Governors fulfil their statutory duties regarding safeguarding. They have ensured that training is up to date.

## Safeguarding

- The arrangements for safeguarding are effective.
- Employment checks are up to date and meet statutory requirements.
- Leaders and staff work effectively with a range of external agencies to make sure that pupils are safe. Records show that swift, appropriate actions are taken in response to concerns.
- There is a strong culture of careful vigilance and concern for pupils' welfare embedded throughout the school. Pupils, parents and staff agree that the school is a safe place where pupils thrive. A typical comment from parents is 'It is a safe and welcoming environment.'

## Quality of teaching, learning and assessment

**Good**

- Pupils in all year groups show positive attitudes to learning. They respond well to routines and to teachers' instructions. Strong relationships are evident throughout the school, ensuring that lessons flow smoothly and pupils work with diligence.
- Teachers have good subject knowledge and use questioning effectively to assess what pupils know and can do. This enables them to match activities to pupils' abilities and to provide thoughtful guidance for pupils on how to improve their work. For example, in an English activity in Years 3 and 4, pupils showed focus and persistence in creating grammatically correct sentences, using helpful resources provided by the teacher. Those who were most able extended their skills through creating their own sentences, and pupils with SEND built confidence and self-esteem through the successful completion of the task.
- Teachers have consistently high expectations of pupils in all year groups. They insist that pupils present their work to a high standard across a range of subjects. It is clear

from the comments in pupils' books that teachers frequently ask challenging questions which encourage pupils to extend their learning, such as 'How do you know?', 'Convince me' and 'Now do this in a different way.'

- The teaching of English is effective. The positive impact of the recent work to improve pupils' understanding and use of vocabulary is evident in their written work and in their reading. For example, in a Year 6 poetry activity, pupils used vocabulary such as 'relentless', 'inclement' and 'copious' when composing poems about the rain. Workbooks show that pupils in all year groups carry out regular activities to develop a rich, deep understanding of ambitious vocabulary.
- Pupils have regular opportunities to edit and improve their work. As a result, they produce written work of a consistently good standard across a range of styles, such as letter-writing, poetry and stories. Pupils appreciate the 'freedom Fridays' when they have free rein to produce pieces of creative writing on a theme of their choosing.
- Pupils who read to the inspector did so with accuracy and enjoyment. The younger pupils used their phonics knowledge accurately to read unfamiliar words and the older pupils read with good expression and fluency. They happily explained how they use the well-stocked school library to select books to read for pleasure and to support their topic work.
- The teaching of mathematics is improving as a result of the current focus on this aspect of the curriculum. Teachers have used the training provided to better promote pupils' ability to reason mathematically through problem-solving. Early signs are that this is proving effective. However, the impact on pupils' progress and attainment in mathematics is yet to be confirmed.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school. They described, with pride, how they value the close-knit family atmosphere, saying, 'Everyone looks out for everyone.' The older pupils are especially mindful of the needs and welfare of the younger ones, explaining how they make sure to keep them out of harm's way outside at playtimes.
- In discussion, pupils described the pitch of learning in lessons as 'just right'. They appreciate the opportunities to select from a bronze, silver or gold level of challenge. Pupils were eager to explain the new system of pre- and post-teaching in mathematics. They say this means that they can build on their previous knowledge to absorb new learning.
- Pupils have had regular teaching about bullying, in lessons and in assemblies. As a result, they have a clear understanding of the different types of bullying and what to do if they have any concerns, although they explained that bullying is very rare at the school. Pupils showed a mature understanding of what may cause someone to be unkind, explaining that it may be because they have problems at home and need to 'let their anger out'. Pupils also observed that being different 'takes real guts' and was no reason to be bullied.

- Leaders and staff promote effectively pupils' personal development by providing opportunities for them to take on responsibilities, such as the 'mini police', school council or the Year 5 daily reading buddies with the younger pupils. The well-equipped outdoor spaces provide exciting play activities to promote physical fitness and positive social interaction.

## Behaviour

- The behaviour of pupils is good. Pupils' conduct around school was calm and courteous throughout the inspection. They treat others with natural kindness and respect.
- Records show that incidents relating to behaviour and bullying are rare. When they do occur, leaders take appropriate actions, including liaison with parents. The introduction of strategies, such as the 'class skills' programme and a green book for recording positive acts of kindness, have resulted in a reduction in recorded incidents.
- There has been one fixed-term exclusion since the previous inspection. Records show that this was handled appropriately, in line with regulations. There have been no recurrences to date.
- Current records show that attendance has improved this academic year and is above the national average. The headteacher's careful monitoring means that she is aware of the small number of pupils who are persistently absent. Such absences typically relate to illness or unauthorised term-time holidays.

