



# Digby The Tedder Primary School

Inspection Report

**Unique Reference Number** 120375  
**LEA** LINCOLNSHIRE LEA  
**Inspection number** 280799  
**Inspection dates** 15 May 2006 to 16 May 2006  
**Reporting inspector** Mr. John Foster LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Trenchard Road
<b>School category</b>	Community		LN4 3JY
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01526 320088
<b>Number on roll</b>	92	<b>Fax number</b>	01526 320088
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Squadron Leader.Al Watt
<b>Date of previous inspection</b>	28 September 1999	<b>Headteacher</b>	Mrs. Angela Douglas

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 15 May 2006 - 16 May 2006	<b>Inspection number</b> 280799
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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This small school mainly serves the forces personnel based at RAF Digby. When they start in the Reception class, children's attainment is broadly average. Pupils are predominantly of White British heritage, though there are a few children whose parents are in the American forces based at the camp. The percentage of pupils with learning difficulties is about average. The number on roll is variable because of the parents' military postings and this creates a high level of mobility within the school.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school with many strengths. It gives good value for money. The inspection judgements largely match those made by the school in its own evaluation of its provision. The school's situation, in serving the personnel at RAF Digby, means that there is a high level of mobility, with very few pupils staying at the school for any length of time. In spite of this, the school ensures that all pupils, including those with learning difficulties are given opportunities to make as much progress as possible during their time at the school. This results from the well established systems the school has in place to nurture, assess and support its pupils and because of the good leadership and dedication of the headteacher, staff and governors. Provision for children in the Foundation Stage is good. From a starting point in Reception, where children enter school with average standards for their age, pupils are taught well. This allows them to achieve well and make good progress in their learning, so that by the time they start in Year 1 most have attained and many exceed the expected learning goals. By the end of Year 6, standards are above average. However, whilst standards in writing are slightly above average, they are not as high as in other aspects of English. The development of writing skills is a priority rightly identified in the school's development plan. The school provides a good curriculum to support learning and this is enhanced well by a good range of activities extending beyond the school day. Pupils are cared for outstandingly well and they enjoy school. They feel safe in school and are encouraged to enjoy healthy lifestyles. Pupils' behaviour is exemplary, reflecting the teachers' high expectations. The school council has a say in the school's development. However, pupils are not given enough responsibility for organising its activities. Child protection arrangements are fully in place and the school undertakes risk assessments for all activities. The school has successfully addressed the issues identified in the last inspection report and is well placed to make further improvements.

### **What the school should do to improve further**

- Improve the quality of writing throughout the school in order to further raise standards in English. - Enable pupils to develop their skills in relation to making decisions which affect them by giving the school council more responsibilities in organising their activities.

## **Achievement and standards**

### **Grade: 2**

When children start school in the Reception class, their attainment is broadly average. They are taught well throughout the school, allowing them to achieve well and make good progress. As a result, by the time they reach Year 6, they attain above average standards. The data for 2005 indicate that pupils attained above average results in the Year 2 national tests. Though their attainment in writing was slightly above average it was below that in mathematics and reading. The school is aware of this and has identified the development of writing as a priority for development. Over the past five

years standards have increased year by year. The Year 6 test results show an improvement over previous years and levels of progress have increased to the stage where the school is now within the top 30% of schools nationally. It should be noted, however, that the small number of pupils in each year group makes the data difficult to interpret with a degree of certainty, as each child represents a large percentage of the cohort. Challenging, but realistic, targets are set for each year group and also for individual pupils and most work well to achieve them. Pupils with learning difficulties and those identified as gifted and talented make similar levels of progress to other groups of pupils.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. They enjoy school and have good relationships with each other and with adults in the school. Their behaviour is exemplary. They have very positive attitudes to life and participate fully in all activities. Attendance levels are above average. Pupils appreciate the 'bullying' / 'worrying' box where they can post notes should they be worried and do not feel confident to talk to other people. Pupils' spiritual, moral, social and cultural development is good overall with their cultural development being outstanding. The school ensures that pupils have many opportunities to improve their understanding of their own and other cultures. They enjoy opportunities to make music, dance and appreciate art. The school ensures that the pupils are made aware of the cultural diversity in Britain through inviting visitors of different cultures and religions into school to talk to pupils and demonstrate different aspects of their culture. Pupils are encouraged to enjoy healthy lifestyles. For example, they grow, cook and eat their own vegetables and participate fully in the wide-ranging physical activities available for them. Pupils take part fully in community activities. Through the school council, the pupils are given a say in what happens in school, but this aspect of their development is not yet well enough developed.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good overall, with some outstanding features. It is the good quality teaching that allows the pupils to make good progress in their learning. Teachers plan their lessons well. They take account of each pupil's previous learning and work is organised to give them full advantage to extend their learning. In the best lessons a wide variety of strategies are employed to support learning and the teaching assistants are well briefed on their role in helping the pupils to achieve as well as they can. All teachers have high expectations of the pupils and they in turn respond well. As a result, the pupils concentrate well and work hard to please their teachers. In some lessons, though the teaching is good overall, teachers do not maintain enough pace to the lessons and are overly prescriptive in the tasks set. Teachers' assessment of pupils' work is good. Their marking is clear and gives the pupils good

