



Scotter Primary School

Inspection Report

Unique Reference Number 120473
LEA LINCOLNSHIRE LEA
Inspection number 280823
Inspection dates 7 June 2006 to 8 June 2006
Reporting inspector Mrs. Kathleen Yates LI

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

Type of school	Primary	School address	High Street
School category	Community		DN21 3RY
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01724762259
Number on roll	290	Fax number	01724764453
Appropriate authority	The governing body	Chair of governors	Mrs. Ellie Hallam
Date of previous inspection	9 October 2000	Headteacher	Mrs. Heather Reid

Age group 4 to 11	Inspection dates 7 June 2006 - 8 June 2006	Inspection number 280823
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is an above average sized school where mobility is a little higher than average. Nearly all pupils are White British. The proportion of pupils eligible for free school meals and with learning difficulties and disabilities is below average. The proportion of pupils with statements of special educational needs is above average. Attainment on entry is slightly above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Scotter School provides a good standard of education. In most respects this judgement matches the school's own view of its effectiveness. Teaching and learning are good overall and pupils make good progress, achieving standards by Year 6 which are consistently and exceptionally high compared with national averages. Teaching, learning and achievement are satisfactory in the Foundation Stage where standards are above average. The school's procedures for assessing pupils' work and for tracking their progress lack rigour so that it is difficult for teachers to measure pupils' achievement. Pupils' attitudes and personal development are good and this leads to the school's friendly ethos. Parents are pleased with the education their children receive and pupils are very happy. Pupils' behaviour is excellent. The curriculum is good and extra activities enhance pupils' learning well. The care, guidance and support given to all pupils, including those with learning difficulties and disabilities, are good. There are good links with other organisations to promote the well-being of learners. While leadership and management overall are satisfactory, some subject leaders are not carrying out their role effectively. Improvements since the last inspection have been satisfactory. There has been very good improvement in the standards pupils reach in science, but the recommendation to improve provision in the Foundation Stage remains an area to be addressed. The school has good capacity to improve further and provides good value for money.

Effectiveness and efficiency of boarding provision

Grade: 8

- Provide children in the Foundation Stage with an exciting curriculum where they are actively involved in making choices. - Establish clear and consistent assessment procedures so that all staff have ready and regular access to information about the progress pupils make. - Establish rigorous procedures for monitoring and evaluation by subject leaders so that they know what is happening in their subjects.

What the school should do to improve further

Most children in the Foundation Stage reach at least the expected levels and many reach above average standards in personal, social and emotional development, in speaking, listening and in reading. Overall their achievement is satisfactory. Their progress in reading is good. Achievement by pupils in Key Stage 1 and Key Stage 2, including those with learning difficulties and disabilities, is good. In the national tests in 2005, results were above national levels in reading, writing and mathematics at Year 2, where there were no significant differences in the performances of boys and girls. In Year 6, standards were high in all the tests. Results in science were particularly high. They represent good improvement in the subject on the results at the time of the previous inspection when they were a cause for concern. Boys outperformed girls significantly. Analysis of these findings, and concerns over the lack of progress some girls make in mathematics at Key Stage 2 have led to the school taking appropriate action in an attempt to meet their needs. Pupils did least well last year in English where

the school did not meet its targets in writing. The school contested these results, believing them to be an inaccurate reflection of the writing ability of those children. Their views have been confirmed by external investigations.

Achievement and standards

Grade: 2

Most children in the Foundation Stage reach at least the expected levels and many reach above average standards in personal, social and emotional development, in speaking, listening and in reading. Overall their achievement is satisfactory. Their progress in reading is good. Achievement by pupils in Key Stage 1 and Key Stage 2, including those with learning difficulties and disabilities, is good. In the national tests in 2005, results were above national levels in reading, writing and mathematics at Year 2, where there were no significant differences in the performances of boys and girls. In Year 6, standards were high in all the tests. Results in science were particularly high. They represent good improvement in the subject on the results at the time of the previous inspection when they were a cause for concern. Boys outperformed girls significantly. Analysis of these findings, and concerns over the lack of progress some girls make in mathematics at Key Stage 2 have led to the school taking appropriate action in an attempt to meet their needs. Pupils did least well last year in English where the school did not meet its targets in writing. The school contested these results, believing them to be an inaccurate reflection of the writing ability of those children. Their views have been confirmed by external investigations.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. The school is an orderly community where pupils feel safe. They understand the importance of a healthy lifestyle. Pupils speak proudly about the school and enjoy the good range of activities. Behaviour is excellent. Pupils show a keen sense of self-discipline and consideration for others. Most pupils listen with interest and concentrate well. Attendance is above average. Older pupils contribute well to the school community and confidently undertake responsibilities. They regularly help to organise fund-raising activities. They speak enthusiastically about the range of clubs and other activities, including residential visits, which help them to develop important life skills. The school council provides pupils with a clear voice in the organisation of the school. The opportunity is missed for pupils to take a leading role in the management of the council. Pupils' spiritual, moral, social and cultural development is good. In personal, social and health education, pupils reflect on a wide range of issues affecting their own lives and the lives of others. The school prepares pupils well for the next stage in their education and for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall. Teaching is consistently good in Years 1 to 6. Occasionally it is outstanding, when it is demanding but tempered with touches of humour that motivate the pupils to try hard. Teachers ask a good range of questions to move learning forward. Staff expect a lot of pupils and provide work that is challenging but generally appropriate, although at times the use of some recording formats limits the opportunity for pupils to set out their own ideas. Teachers of mixed age classes plan carefully to ensure there is a suitable level of challenge. Teaching in the Foundation Stage is satisfactory. However, sometimes activities are too formal for this age group, including the overuse of a large number of worksheets. The previous inspection identified the need to extend opportunities for the younger pupils to develop imagination and learn through exploring and experimenting, which the school has not fully addressed. The way in which the school tracks the progress the pupils make is satisfactory overall. The headteacher manages much of the assessment information. However, this is not familiar to or, therefore, used by all subject leaders or class teachers to refine planning in order to improve achievement further.

