

# Stallingborough CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	118017
<b>Local Authority</b>	North East Lincolnshire
<b>Inspection number</b>	358246
<b>Inspection dates</b>	15–16 June 2011
<b>Reporting inspector</b>	James Alexander

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	78
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss Tanya Shields
<b>Headteacher</b>	Mrs Katie McGuire
<b>Date of previous school inspection</b>	20 November 2007
<b>School address</b>	Station Road Stallingborough, Grimsby Lincolnshire DN41 8AP
<b>Telephone number</b>	01472 882438
<b>Fax number</b>	
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons taught by three teachers. They held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at a range of documentation including policies for safeguarding, the school's assessment records and school development plans. The 51 questionnaires returned by parents and carers were also analysed.

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

- Whether the school assessment records indicate that all pupils currently make at least satisfactory progress from their individual starting points.

-Whether the quality of teaching and the curriculum are adjusted to meet the needs and aspirations of the more able pupils.

- How well pupils know their targets and if they know how to improve the quality of their work.
- The impact of leadership, at all levels, on raising attainment and accelerating progress for all pupils.

## Information about the school

This is a smaller-than-average-sized primary school. All pupils come from White British backgrounds. The number of pupils known to be eligible for free school meals is below the national average. The proportion of pupils identified as having special educational needs and/or disabilities is also below average. There are currently no pupils with a statement of educational needs. The school is arranged into three classes: Class One is for Reception children and Year 1 pupils; Class Two is for Year 2 and Year 3 pupils; and Class Three is for pupils in Years 4, 5 and 6.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school that provides well for its pupils. It is a very happy school where pupils feel safe. They appreciate the learning opportunities provided by the teachers and say, 'we are trusted with so much at this school'. Pupils understand the importance of staying fit and well, take plenty of exercise and many choose to eat healthily. The school has a friendly and harmonious working atmosphere where older pupils take responsibility in a mature and helpful way. This is done without fuss or in an attempt to seek attention or praise, rather with a genuine desire to be caring and helpful. Pupils' behaviour is outstanding. High attendance reflects both the leaders' desire for excellence and pupils' enjoyment of what this good school has to offer. Their spiritual, moral, social and cultural development is excellent.

Attainment by the end of Key Stage 2 has risen in the past two years and is now above average. An above-average number of pupils also gain higher levels in English and mathematics by the end of Year 6. Progress, given pupils' average starting points, is good. Attainment by the end Key Stage 1 is also above average in reading and mathematics but remains broadly average in writing. Whilst an average proportion of pupils, by the end of Year 2, gain higher levels in reading, few pupils do so in writing and mathematics. Pupils with special educational needs and/or disabilities make good progress due to the well-targeted support and the robust monitoring of provision by the headteacher. Learning and progress are good because of the effective teaching and the pupils' own desire to do well. The overwhelming majority of lessons observed during inspection were good and were effectively supported by well-deployed teaching assistants. The quality of marking is good due to both the concerted effort of teachers and also pupils' willingness to embrace the need to improve their work. However, when classes are taught by temporary staff the marking is not always as robust.

With strong leadership and the commitment of the staff, the school is building on the already good curriculum. The headteacher has built a sense of unity and common purpose amongst all staff. The governing body has a large number of new members, who have lost no time in getting to know the school. The headteacher has embedded a robust system for tracking the progress pupils make. Leaders have also developed plans for further improvement in school, although these are not always focused sharply enough on measurable outcomes for pupils. The school has a drive and determination to succeed and this, coupled with accurate self-evaluation, provides good capacity for it to improve further.

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

- Raise attainment by the end of Key Stage 1 by:

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- increasing the proportion of Year 2 pupils gaining higher levels
  - accelerating progress made in writing to match that made in reading and mathematics
  - monitoring the quality of marking by temporary teachers to ensure pupils get clear guidance about how to improve the quality of their work.
- Ensure that leaders and managers, at all levels:
- make more effective use of the increasing amount of information collected about pupils
  - develop strategic plans that focus on improving outcomes for pupils in ways that can be measured.

