



Scawby Primary School

Inspection Report

Unique Reference Number 117744
LEA North Lincolnshire
Inspection number 280142
Inspection dates 18 May 2006 to 19 May 2006
Reporting inspector Mrs Heather Evans

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

Type of school	Primary	School address	West Street
School category	Community		Scawby
Age range of pupils	4 to 11		Brigg, DN20 9AN
Gender of pupils	Mixed	Telephone number	01652 654322
Number on roll	201	Fax number	01652 654322
Appropriate authority	The governing body	Chair of governors	Keith Davis
Date of previous inspection	1 November 2000	Headteacher	Mr David Hinxman

Age group 4 to 11	Inspection dates 18 May 2006 - 19 May 2006	Inspection number 280142
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized primary school serving Scawby village and other local communities. Every child speaks English as a first language and most are white British. Only a small group of pupils claim free school meals and there are fewer than average pupils with learning difficulties and/or disabilities. Overall attainment on entry is close to what is expected for pupils of the same age. The senior management team has only been established during this year.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Inspection evidence confirms the school's view that this is a good school. There has been good improvement since the previous inspection. Teaching and learning have improved to be good in Years 1 and 2, and remain good in all other classes. The school is well placed to improve further. It provides good value for money.

The school monitors its work effectively but planning for improvement sometimes lacks precision. Evaluation, marking and assessment strategies are not always precise enough to identify emerging problems quickly. Once identified, however, issues are tackled effectively.

The calm and positive atmosphere for learning promoted by the headteacher and staff leads to strong working relationships with pupils and their families. This partnership helps produce good achievement and standards that are usually above and often well above the national average by the end of Year 6.

Pupils enjoy their learning and the good range of curriculum activities provided. Their personal development is good with excellent behaviour. The main reason for this is the good level of care, guidance and support the school provides for pupils. Provision in the Reception class is good. Most children attain the expected early learning goals by the time they enter Year 1, and some are on course to exceed them. The drop in standards in Year 2 in 2005 was caused by staffing difficulties that were quickly resolved. Above average standards have been restored in the present classes in both Years 2 and 3. In Year 6 in 2005, standards in English were particularly good. The standards in mathematics were not as high but still exceeded the national average. Mathematics has been a school priority this year and indications are that attainment is improving and standards in mathematics are now as good as those in English.

What the school should do to improve further

- Make sure the revised procedures for tracking, marking, assessment and target-setting are followed throughout the school.
- Evaluate data and monitoring information more carefully to determine clear and precise priorities for action.

Achievement and standards

Grade: 2

Achievement is good and standards are above average. Standards have been maintained at this level since 2000. From average attainment on entry, pupils make good progress overall and exceed the expected standards by Year 2. In 2005, however, as a result of staffing difficulties, test results in Year 2 showed a decline compared with previous years. Pupils' lower performance, especially in writing, depressed the overall figures. This problem has been resolved and the previous pattern of above average attainment has been restored. In Year 6 in 2005, pupils achieved well, especially in English where the challenging work resulted in high achievement. This represented good progress

compared with the standards they attained as Year 2 pupils in 2001. Pupils progressed faster in English and science than in mathematics. The school has concentrated on mathematics as an area for improvement, putting in place a successful programme of structured development. The overall quality of pupils' work in mathematics has improved. Pupils' progress is tracked and ambitious targets are set for the future.

As a result of skilled intervention support, lower attaining pupils and those with learning difficulties and/or disabilities make as much progress as their peers. Whilst most pupils do well, more precise individual targets and earlier intervention could enable pupils of all attainment levels to lift this good school to an even higher level. That an above average proportion reach the higher levels in English, mathematics and science at both Year 2 and 6 is good but there is room for an increased level of challenge. There is little difference in the performance of boys and girls.

Personal development and well-being

Grade: 2

The school correctly judges pupils' personal, spiritual, moral, social and cultural development to be good. Behaviour is excellent, both in class and around the school. The calm and purposeful atmosphere around the school reflects the pupils' extremely polite, friendly and welcoming manner. They have a good understanding of their own culture and those of others. Attendance is satisfactory. The school monitors it carefully, and staff follow up first day absence meticulously. The school has achieved the Healthy Schools Award and pupils understand the importance of making healthy lifestyle choices. Adults always endeavour to meet the needs of all the pupils. A good range of community links, including design project work linked to local industry, successfully develop the pupils' development of economic well-being. Relationships are good and pupils have no concerns about bullying.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers are enthusiastic and well prepared. Working closely with support staff, they foster good working relationships with pupils. They show respect for the pupils by setting themselves high standards for planning and teaching good quality, exciting and stimulating lessons and activities.