Curriculum and other activities

Grade: 2

The curriculum is good overall. It is broad and, with improvements since the last inspection, it is now well balanced. There are strengths in curriculum enrichment with a good range of lunchtime and after school activities. These are well attended and support personal development and learning well, including in sport. Teachers have worked successfully to enhance opportunities in science for pupils to plan, carry out and record their investigations. There are improving cross-curricular links in English and opportunities to extend writing skills through other subjects, but this could be developed further. The overuse of some commercial materials limits the development of open-ended problem solving and recording skills, for example, in mathematics. The curriculum for pupils in the Foundation Stage shows similar limitations with overly formal activities that do little to develop imagination and creativity. The school has made some improvements to the information and communication technology (ICT) curriculum and the new resources will further this improvement.

Care, guidance and support

Grade: 2

This is a caring school that provides good quality care and support for its pupils. The staff are committed to the well-being of the children. Relationships are good. Child protection arrangements are robust and staff receive regular training. Risk assessments are monitored carefully. Pupils regard the school as a safe place where they can do well. Good procedures are followed to deal with the rare cases of bullying or

unacceptable behaviour. The school effectively identifies pupils with learning difficulties and gives them the support they need to make good progress. Pupils' individual targets are set regularly and this challenges them to want to learn. Teachers have their own effective systems for the day-to-day assessment of pupils' progress. However, the absence of formal whole school monitoring procedures leads to inconsistencies in how effectively pupils' overall longer-term progress can be guided or supported.

Leadership and management

Grade: 3

The inspection agrees with the school's own evaluation that leadership and management are currently satisfactory. The headteacher has a clear vision for the school and what it needs to do to improve. She knows her staff and pupils well and parents are very happy with the way the school is run. The headteacher ensures there are equal opportunities for all children including those in mixed age classes. While the leadership of the Foundation Stage is satisfactory, the recommendations of the last report to bring about improvements have not been fully implemented and progress in this area has been too slow. The current level of resources for ICT falls short of government recommendations and this limits the progress pupils make in the subject. This is to be addressed in the coming term along with relevant training for all staff. Because of the headteacher's hard work the school is doing well. The school's self-evaluation arrangements are satisfactory overall, but it is not making the most efficient use of subject leaders to check how well it is doing and raise standards further. They are not sufficiently involved in regular and rigorous monitoring and evaluation of teaching and learning. The school improvement plan has recognised the need to develop this aspect of leadership and management. Governance is good. Governors are supportive of the school; they recognise the strengths and weaknesses and question decisions well.

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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	3	NA
The effectiveness of the school's self-evaluation	3	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	1	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	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	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	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

As you know, a team of inspectors came to your school recently to carry out an inspection. This letter is to thank you for the warm welcome you gave us, for helping us with our work and to let you know what we found out about your school. This is what we liked about your school. Your friendly manner and politeness made our visit a pleasure. Your behaviour is excellent and in lessons you listen carefully to your teachers and do all that is asked of you. All the adults care for you well and keep you safe. You look after one another well. You have achieved very good results, especially in science. This is what we have asked the school to do now. We have asked the school to provide the very youngest children with more exciting activities and to let the children make choices in their work. We have asked teachers who are subject leaders to make regular checks on the progress you make so that they have a clear understanding of how well you are doing. The school has also been asked to improve the way it records the progress you have made. We hope you will continue to enjoy going to Scotter School and wish you all the best for the future.