

Stallingborough CofE Primary School

Station Road, Stallingborough, Grimsby, Lincolnshire, DN41 8AP

Inspection dates 18–19 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Achievement is outstanding because all groups of pupils make excellent progress, including pupils eligible for the pupil premium and those who have special educational needs.
- Pupils' attainment at the end of Key Stage 2 is well above average in reading, writing and mathematics.
- Attainment and progress have rapidly improved in the Early Years Foundation Stage and at Key Stage 1.
- In 2013, children's level of development at the end of the Early Years Foundation Stage was well above average.
- Teaching is outstanding. Letters and the sounds they make are taught exceptionally well by teachers and teaching assistants. Pupils make excellent progress in acquiring basic skills in reading and writing.
- Assessment of writing is especially well marked and documented.
- Teachers are particularly successful in using practical mathematics to assess how well pupils can apply what they have learnt and to tackle gaps in learning.
- The behaviour of pupils is outstanding. Pupils' enthusiasm, initiative, and keen participation make a strong contribution to their progress in lessons.
- Pupils are extremely polite and respectful. They take on meaningful responsibilities and are well rewarded for their efforts. They are very aware of how to keep safe.
- The headteacher's distinctive vision for teaching and learning, her warm personality and strong determination have brought about significant improvements in teaching, achievement and leadership.
- The headteacher's highly organised and strategic approach to the planning of teaching and rigorous use of assessment have driven and sustained rapid improvement.
- The role of middle leaders, many of whom are relatively new to teaching, is under-developed.

Information about this inspection

- The inspector observed seven part-lessons, including some joint observations with the headteacher.
- The inspector met with senior and middle leaders, representatives of the governing body and of the local authority and a group of 15 parents. The inspector also spoke by telephone with a representative of the diocese.
- The inspector met with groups of pupils and talked informally with others in lessons and around the school. The inspector also listened to pupils read.
- A wide range of documents was scrutinised including the school improvement plan, data relating to pupils' attainment and progress, records of behaviour and attendance, and monitoring and evaluation records about the quality of teaching.
- The inspector took account of 28 responses to Ofsted's on-line questionnaire, Parent View, and 15 responses to the staff questionnaire.
- During this inspection, the inspector asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Bernard Campbell, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- This is a smaller-than-average sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is below the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils supported through school action was well above average but has recently reduced to a low percentage. The proportion supported at school action plus, or with a statement of special educational needs, is below average.
- The proportion of pupils from minority ethnic groups is low.
- In 2013, the school exceeded the government floor standards, which are the minimum expectations for pupils' attainment and progress.
- A new headteacher took up post in January 2012 and a new deputy headteacher was appointed in September 2012.
- The headteacher is a local leader of education (LLE).

What does the school need to do to improve further?

- Develop the middle leadership role of newer teachers to support the implementation of the forthcoming new national curriculum.

Inspection judgements

The achievement of pupils

is outstanding

- In 2013, Year 6 pupils made outstanding progress from their starting points at Key Stage 1 in writing and mathematics. In reading, progress was as strong, according to teacher assessment, but the test did not fully demonstrate this.
- Reliable teacher assessment of the current Year 6 shows that pupils are on track to make greater progress in 2014, in reading and mathematics, and to maintain the excellent progress in writing.
- In 2013, attainment was well above average in writing and mathematics. Current assessments show that, in 2014, a high percentage are on track to attain Level 5 in mathematics, reading, writing and in grammar, spelling and punctuation. This is confirmation of the fact that the most able pupils achieve outstandingly well.
- The improving trend in attainment at Key Stage 1 has accelerated in the last two years, due the headteacher's prompt action to overcome weaknesses in teaching, shortly after she took up post.
- In 2013, Key Stage 1 attainment in reading and writing rose above the national average and began to catch up with mathematics. In 2014, attainment in reading and writing is on track to rise again and standards in English are now matching the higher standards in mathematics.
- In 2013, as a result of high quality teaching, almost all pupils met the expected standard in the national screening check of Year 1 pupils' knowledge of letters and sounds. Year 1 pupils are on track for similarly high results in 2014.
- Levels of development achieved by the end of the Early Years Foundation Stage have risen. Children enter the Reception Year with levels of development typical for their age. In 2012, attainment at the end of the Early Years Foundation Stage rose from average to above average. In 2013, the proportion reaching a good level of development was well above the national average.
- Strong rates of progress are evident in all year groups.
- The school is successful in promoting equality of opportunity. In 2013, at Key Stage 1, the average point scores of pupils known to be eligible for the pupil premium were in line with the national averages for all pupils. At Key Stage 2, their average point score, in mathematics, reading and writing combined, was above the national average for pupils not eligible for the pupil premium. School figures show that pupils eligible for the pupil premium are making as much progress as other pupils.
- Most pupils with special educational needs make as much progress as other pupils. This is the result of close checking of their learning and progress and well-considered additional support by teachers, teaching assistants and other agencies.

