

# Saltfleetby CofE Primary School

## Inspection report

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<b>Unique reference number</b>	120582
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	380068
<b>Inspection dates</b>	29–30 May 2012
<b>Lead inspector</b>	Andrew Stafford

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>	48
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rebecca James
<b>Headteacher</b>	Adrian Sanders
<b>Date of previous school inspection</b>	3 February 2009
<b>School address</b>	Main Road Saltfleetby Louth LN11 7SN
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	29–30 May 2012
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## Introduction

Inspection team

Andrew Stafford

Additional Inspector

This inspection was carried out with two days' notice. The inspector visited eight lessons taught by four teachers, one taken by a teaching assistant, and listened to pupils reading. The inspector also observed break and lunch times, attended one assembly and held meetings with a representative of the governing body, staff, pupils, parents and carers. The inspector observed the school's work and looked at plans and policies, records of assessments and the tracking of pupils' progress. The inspector analysed 26 questionnaires completed by parents and carers as well as those returned by 26 pupils and nine staff.

## Information about the school

This school is smaller than the average primary school. The proportion of pupils known to be eligible for free school meals is below average. Most pupils are of White British heritage. The proportion of disabled pupils and those who have special educational needs is above average, including those supported by school action plus or with a statement of special educational needs. The proportion of pupils joining or leaving the school at other than normal times is also above average. There are three mixed-age classes in the school. Children in the Early Years Foundation Stage are taught in a mixed Reception and Key Stage 1 class. The second class covers Years 3 and 4 and the third class covers Years 5 and 6. The school does not meet the government's current floor standards, which set out the minimum expectation of pupils' attainment and progress. The school has achieved several awards including Healthy School status and Artsmark. Since January 2012, the school has been a member of the Saltfleetby and Theddlethorpe Learning Federation. This partnership with another school shares a headteacher, some middle leaders and governing body. All the teaching staff, including the headteacher, have been appointed since the previous inspection. A privately-run pre-school operates on the school site and shares some of the school's facilities. As it is managed independently it was not part of this inspection.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- Saltfleetby is a good school with a welcoming ethos. As one parent typically commented, 'During her time in school my child has grown in confidence and is progressing very well'. The school's strengths include high levels of care and attention for pupils and good outdoor learning opportunities. Very supportive relationships help all pupils to learn happily together. The school is not yet outstanding because of inconsistencies in marking and because handwriting and punctuation skills are underdeveloped.
- Children make a successful start in Reception where laughter and challenge go hand in hand to promote good progress. Pupils work hard, enjoy learning and achieve well by the end of Year 6. Progress in English, especially in speaking, listening and reading, and in mathematics, has improved since the previous inspection. This is because skills are developed in a systematic way to build on previous learning. Pupils' attainment is broadly average by the end of Year 6, from low starting points when they join the school.
- The quality of teaching is good. Pupils are grouped effectively in class according to their ability. Teachers and skilled teaching assistants provide well-focused support that meets pupils' needs effectively. However, whilst teachers give good spoken guidance and question pupils effectively, marking of pupils' writing and the development of pupils' self-assessment skills have inconsistencies.
- Behaviour and safety are good and pupils' above-average attendance reflects their enjoyment of school. Pupils, parents and carers feel that children are kept very safe. This view matches inspection findings, which also identify good promotion of pupils' spiritual, moral, social and cultural development.
- The headteacher, supported well by staff and members of the governing body, manages performance and teaching well. The school has improved provision and maintained good outcomes from the previous inspection.

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

- To further improve teaching and support the progress pupils make, especially in writing, teachers should:
  - teach a consistent style of handwriting and develop pupils' punctuation skills more systematically as pupils move through the school
  - ensure pupils know how to improve their work by making this clear through marking and by involving them in reviewing their own progress.