**Outcomes for individuals and groups of pupils****2**

Pupils enjoy school and are enthusiastic about their learning. Pupils say this is because, 'lessons are fun and challenge us'. Learning opportunities are also relevant to pupils' interests. Pupils in a Class One mathematics lesson, for example, used their knowledge of the school's recently-hatched chicks to count, sort and order eggs. Pupils respond well to the high expectations and good routines set for them. During the inspection pupils in a Class Three lesson quickly settled, participated well and rose to the challenge provided by the teacher in a philosophy lesson. Pupils take pride in their work and the quality of display around the school is good.

Children generally start school with skills that are broadly similar to those expected for their age, although this can vary from year to year due to the small cohorts. Across the school pupils' attainment has risen and progress accelerated in recent years due to improvements in the quality of teaching. School data and work seen in lessons and in pupils' books clearly demonstrate that pupils have been helped to catch up with previous underachievement, because all groups of learners make consistently good progress throughout the school. The good support offered to pupils with special educational needs and/or disabilities ensures that they also make good progress as they move through school.

Pupils are helped to become confident in their own abilities and by the time they leave Year 6 they are caring and independent young people. Pupils are excellent ambassadors for the school; their behaviour is outstanding. Attendance has improved year on year and is now exceptionally high. The school listens carefully to what pupils have to say. Consequently, their self-esteem and appreciation of the views of others has grown and is a major factor in their excellent spiritual, moral, social and cultural development.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> 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?

Effective teaching enables pupils to make good progress as they move through the school. In the best lessons teachers make very good use of the time available. They plan a variety of activities to interest and engage the pupils, developing their knowledge and also enabling them to apply the skills they have learnt in a relevant way. In these lessons teaching assistants are deployed very well so that not a moment of time is wasted. Lessons move on at a fast pace and pupils use information and communication technology confidently to support their learning appropriately. The level of challenge for all pupils is well matched to their individual ability and teachers make good use of what they know about the pupils to extend their understanding further. In a very small minority of lessons some pupils become more passive in their learning if teachers talk for extended periods of time. Pupils have a good understanding of the targets they have been set and what is required to meet them. Work in pupils' books also reflects the effectiveness of the school's improvements to how most teachers mark work. The guidance offered and opportunity for pupils to respond have helped raise attainment across the school. Where work is marked more generally for factual accuracy, rather than providing clear guidance about what they need to do to improve, it is less effective.

The creative curriculum is meeting the needs and interests of pupils increasingly well and contributing to their enjoyment of school and the progress they are making. A key strength is the way in which teachers listen to the interests, such as gardening, and views

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of the pupils so they can adapt learning to meet their needs. Teachers skilfully plan such aspects into other subjects such as literacy and numeracy. The school provides a wide range of clubs and activities that not only cater for a variety of interests but also help to boost performance in lessons. These clubs are well attended by pupils in both key stages.

The good care, guidance and support contribute effectively to pupils' good personal development and sense of well-being. The school places a strong emphasis on fostering pupils' respect for one other. Pupils with special educational needs and/or disabilities are supported well through structured individual plans and tailored programmes of work. Parents and carers speak highly of the support offered to children and families alike.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Improvements in both provision and attainment are driven by the good leadership of the headteacher and the committed staff team. Together, they have effectively distributed leadership and management responsibilities so that everyone works to their strengths. The school knows well its own strengths and areas to improve. Since the last inspection leaders have ensured improvement in significant areas and there is a shared, strong determination that this good school becomes even better. The school development plan, based on accurate self-evaluation, identifies the right actions leaders need to take to ensure further improvements. The success criteria, whilst clear, are not sharply enough focused on measuring outcomes for pupils.

