

# Rauceby C of E Primary School

Tom Lane, North Rauceby, Sleaford, NG34 8QW

**Inspection dates** 9–10 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well throughout the school.
- Standards are well above average and demonstrate the good progress of pupils of all abilities from their individual starting points.
- Teaching is good and improving.
- Teaching assistants provide effective support for disabled pupils and those who have special educational needs, who also achieve well.
- Pupils show outstanding attitudes to school and to each other, including a great desire to learn.
- Pupils' behaviour and understanding of how to stay safe are excellent. Attendance is consistently above average.
- Pupils' spiritual, moral, social and cultural understanding is outstanding.
- The headteacher provides strong leadership and it is now being shared out equitably amongst other key staff, adding to the school's capacity to further improve teaching and achievement.
- The governing body provides very good support and challenge to the school because it knows it very well, including the quality of teaching and how different groups of pupils perform.

### It is not yet an outstanding school because

- Pupils do not have enough opportunities to write at length or to practise specific reading, writing and mathematical skills in other subjects.
- The most able pupils do not always have activities that enable them to acquire the necessary skills to achieve their full potential.
- Staff who manage subjects and aspects of the school's work do not yet have full involvement in, and therefore a complete picture of, performance in the areas for which they are responsible.

## Information about this inspection

- The inspectors observed 14 lessons, of which three were observed jointly with the headteacher.
- The inspectors held meetings with the senior leadership team, subject leaders and members of the governing body. The lead inspector held a telephone conversation with the school's improvement officer.
- The inspectors also spoke with many pupils during lessons and break times, and met formally with a group of pupils in order to find out their views about the school. Inspectors also listened to pupils read and attended an assembly.
- The inspectors looked at a wide range of documentation, including information about the achievement of all groups of pupils, improvement planning, samples of pupils' work, and policies related to safeguard procedures.
- In carrying out the inspection, the inspectors considered the 72 responses to the online questionnaire (Parent View) and the information from the 13 staff questionnaires.

## Inspection team

Lynne Blakelock, Lead inspector

Additional Inspector

Karin Heap

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized school which is consistently over-subscribed.
- It became an academy in July 2012. When its predecessor school, of the same name, was last inspected, it was judged to be good.
- The school has two new classrooms, which have replaced a mobile classroom.
- Most pupils come from White British backgrounds and speak English as their first language.
- A well below-average proportion of pupils are supported by the pupil premium (additional government funding for looked after children, pupils known to be eligible for free school meals and those from service families).
- The proportion of disabled pupils and those who have special educational needs supported at school action is well below the national average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The senior leadership team was restructured in September 2013, with two assistant headteachers now in post.
- The school works in partnership with a local high school and two primary schools to strengthen teaching, the curriculum and leadership and management.

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

- Increase the proportion of lessons where teaching and progress are outstanding by ensuring that:
  - pupils have very regular challenging opportunities in literacy lessons to write at length, in order to practise and consolidate their skills
  - pupils, and particularly the more able, are given opportunities to use and develop their reading, writing and mathematical skills across other subjects through relevant and challenging activities.
- Ensure that leadership at all levels is fully effective in promoting excellent teaching and achievement by: extending leaders' roles in monitoring and recording teaching, learning and achievement in their areas of responsibility so that they have a complete picture of provision and performance.

## Inspection judgements

### The achievement of pupils is good

- Pupils of all abilities make good progress through the school because of good teaching and their excellent attitudes to school and learning.
- The standards that pupils reach by the end of Year 6 are consistently well above average in the proportion of pupils achieving expected and higher levels, including Level 6, which is a high standard for pupils to reach by the end of Year 6. Teaching, pupils' work and the school's data show that this represents pupils' good achievement from their individual starting points.
- Children join the Early Years Foundation Stage with levels of knowledge and skills that are broadly typical for their age, although this varies each year as some children join with skills above or below their age-related expectations. By the end of Reception, an above-average proportion of children achieve a good level of development in the early learning goals because activities are carefully planned and encourage children to enquire.
- Standards in phonics (the sounds made by letters and groups of letters) are above average. This is because, from Reception, pupils quickly develop a secure understanding of how to pronounce letters and to shape them accurately, based on lively and demanding teaching. Pupils in Year 1 loved showing their accurate skills in enunciating letters and were rightly proud of this.
- Inspectors saw some excellent writing opportunities but, overall, throughout the school, pupils do not write enough, and especially at length, in order to practise and consolidate their writing skills and to achieve their full potential. Pupils also do not achieve outstandingly well over time because they do not have sufficient regular, specific and challenging chances to practise, apply and consolidate the skills they have learnt in reading, writing and mathematics in other subjects.
- All groups of pupils achieve well throughout the school, including disabled pupils and those who have a statement of special educational needs and those who speak English as an additional language. This is because the school identifies pupils' individual needs quickly, provides good support and reviews and adapts the teaching and support needed regularly.
- Pupil premium money pays for activities such as small-group and one-to-one tuition in literacy and numeracy, and access to after-school activities and clubs. This ensures pupils' equality of opportunity and those pupils who are eligible for the pupil premium make the same good progress and reach comparable standards as their classmates.
- Over time, data shows that lower-ability and middle-ability pupils tend to make quicker progress than pupils capable of reaching higher levels. Teachers do not always provide the right level of challenge, depth and breadth of learning for the most able pupils, which is, rightly, an area identified by the school's leaders and staff for further improvement.