## Main report

### Achievement of pupils

Children's skills on entry into Reception vary considerably because year groups are very small. Most children arrive with lower than expected skills, especially in communication, language and literacy. In their Reception year, children grow rapidly in confidence and learn happily with others. Throughout the school, pupils, including disabled pupils and those who have special educational needs, make good progress overall from their starting points. This is helped greatly by the challenges presented through very sensitive and well-focused support from the teaching assistants. Pupils known to be eligible for free school meals and those arriving later from other schools are similarly supported well, and therefore also make good progress. The very small year groups mean that attainment varies when pupils leave the school which is why the school did not meet floor standards in 2011. However, learning in lessons shows that currently the pupils' broadly average attainment by the end of Year 6 reflects good achievement.

Lessons are typified by pupils' enthusiastic learning. Much stems from stimulating learning opportunities, both indoors and outside, that are relevant to pupils' own experiences. For example, Reception and Key Stage 1 pupils made significant gains during gardening activities in the school's grounds in understanding and appreciating the natural world. Their excitement and enjoyment in organising the raised bed prompted enthusiastic discussions with the teaching assistant who was then able to extend pupils' vocabulary. Back in class, the teaching assistant was successful in developing pupils' writing by getting pupils to successfully record their outside activities. Expressive writing is developed well in other year groups so that, by the end of Year 6, pupils are using connective words to extend meaningful sentences. At times though, the quality of pupils' writing is clouded by underdeveloped handwriting and punctuation skills.

The pupils' good progress across the school is evident in their vocabulary when speaking and writing imaginatively, and in their accurate recall of basic number facts when solving problems in mathematics. For instance, in a mathematics lesson in lower Key Stage 2, learning got off to an excellent pace as pupils shared their ideas

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about arraying numbers for multiplication with a partner. Very good progress resulted from the pupils' willingness to sustain concentration and compare numbers both visually, as shapes, as well as numerically. Similarly, pupils in the upper Key Stage 2 class showed much enthusiasm when tackling a challenge about the key features of London as an Olympic venue. The mutual sharing of suggestions soon led to impressive lists of words and phrases describing places, buildings, architecture and things of interest.

Children in Reception, and Years 1 and 2, are taught how to read by systematically following a scheme to learn initial letter and sounds and then to blend them together to make new words. This effective teaching of letters and sounds (phonics) enables pupils who find learning difficult to narrow the achievement gap with other pupils. As with other skills, attainment in reading varies across the very small year groups. Currently, at the end of Year 2, attainment in reading is above average; in Year 6 it is broadly average. For both groups, this represents good progress, given their different starting points. Parents and carers agree their children make good progress and pupils are confident they are helped to improve.

### Quality of teaching

A strong feature of the lessons observed included teachers using in-depth knowledge of pupils to set relevant learning objectives and adapt lessons effectively to meet pupils' individual needs. Teachers are skilled in deploying talented teaching assistants to support individual pupils, especially disabled pupils and those with special educational needs. For example, lessons in the upper Key Stage 2 class begin purposefully with pupils completing appropriate starter activities well-matched to their ability. Lessons in both key stages are typically introduced using lively, fast-paced question and answer sessions, with teachers questioning pupils at the right level. For example, in the Reception and Key Stage 1 class, the teacher took care to develop the pupils' understanding of money and the shape of coins. This enthused them in calculating totals in readiness for their 'shopping' trip, ensuring good learning while making it fun.

Staff talk frequently with pupils about their learning. As a result, pupils mostly understand the quality of their work and what they need to do next. This is also the case in pupils' mathematics books and home-school reading records, where written feedback and teachers' marking are good. Marking in pupils' writing books is inconsistent so the pupils' ability to reflect on how well they have done or how to improve is not developed in a sufficiently step-by-step way.

Teachers implement a good curriculum, make effective use of computers, visits and an impressive range of after-school clubs in the school grounds, to complement learning in lessons. Events, such as regular art exhibitions, drama productions for the local community and participating in the 'Gold Sing-Up Award', develop the pupils' skills well across the expressive arts. The residential visit to Grantham, assembly topics, such as Mothering Sunday and studies of a range of religions which include other cultures, promote the pupils' spiritual, moral, social and cultural development

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effectively.

