Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

2 February 2011

Mr A Sanders
Headteacher
Saltfleetby C of E Primary School
Main Road
Saltfleetby
Louth
LN11 7SN

Dear Mr Sanders

Ofsted 2010–11 subject survey inspection programme: science

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 24 January 2011 to look at work in science.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with staff; scrutiny of relevant documentation; analysis of pupils' work; and observation of four lessons.

The overall effectiveness of science is good.

Achievement in science

Achievement in science is good.

- Over the last three years, all pupils have attained the expected Level 4 by the end of Key Stage 2 and pupils' attainment overall has been above the national average.
- The school rightly recognises that, in some cohorts, more pupils could attain the higher Level 5 by the end of Key Stage 2.
- Pupils, including those with special educational needs and/or disabilities, make good progress relative to their starting points.
- In lessons, pupils are motivated well and show a willingness to engage in group tasks. They can follow instructions carefully, record their observations and communicate their scientific understanding confidently, both orally and in writing.

Quality of teaching in science

The quality of teaching in science is good.

- Teachers and teaching assistants know each individual pupil well. This knowledge is used carefully to ensure planning and support is modified effectively to meet pupils' learning needs and allow them full access to the curriculum.
- Teachers' planning incorporates a good range of activities and pupils clearly enjoy the regular opportunities for practical exploration of scientific ideas. These activities make a good contribution to the development of pupils' scientific enquiry skills and their understanding of scientific concepts.
- Marking of pupils' books acknowledges what they have done well. However, pupils do not often respond to written questions or thinking prompts posed by teachers resulting in missed opportunities to extend their learning.
- In lessons, pupils have limited opportunities to assess their own work and to take responsibility for its improvement.
- New approaches to assessing pupils' development of scientific enquiry skills have been introduced recently. The use of this assessment information to inform planning for the next steps in pupils' learning has yet to be fully established.
- Information and communication technology (ICT) resources have improved significantly over the previous year. Staff are becoming increasingly confident in the use of ICT to support learning.

Quality of the curriculum in science

The quality of the curriculum in science is good.

- The National Curriculum is covered well in each mixed-age class. Links between subjects are used effectively to increase curriculum relevance.
- Creative approaches to the curriculum, such as themed days, role-play and learning outside the classroom are making a good contribution to pupils' motivation in lessons and their enjoyment of science.
- Children in the Early Years Foundation Stage make good progress in developing their knowledge and understanding of the world because the curriculum is matched well to their learning needs.
- A broad range of extra-curricular and enrichment opportunities is in place with good use of the local environment and links with other schools to support learning.

Effectiveness of leadership and management in science

Leadership and management in science are satisfactory.

- As a result of the changes to subject leadership the team has identified appropriate areas for development. However, it is too soon to see the impact of these new leadership arrangements on pupils' outcomes or provision partly because of significant staff absences in both schools.
- Formal monitoring of provision has been limited. However, the school's view, formed from informal 'drop-ins', reflects the findings of the lesson observations undertaken during this inspection.
- Currently, no formal target-setting or monitoring of pupils' progress takes place.
- Teachers' practice has been developed effectively through whole-school training and work with colleagues in the partner school although, the focus of training has been generic rather than science-specific.

Areas for improvement, which we discussed, include:

- setting targets for pupils and monitoring their progress carefully to increase the proportion of pupils gaining the higher Level 5 by the end of Key Stage 2
- supporting pupils in taking responsibility for improving their own work
- monitoring and evaluating provision rigorously to pinpoint areas for improvement more accurately.

I hope that these observations are useful as you continue to develop science in the school.

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

Katrina Gueli
Her Majesty's Inspector