The quality of teaching

is outstanding

- Teaching is consistently good and some is outstanding. Teaching communicates enthusiasm, clear purpose and high expectations which results in high participation and enjoyment by all groups and ages of pupils.
- Letters and sounds are taught exceptionally well by teachers and teaching assistants. In observed lessons, the well-paced and imaginative use of puppets and physical activities helped to energise and focus pupils' learning. The use of memorable catch phrases frequently reinforced pupils' learning of particular letter and sound combinations. Over time, accurate and methodical teaching enables pupils to sound and blend letters well and write letters accurately. This enables pupils to progress quickly to independent writing.
- Pupils learn to present their work to a high standard. Pupils learn methodically to write in the style of the literature or non-fiction they are reading. They incrementally use and apply new skills and features of language in their own writing. This results in sustained progress over time.
- The use of learning objectives is precise and simple. Learning is directed by well-planned tasks

and pupils receive accurate guidance on what to achieve in each lesson, including in foundation subjects.

- The use of assessment is highly effective. High quality written marking and verbal feedback from teachers helps pupils to make improvements. This is supplemented well by constructive comment from other pupils. The assessment of writing is exceptionally well marked and documented in all year groups.
- Teachers provide strong encouragement for reading at home and school, and adult volunteers provide valuable additional support.
- Teachers' well-focused use of brief and purposeful talk between pupils contributes to the high quality of speaking and listening. Role play is conducted skilfully to deepen pupils' understanding and extend their ability to express themselves.
- The teaching of mathematics is highly effective because of careful planning for the progression of mathematical skills, consistently taught methods of calculation and a strong emphasis on mathematical language. Frequent assessment and discussion between teachers in different year groups ensure that mathematics teaching is accurately based on what pupils need to learn next.
- The popular 'mathematics challenge' sessions enable pupils of all ages to apply their mathematical knowledge in practical tasks. Observations enable teachers and teaching assistants to accurately assess how well individual pupils apply the mathematics taught the previous week or term and to tackle successfully any gaps in learning.
- Teaching assistants play a valuable role in assessing pupils' learning which enhances the speed and accuracy of response to learning needs. They display relevant subject knowledge and skill when questioning, supporting and teaching individuals and small groups.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Pupils' progress is strongly enhanced by their enthusiasm for learning, their willingness to take initiative, and their well-developed verbal abilities. For example, when pupils have completed a reading task they do not wait for instruction; they begin to discuss with each other what they have read.
- Pupils are able to reflect on and to respond maturely to different views. In religious education lessons, they displayed a strong appreciation of school values, moral issues and the spiritual meaning of a Hindu gift. Pupils' excellent behaviour is supported strongly by regular reference to the school's Christian values.
- Pupils take on major responsibilities in the life of the school. In popular celebration assemblies they confidently introduce songs, lead prayers, manage the order of child and adult speakers and conduct the exit of pupils from assembly. All pupils enjoy the songs and accompanying gestures. A significant number are recognised each week for academic work and attendance which successfully promotes pride in individuals and the school.
- Pupil librarians ensure that books are in boxes at the appropriate reading level. Older pupils look after younger pupils on trips. School councillors have a prominent role, take their responsibilities seriously, and their work to improve aspects of school life is respected by other pupils. Parents praised the responsibilities that children take on in the life of the school.
- Pupils are keen to win 'polite points' awarded for their conduct around school. Pupils are extremely polite, holding doors open for each other as well as adults.
- Parents were fulsome in their praise for the high quality of behaviour. Bullying is very rare. Over the last two years the issuing of behaviour slips for low level incidents has declined significantly and now there are very few. No pupils have been excluded for at least three years.
- Pupils enjoy the range of games and equipment provided in the playground at lunchtime. Teaching assistants organise and supervise popular skipping activities and ball games. The school's work to keep pupils safe and secure is outstanding. The learning environment is calm, welcoming, well ordered and very secure. All pupils and parents said that pupils were safe and this was confirmed by response to the parent survey. Pupils know how to be safe around the well-maintained school grounds and car park, explain fire safety procedures and are well informed about on-line safety. They receive frequent reminders about the dangers of the level-crossing near the school.