guidance about how they can improve their work. In assessing work the teachers discuss the targets set for individual pupils with them and ensure that the work is based on the individual's needs.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum. All legal requirements are met and the curriculum is enhanced well by the many different activities available to pupils beyond the school day. Children in the Foundation Stage have a good balance between indoor and outdoor learning and are provided with a secure area in which to develop their outdoor skills. Pupils experience a wide range of activities and the use of visits and visitors is good in enhancing the curriculum. In a small school such as this, links with other schools enable pupils to improve their skills and gives them opportunities to develop greater social skills. The school nurse supports the school well through her involvement with the drugs, sex and relationships education programmes within the personal, social and health education curriculum.

## **Care, guidance and support**

### **Grade: 1**

The school provides outstanding levels of care, guidance and support for its pupils. Staff know their pupils well and ensure that they have a safe and secure life in school. The school encourages high levels of care and pupils say that they always have an adult to whom they can talk if they have a problem. Child protection procedures are fully in place. Full risk assessments are undertaken for all school activities. Pupils who find learning difficult and those identified as gifted and talented are given good levels of support. The pupils are given outstanding support for improving their learning. Each pupil has his or her own book of targets and they analyse for themselves when these targets have been met. The teachers then discuss the targets with the children and, if happy that targets have been met, set new ones for the pupils. Alongside the targets, the teachers include strategies to help the pupils to make the best possible progress.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher leads the school well and is fully supported by all staff and the governing body in moving the school forward. The headteacher and subject leaders monitor the school's work well through lesson observations, the scrutiny of planning and assessment of pupils' work. This leads to good arrangements for ensuring that the high mobility levels the school experiences do not overly affect the school's performance. The school's evaluation of its performance is largely accurate. The minor area where inaccurate assessment was made relates to the provision for children in the Foundation Stage. Inspection evidence is that this is good, whereas the school judged it to be satisfactory. The main reason

for this improvement is the additional support that has been given in this area. Inspection findings are that care, guidance and support are outstanding, whereas the school evaluated it as good. The governing body monitors the school's performance well and is fully involved in strategic planning. Finances are well controlled and the school's planning takes into account the need to gain the best value for funds available. Regular consultations are undertaken with parents and pupils and their views are reflected in the school's planning. Since the last inspection the issues raised at that time have been fully addressed. The school's recent performance and the dedication of staff and governors place it in a good position to improve further.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	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	1	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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

As you know, I recently came to inspect your school. This letter is to thank you for the welcome you gave me, for helping me with my work and to let you know what I found out about your school. You are very fortunate to go to such a good school. Mrs Douglas, the staff and the governors all care a great deal about you and work hard to give you a good education so that you can achieve good standards in your work. You are taught well and given opportunities to learn many subjects and you work hard to make progress. The staff arrange for many visitors to come to school and for you to go out on visits to help you to understand better about what you are learning. Your behaviour is excellent. You concentrate hard in lessons and you have clear targets set for you to improve your standards. I was very impressed with the way you used your target books that show you what to do to improve. You assess your own progress well, really believing in your school motto that 'You can fly.' Whilst standards are better than average overall, the quality of your writing is not as good as some aspects of your work. I have asked Mrs Douglas, the staff and governors to give you some extra help in developing your writing skills. I have also asked them to give the members of the school council more responsibility in organising their activities. With all good wishes for the future,