### The quality of teaching is good

- Pupils are very clear about the purpose of learning because teachers make it very clear and remind them during lessons.
- The pace of learning in lessons is usually brisk, which means that pupils get a lot done. Activities involve and interest pupils and which ensures that they are fully engaged in their learning. Pupils

enjoy working in pairs and groups, and like discussing their ideas with others. This is so from Reception onwards and results in pupils' confidence in sharing their views and ideas. Older pupils regularly work with younger pupils, such as in information and communication technology lessons, which develop their communication skills further. In some lessons, pupils act as checkers of learning, thereby helping them to critically evaluate others pupils' work.

- Teaching assistants are significant in the good progress that pupils make, providing specific support for pupils' individual needs.
- In outstanding lessons, pupils make very quick progress. In a Year 4 literacy lesson, for example, pupils of all abilities were very well challenged in a series of particularly interesting activities that made them think, discuss and evaluate, and which resulted in their very effective understanding of synonyms.
- Teachers' marking is generally helpful in telling pupils what they have done well and what to do next, although there are some gaps in marking in a few books. Pupils are developing their skills in assessing their own work and that of other pupils.

### **The behaviour and safety of pupils are outstanding**

- Pupils are very proud of their school and the close-knit community it promotes. They display very positive attitudes to learning and to each other and great determination to achieve their potential.
- The behaviour of pupils is outstanding in lessons and around the school site. Pupils know that this is what the school expects, from the Early Years Foundation Stage onwards, and pupils respect and respond to staff's very high expectations of their conduct.
- The environment for learning is excellent. Classrooms are very welcoming, with lots of displays to support learning. Pupils wear their uniforms immaculately and keep themselves and their learning and playing areas very tidy. They present their work neatly.
- The school provides many opportunities for pupils to develop a wide range of personal skills, including leadership and decision-making skills, and to show initiative. A significant impact of this is that pupils develop a strong sense of responsibility and ownership of their learning and actions. Much is expected of them and, as an example, the school council rose to the occasion when they met with a governor to discuss safety issues, such as potential issues caused by the building work.
- Pupils enjoy lunch and break times, which are sociable and supportive occasions and contribute to their outstanding personal development.
- The school's work to keep pupils safe and secure is outstanding. Pupils feel very safe and say there is no bullying. Parents strongly agree. Pupils understand how to keep safe in a wide range of situations, including using the internet safely. The school's teaching enables them to recognise and manage potential dangers. Pupils trust the staff to help them if they have any worries, within a very caring and secure environment.
- Pupils also show a secure understanding for their age of why we must value each other equally. They develop a very good understanding of why prejudice and discrimination has no place in a fair and just society and model this daily, helped by built-in chances to understand those of other cultures and their lifestyles.

- Pupils' attendance is consistently above average, from Reception onwards, and they are punctual to school and lessons – further reinforcing the importance in which pupils and their parents hold their education.

### **The leadership and management are good**

- The headteacher knows the school well, provides strong leadership and support to the staff, and understands what needs to improve to move the school to outstanding.
- Staff support the school's work and feel valued and proud of its achievements. Communication between staff is excellent.
- The capacity to improve is good, and is strengthening. This is because the headteacher is using the new leadership structure to distribute leadership and management responsibilities throughout the school more widely. Subject leaders are making a difference in the quality and quantity of information the school collects about pupils, although they are not fully responsible for monitoring teaching, learning and pupils' achievement in their subjects.
- Pupil progress meetings ensure that class teachers are fully involved in their pupils' progress and can address any underachievement quickly. The headteacher meets with the staff and with leaders regularly as a group and is beginning to meet with leaders formally and individually to ensure that he has a complete, up-to-date overview of the impact of their roles.
- Teachers are observed formally three times a year, mainly by the headteacher, who makes accurate judgements and is developing the skills of other leaders in this role. Performance management and well-devised training support staff in achieving the targets that are set for them.
- The range of lessons and activities which include French, creative and musical learning, support the good achievement and enjoyment of all pupils, including through imaginative enrichment activities, such as overnight star-gazing. The school uses village activities, such as sheep-shearing, very appropriately to develop children's knowledge and understanding of the world on their doorstep. Pupils praise the good range of after-school activities, which provide opportunities for all pupils to develop new skills and interests. Pupils' spiritual, moral, social and cultural development is fundamental to their education, and through lessons, assemblies and the daily life of the school, pupils develop a good understanding of all four aspects.
- Primary school sports funding is increasing the proportion of pupils who participate in sporting activities, encouraged by a larger choice. Pupils say they feel fitter. The school has revamped its programme of personal education, which promotes healthy lifestyles comprehensively.
- The school values greatly its links with parents, who are well-informed about school events and their children's learning. Partnerships with local schools are providing additional opportunities for pupils' learning, such as in science, and for staff to share ideas and resources with other leaders.
- The school uses the services of its School Improvement Partner well in its determination to improve further the quality of teaching and leadership. As a result, individual staff have been supported effectively to improve further specific teaching and leadership skills.

### **■ The governance of the school:**

- The governors are comprehensively involved in, and very knowledgeable about, the school's

performance and are very well placed to support the school's further progress. They have shown great commitment to the training given by the School Improvement Partner, which is enabling them to challenge the school very effectively, as well as support it. This includes them observing teaching and reporting back their findings to other governors. They have links with subject leaders, including working out action plans with them and monitoring their impact. The governors' accurate understanding of national data is evident, for example, in the challenging questions they asked the headteacher about the 2013 Year 6 results. As well as ensuring that safeguarding arrangements meet requirements, they make sure that the school's finances are sound. The governors are keen to reward good teaching and understand the role of performance management in both supporting teachers and in awarding pay rises.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	138284
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	431215

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	181
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Deborah Hopkins
<b>Headteacher</b>	Richard Thomson
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01529 488667
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