- Attendance is consistently above average but last year showed a dip. Leaders acted promptly to improve communication with parents and to take a harder line on holidays in term time. The importance of regular attendance is given a high profile in assemblies and school awards. As a result, attendance this school year is higher than in previous years. No pupils have been persistently absent.

The leadership and management are outstanding

- The headteacher has established an exceptionally positive culture for learning and communicates high expectations of achievement, behaviour and enjoyment in learning. She is held in high regard by pupils, parents, governors, staff, the local authority and the diocese. She is supported well by the deputy headteacher.
- Rigorous and systematic procedures for assessment have been used to drive improvement. A high priority has been given to the accuracy of assessment. Three teachers are local authority assessment moderators for Key Stages 1 and 2 and the Early Years Foundation Stage.
- The systematic use of precise targets to improve skills has ensured that teaching consistently has a strong focus on meeting identified learning needs. Rigorous data analysis and regular reviews with teachers and teaching assistants result in effective action to improve pupils' progress.
- The evaluation of teaching and learning accurately links the outcomes of lesson observation, the progress of pupils and the quality of their work. Performance management reviews are linked to specific measures of pupils' progress and recommendations for pay increases are evaluated robustly against targets.
- The headteacher's well-organised and strategic approach to planning provides teachers and teaching assistants with valuable shared time to plan lessons, check assessments and develop the curriculum. This plays a significant role in developing staff, including newly qualified teachers, and in ensuring the high quality and consistency of teaching and assessment.
- Teachers, especially those relatively new to teaching, have limited experience in leading subject responsibilities and these middle leader responsibilities are under-developed.
- The curriculum inspires pupils. Pupils are motivated to learn because they choose the topics. All subjects, including foundation subjects and personal, social, health and citizenship education, are planned with clear objectives to develop subject skills and are made relevant to the curriculum topics. The extra help provided by carefully planned booster sessions is valued highly by pupils and parents.
- The primary sports funding has been used well to provide specialist teaching of physical education. This has extended the range of physical activity, promoted healthy lifestyles and taught pupils new skills in sport. Classes take part in sports competitions and the school won its first sports trophy last summer.
- Pupil premium funding has been used to support the teaching of letters and sounds and to provide additional support for underachieving pupils. These activities have had a beneficial impact on pupils known to be eligible for the pupil premium and others.
- Parents and grandparents in a meeting with the inspector, and responses to the parental questionnaire, were highly positive about the school's impact on their children's learning and well-being. Parents paid tribute to the support given to pupils with special educational needs. The number on roll has risen as the reputation of the school has grown.
- Safeguarding meets requirements.
- The local authority has provided appropriate support and challenge for a school it correctly categorises as self-sustaining. The school has benefited from specialist local authority advice and support for: special educational needs; pupils with English as an additional language; and the Early Years Foundation Stage. Leaders have made effective use of local authority school networks for checking the accuracy of teacher assessment and to support newly qualified teachers. The local authority accurately identified the high quality leadership by the headteacher. As a result, she plays a useful role as a local leader of education, mentoring new headteachers and helping schools which need extra support.

■ **The governance of the school:**

- The governing body has a good range of expertise and its members are actively involved in supporting and challenging improvements. They know the school well and understand the strengths and weaknesses of pupils' progress, including those eligible for the pupil premium. They are well-informed about the quality of teaching. They have adopted new pay policies and understand the reasons why some teachers have been awarded pay increases and others have not.

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

Unique reference number	118017
Local authority	North East Lincolnshire
Inspection number	444515

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair	Tracey Andrews
Headteacher	Jo Everitt
Date of previous school inspection	15 June 2011
Telephone number	01472 882438
Fax number	01472 882438
Email address	office@sp.nelcmail.co.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



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, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