## **Behaviour and safety of pupils**

In lessons and around the school, all pupils are well behaved and courteous. A small number of pupils have been helped to overcome previously challenging emotional needs, showing how excellent relationships with pupils and their parents and carers underpin the work of the school. Pupils have a good understanding of different types of bullying, for example racial abuse, cyber bullying and deliberate, hurtful teasing. They confidently report that bullying is rare and all staff will support them if they feel unsafe. Children in Reception quickly develop friendships that bring joy and enrich learning. Such good development of the pupils' spiritual, moral, social and cultural development continues throughout the school. Very supportive attitudes are clearly apparent, for example, in assemblies where pupils readily show their pleasure in applauding each other's achievements.

Above average attendance has been maintained for a number of years and further reflects pupils' enjoyment of school. Consistent care from staff leads to pupils feeling very safe and inspires their confidence in using the good range of outdoor learning equipment provided for them. As one pupil confidently said, typically expressing the views of others, 'Our school is like many small happy families'. The positive views of parents and carers and their children about behaviour and safety are well founded. Encouraged by the staff, the pupils take pride in raising money for charity and the school council members have nominated charities that reflect the needs of those less fortunate in their community.

## **Leadership and management**

Well led by the headteacher, leaders and managers at all levels are committed to including all pupils equally and eliminating discrimination. To achieve these aims, staff and members of the governing body ensure that good self-evaluation secures an accurate view of strengths and weaknesses. This enables staff to support pupils' individual needs effectively at an early stage, especially for those who find learning difficult. In this way, the school sustains equally good achievement for all pupils in relation to their starting points. Effective literacy, numeracy and special educational needs coordination, combined with robust performance management, provide good opportunities for staff to enhance their professional skills. Improved teaching of mathematics, speaking, listening and reading has raised pupils' achievement since the previous inspection, and shows strong capacity to continue this into the future.

Procedures for safeguarding, especially those for child protection, are very secure. Training for staff and members of the governing body is up to date and high quality policies are embedded into school practice. Parents and carers contribute to their child's education by attending workshops and getting involved in homework tasks. As one parent wrote about the school's engagement with parents and carers, typically representing the views of others, 'Communication with class teachers is excellent and we are always kept well-informed about our child's progress'. Members of the

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governing body help in classrooms and have been particularly effective in developing the school's extensive learning resources and securing efficient value for money. Outdoor learning provision is good and supports memorable experiences for pupils. Pupils also have opportunities for enhanced experiences outside school that include the Multi-Skills Festival, Young Enterprise Day, and rededicating the school in Lincoln Cathedral, which promote the pupils' spiritual, moral, social and cultural development well. The restructured governing body recognises the challenges of a small school and has recently joined the Saltfleetby and Theddlethorpe Learning Federation to secure further improvement and to extend pupils' learning experiences further.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



31 May 2012

Dear Pupils

### **Inspection of Saltfleetby CofE Primary School, Louth LN11 7SN**

Thank you for welcoming me so warmly during my recent inspection of your school. You were all extremely polite and helpful and clearly love your school. Many thanks to the groups of pupils, including members of the school council, who talked to me so enthusiastically. You all said that you greatly enjoy school because of the many friendships that you make. You appreciate the help you receive from caring adults. Your very positive responses to the questionnaire also show that you feel very safe in school. You will be pleased to know that I agree with you and almost all of the parents and carers who responded to the questionnaire that Saltfleetby is a good school.

These are some of the things I liked most.

- You make good progress as you move through the school, especially in speaking, listening and reading, which are taught very well in all three classes. An increasing number of you are doing particularly well in mathematics and many of you are skilled at using computers and learning outdoors.
- You behave well, work hard and enjoy your learning because you do a lot of interesting things indoors and outside and because teachers value your efforts and teach you well.
- Your headteacher, staff and governing body work well together as a team to keep you safe and to make sure that you have lots of equipment to help you learn.

To help the school improve I have asked the teachers to help you to make better progress, especially in writing, by improving your handwriting and punctuation. In addition I have asked the teachers to give you more guidance on what to do next to improve when they mark your work and to help you to get better at evaluating your own work.

As you told me, you can help by trying to work even harder.

Yours sincerely

Andrew Stafford  
Lead Inspector

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