## Outcomes for pupils

**Good**

- The school's latest assessments show that current pupils in all year groups are making strong progress in reading and writing. Assessment information shows that progress in mathematics is less strong but evidence from work in books and from observations of learning suggests that pupils' attainment in mathematics is improving.
- Disadvantaged pupils and pupils with SEND are making increasingly strong progress from their starting points in all three subjects.
- Pupils' progress in writing at the end of key stage 2 has improved significantly over the last three years. Progress in reading has remained in line with the national average. Progress in mathematics improved in 2018 after a period of fluctuation.
- Pupils' attainment in writing at the end of key stage 2 has been at least in line with the national average for three years and above average in 2017 and 2018, both at the expected standard and at greater depth. Attainment in reading and mathematics was below average in 2018 at the expected and higher standards.
- The proportions of pupils who are currently on track to achieve at least the expected standards in reading, writing and mathematics in key stage 1 and in the national phonics screening check in Year 1 have increased.
- Evidence from work in books and from observations of learning confirms that improved teaching is having a positive impact on learning and progress throughout the school.

## Early years provision

Good

- The very small number of children in the Nursery and Reception Year form part of the key stage 1 class, alongside pupils in Years 1 and 2. Leaders and staff have made sure that the indoor and outdoor learning spaces are used effectively so that children receive teaching in line with the early years curriculum to which they are entitled.
- Leadership and teaching in the early years are effective and, as a result, children make increasingly strong progress from their starting points. Currently, all of the children who have been part of the school since September are on track to achieve a good level of development by the end of the year. Children who joined the school this term have received individual support and attention to help them settle quickly.
- At the time of the previous inspection, there was uncertainty regarding roles and responsibilities in the early years leadership. Roles are now settled, and leaders have clear plans for development. Leaders have used the outcomes of regular reviews to instigate positive changes in the early years learning environment. The provision consists of large well-resourced indoor and outdoor areas in which staff provide high-quality activities to promote children's development in all areas of learning.
- The work in children's books shows that they have regular opportunities to practise writing. As in the rest of the school, vocabulary development is a key focus in the early years. This can be seen in their books, where it is noted when children give accurate verbal definitions of words such as 'gigantic', 'sneak' and 'bellowed'.
- The early years team uses assessment effectively to guide and extend children's learning. Using the children's interests as a starting point, staff skilfully and frequently incorporate activities to develop children's early reading, writing and mathematics skills. Highly positive relationships enable children to thrive as they become keen learners and caring individuals. For example, in the outdoor area, children were observed using tricycles with care and consideration to avoid others playing nearby.
- Leaders and staff work effectively with parents and other agencies to provide appropriate support for children with SEND.
- Safeguarding in the early years is effective. Staff receive training in line with the rest of the school and are aware of how to raise any concerns regarding children's welfare.
- Parents of children in the early years express confidence in staff and appreciation for the teaching and care their children receive. There are frequent opportunities for home-school liaison, for example through the shared 'magic moments' books. Staff visit the pre-school providers and offer home visits prior to admission to ensure a smooth transition into school.



## School details

Unique reference number	120627
Local authority	Lincolnshire
Inspection number	10087360

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	71
Appropriate authority	The governing body
Chair	Kathryn Odlin
Headteacher	Susan Kay
Telephone number	01790 753 319
Website	<a href="http://www.partneyschool.co.uk">www.partneyschool.co.uk</a>
Email address	<a href="mailto:enquiries@partney.lincs.sch.uk">enquiries@partney.lincs.sch.uk</a>
Date of previous inspection	26–27 January 2017

## Information about this school

- Partney Church of England Aided Primary School is much smaller than the average-sized primary school. Pupils are taught in three classes, one of which has children in the Nursery and Reception Years and pupils in Years 1 and 2. The second class contains pupils in Years 3 and 4 and the third class contains pupils in Years 5 and 6.
- The proportion of disadvantaged pupils is in line with the national average.
- The proportion of pupils with SEND is well above the national average, owing to an increased intake since the last inspection. Pupils with SEND constitute one third of pupils currently on roll.
- The proportion of pupils of White British heritage is larger than average.
- The proportion of pupils who speak English as an additional language is well below the national average.



## Information about this inspection

- The inspector observed learning in seven lessons or parts of lessons, all jointly with the headteacher.
- The inspector looked at work in a wide range of pupils' books and considered the school's assessment information on the progress and standards achieved by current pupils.
- The inspector listened to pupils read and talked with them about their reading.
- The inspector met with a group of pupils from Years 5 and 6, and spoke with pupils informally in lessons and around school.
- The inspector met with the headteacher and other leaders with specific responsibilities in the school. The inspector also spoke with a range of other teachers and support staff.
- The inspector had a meeting with a group of governors, including the chair of the governing body.
- The inspector held a telephone conversation with a representative of the local authority.
- The inspector met with parents at the start of the school day and considered the views of 25 parents who completed Ofsted's online survey, Parent View. The inspector considered six responses from Ofsted's online staff survey and 19 responses from the pupils' survey.
- The inspector considered a wide range of documentation, including the school's improvement plan and self-evaluation summary, minutes of meetings of the governing body, attendance records, behaviour and bullying logs, external reports on the work of the school, monitoring and evaluation records and a range of documents relating to safeguarding.

## Inspection team

Christine Watkins, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019