The staff share good subject knowledge, particularly in core subjects, and use it to promote good learning. Marking is good in English and satisfactory in other subjects. In English, staff reward good work well. They encourage the pupils to succeed, pointing out weaker elements and suggesting how work could be improved. Staff are now ready to extend the same approach to other subjects. Pupils with learning difficulties and/or disabilities are challenged effectively to achieve clear and detailed targets.

Teaching in the Reception class is exciting. The staff hold the children's attention by designing interesting and highly challenging learning tasks that support children of

different attainments to make effective progress across the curriculum. Throughout the school, pupils collaborate well, settling purposefully to a variety of tasks that are carefully matched to previous learning.

Curriculum and other activities

Grade: 2

Curriculum provision is good. In the Foundation Stage, the rich curriculum covers all the required areas of learning. Throughout the school, the requirements of the National Curriculum are exceeded. Strong emphasis is placed on the development and use of skills in literacy and numeracy, and good cross-curricular links are evident. For example, information and communication technology (ICT) is used in many subjects. The pupils' work is of a high standard.

Pupils and parents appreciate the way the school enriches the curriculum by planning a host of out-of-school activities and a rich range of visits and visitors. The residential trip made by older pupils to the Robinwood activity centre is a particular highlight for the pupils. Pupils' personal development is supported through a well-planned programme, including sex, relationships and drugs awareness education. As a result of this good provision, pupils make good progress from the Foundation Stage to Year 6.

Care, guidance and support

Grade: 2

The school provides good care for its pupils. The school council makes it possible for pupils to promote and discuss their own ideas for improving the school. They are proud of their achievements. A new initiative is to run and staff a milk service for pupils. Academic care and guidance are being improved by introducing a system for tracking how well pupils progress from one year to the next. This and the revised system for marking pupils' work are already having a positive impact on standards, particularly in English. The school intends to extend this detailed work to other subjects, especially mathematics. The school is good at identifying and supporting its gifted and talented pupils. Pupils' personal development is well monitored. All relevant procedures for safeguarding pupils and ensuring their health and safety are in place. Pupils say that there is always an adult they can turn to with a problem and that they feel safe and secure in school. Parents share this opinion.

Leadership and management

Grade: 2

Leadership and management are good. Its priorities focus on raising standards to even higher levels using more precise assessment procedures, and extending the skills of the newly established leadership team. The headteacher ensures that the ethos of the school supports the needs of each individual child. Every adult supports the headteacher in working to fulfil this aim. Since the previous inspection, there has been good

improvement. This includes the enhanced provision for children in the Foundation Stage. The staff are eager and capable of working to improve the school's provision.

The school's self-evaluation is accurate. It is supported by the surveys of views of most parents and pupils. Self-evaluation recognises the school's many strengths as well as effectively identifying where there is still room for improvement. Planning to translate this information into written priorities for improvement is too wordy, however, and lacks clarity and precision. It omits precise detail of staff accountability for managing planned actions. Staff have undertaken training to remedy this problem. Staff with designated responsibilities carry them out effectively with skill and enthusiasm. Initiatives put in place result in improvements.

Governance is good. It has improved since the last inspection, especially in monitoring the effect of spending decisions. Governors oversee the school's work effectively, and ensure that available resources are deployed well. All statutory requirements are met. Governors ensure that the people appointed to vacant posts match the needs of the school.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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To the pupils of:

Scawby Primary School

West Street

Scawby

Brigg

DN20 9AN

18 May 2006

Dear Pupils

We want to thank you for being so friendly and polite when we visited your school. We felt very welcome, and enjoyed talking to you and seeing how well you work. We were very impressed by your beautiful artwork.

As you know, our job is to check how well your school helps you to learn. You told us that the staff work really hard to make your learning interesting, and that you are proud of your school and the place that it holds in the community. Your parents agreed that yours is a good school.

We agree with you and your parents. Yours is a school to be proud of because it gives you a good education. We were really impressed by what you do in the Reception class and in all the other classes. The improved facilities in the Reception class made us wish we could go back to school ourselves!

We liked the way you try to do what you are asked to do, work hard and behave yourselves in lessons and in the dining hall as well as outside. You all know much more about food choices and healthy living than we did at primary school.

The staff at Scawby are always trying to make learning better for you. We have asked them that the plans they make to improve learning are clearer, so they are easier to check. We also want them to mark all your work with the same care that they use in your English books. You can help by telling them what you think about how things could be made better, and helping them to get the improvements right.

With best wishes for your future.

Yours sincerely

Heather Evans

(Lead Inspector)