Members of the governing body ensure that statutory requirements are met efficiently and evaluate the work of the school well. Safeguarding procedures are effective, with good quality assurance and robust risk assessment systems securely in place. The school is inclusive, promoting well equality of opportunity, prevention of discrimination and access to educational entitlement. Communication with parents and carers is strong. Similarly, other partnerships, such as those with other agencies, make a significant difference to outcomes for the pupils. The school has evaluated its provision for community cohesion and recognises the clear strengths within the school and local community. Leaders recognised that more needed to be done to broaden pupils' appreciation of the multicultural society in which we live, both nationally and globally. Plans have been implemented within the redesigned curriculum and changes are working well.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children get off to a good start. The provision is well managed and planned to ensure the interests of children are met. New arrivals are introduced to school life thoughtfully and quickly encouraged to become independent learners. Children participate in a range of interesting activities with a good balance between those led by adults and those chosen independently. They listen carefully and enter into conversations about their work confidently. Adults take every opportunity to challenge and extend children to reach their potential. The organisation and resources support and extend independent learning; for example, one child decided to take photographs of the tower he had made from boxes so that they could be uploaded onto the laptop for everyone to share. As a result of this well-organised provision, children make good progress and are well prepared for Year 1. The children work independently inside and outdoors.

Best use is made of the facilities available. Two classrooms have very recently been connected to increase the space available. The outdoor area is used creatively and has served the children well; staff recognise, however, that there are some limitations to the space, and building work starts very soon on enlarging and redesigning this aspect of provision. This is the result of good self-evaluation which informs continuous improvement effectively for the children. Leaders are very aware of health and safety issues and daily ongoing risk assessments ensure a safe and caring learning environment for everyone to enjoy.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

An above-average number of parents and carers responded to the questionnaire and expressed very positive views about the school. One comment summed up the views of many, 'We have a lovely friendly village school, which exceeds all my expectations'. They, and those spoken with, had much praise for the headteacher. The overwhelming majority said their children enjoy school. A very large majority said their children make good progress and teaching in school is good. The inspector discussed with school leaders the very few concerns that were raised. The inspection findings are broadly similar to the views expressed by the vast majority of parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stallingborough CofE 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 78 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	47	25	49	2	4	0	0
The school keeps my child safe	36	71	15	29	0	0	0	0
My school informs me about my child's progress	28	55	18	35	4	8	1	2
My child is making enough progress at this school	21	41	21	41	6	12	2	4
The teaching is good at this school	27	53	16	31	6	12	0	0
The school helps me to support my child's learning	25	49	19	37	6	12	0	0
The school helps my child to have a healthy lifestyle	28	55	19	37	3	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)	24	47	18	35	6	12	0	0
The school meets my child's particular needs	25	49	19	37	5	10	0	0
The school deals effectively with unacceptable behaviour	23	45	24	47	3	6	0	0
The school takes account of my suggestions and concerns	21	41	27	53	3	6	0	0
The school is led and managed effectively	28	55	21	41	2	4	0	0
Overall, I am happy with my child's experience at this school	29	57	17	33	3	6	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



17 June 2011

Dear Pupils

**Inspection of Stallingsborough CofE Primary School, Grimsby, DN41 8AP**

Thank you for the warm welcome received when we inspected your school recently. Stallingsborough CofE Primary is a good school. You are well cared for and provided with a wide variety of opportunities to enjoy; I know you are finding the recently-hatched chicks particularly gorgeous! The teaching is good and you make good progress in your lessons. As a result, attainment has improved in recent years. By the end of Year 6 it is now above average in English and mathematics and those that are capable of achieving even higher levels are also doing well. I know you have been working hard to catch up with some of the work you have missed earlier. I have asked the school to help pupils in Key Stage 1 reach even higher levels of attainment in writing and also to provide increased challenge for those who are capable of more.

We were very impressed with your behaviour and enjoyment in lessons, particularly those that you found challenging and fun. You care for one another and have respect for peoples' views that might be different from your own. This contributes towards your outstanding spiritual, moral, social and cultural development. Your attendance is excellent and you are never late. Well done! You are obviously enjoying what this good school has to offer. Those of you that talked with us spoke very highly of your headteacher. She has made a significant difference improving your school and has carefully thought through plans to help it get even better. I have asked that some of these plans now focus more sharply on measuring the progress you make.

Thank you for completing the pupil questionnaires and taking time to talk to us. Your contribution to the inspection was extremely helpful.

Yours sincerely

James Alexander

Lead Inspector

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