



# Stamford St Gilbert's Church of England Primary School

## Inspection Report

**Unique Reference Number** 120543  
**LEA** LINCOLNSHIRE LEA  
**Inspection number** 280836  
**Inspection dates** 9 February 2006 to 10 February 2006  
**Reporting inspector** Mr. John Francis LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Foundry Road
<b>School category</b>	Voluntary controlled		PE9 2PP
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01780762400
<b>Number on roll</b>	326	<b>Fax number</b>	0178062400
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Canon.Neil Russell
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mrs. Claire Thorley

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 9 February 2006 - 10 February 2006	<b>Inspection number</b> 280836
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average primary school. Most pupils are of White British heritage. A small number of pupils come from minority ethnic families, but with only one pupil at the early stages of learning English. The number of pupils moving in and out of the school is lower than average. An average proportion of pupils have learning difficulties and disabilities. Attainment on entry is average. The percentage of pupils eligible for free school meals is average. The school received an Eco Flag for its work in developing the school grounds in 2004 and the Healthy Schools Award in 2003.

## 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 some significant strengths, a view that the school shares. It is very much at the heart of the community. Good teaching and provision in the Foundation Stage ensure a good start to children's education. By the end of the year most children achieve the expected levels and many exceed these in all of the areas of learning. Progress through Years 1 and 2 is also good. These standards are maintained as pupils move through the school and by Year 6 pupils attain well above average results in national tests. In mathematics there is some room for improvement, particularly for those pupils of lower ability who need a carefully matched programme of work to enable them to achieve more. The quality of teaching is good overall, but in a few lessons, teachers do not always identify clearly enough and focus attention on what pupils find difficult. The use of target setting will help to identify and promote consistent good progress in all classes. Pupils' personal development and well-being are good. However, their spiritual, moral, social and cultural development is outstanding, as is their behaviour, and reflects the strong Christian ethos of the school. Good arrangements for pupils' care, guidance and support result in pupils feeling safe and confident in their work and school life. Leadership and management are good and through effective evaluation the school has an accurate view of its strengths and weaknesses. The work of the senior staff in monitoring the school's performance is excellent. The involvement of all staff and governors in evaluating the work of the school and contributing to its development is also a significant strength. The school's improvement plan is good, although the measures of success used within it are not sufficiently sharp. The good improvements since the last inspection and the continued focus on high standards demonstrate a good capacity for further improvement. The school gives good value for money.

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

- Continue the school's drive to raise standards in mathematics by providing a better match of work for lower ability pupils.
- Ensure that the success criteria in the school's development plan are linked to clearly measurable outcomes.
- Use the setting of targets to promote consistently good progress in all classes.

## **Achievement and standards**

### **Grade: 2**

With the good provision in the reception class children settle quickly into school routines and make good progress. By the time they move into Year 1 standards are above those normally found. In recent years standards have been consistently above average for 7 year olds and pupils made good progress. This year again, with good teaching, standards in Year 2 are above those expected for their age and pupils continue to make good progress. There are high expectations of pupils and, as they move through the school, the good rate of progress is maintained. Over time, test results at Year 6 have been above, and often well above, average. Pupils achieve most of their

targets and are being well challenged. In 2005, national test results showed a slight fall overall and particularly so in mathematics. While the proportion of pupils attaining the higher levels, particularly in English and science, was above average, some of the less able pupils made insufficient progress in mathematics, pulling down the overall level. However, pupils with learning difficulties generally make the same rate of progress as other pupils because tasks are well matched to their needs and they are well supported by teachers and teaching assistants.

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

### **Grade: 2**

Pupils' personal development and well-being are good and promoted successfully by a very caring Christian ethos that pupils apply in every aspect of their school life. Relationships are very good as pupils are effectively taught to value and respect each other. Their enjoyment of school is shown clearly in their positive approach to learning, their good attendance and their excellent behaviour. Pupils have a good understanding of healthy diets, the effects of regular exercise and strategies for keeping themselves safe. Pupils regularly take part in vigorous physical exercise and the good variety of after school clubs contribute well to this. Older pupils take on responsibilities willingly, for example, looking after resources for sports and art. The active school council gives them an effective voice in helping to improve the school. The popular business and charity clubs run by the pupils successfully involve them in the community and extend their economic awareness. Pupils' spiritual, moral, social and cultural development is outstanding. The school makes very good use of collective worship and class discussions to encourage pupils to reflect upon their feelings and actions, including their contributions to the school and wider communities. Strong links with All Saints Church, visits and visitors enhance pupils' cultural development well, for example, the links with a mosque in Peterborough.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good. The teachers manage classes well so that there is a good atmosphere for learning. Pupils enjoy working practically and joining in with discussions. Learning is purposeful but fun, and pupils are kept actively involved. They become confident in talking about their work and teachers help them to think about how to improve it. Pupils have targets to work towards and older pupils set their own weekly targets. This is encouraging pupils to take responsibility for their learning, though targets are not yet being used consistently to help pupils map their own progress. Homework is used to good effect. Planning is good, focusing on the next steps in learning. Teachers have clear aims for lessons and expectations are high. Marking is purposeful and assessment is used well to identify strengths and weaknesses. In some lessons, however, teaching does not pinpoint sharply enough what pupils are finding difficult, with a view to building stronger understanding. Teachers use a range of methods to keep

pupils interested and focused on learning, for example, the use of practical activities or interactive whiteboards. Teachers are reflective about their practice, sharing ideas with each other. In some lessons teaching is outstanding because the teachers' energy and enthusiasm are infectious, and pupils become caught up in the excitement of learning.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is well planned and regularly reviewed. All subjects are taught as required and work is planned carefully to ensure progress from year to year. The mixed age classes are regrouped when appropriate, to match teaching in literacy and numeracy to pupils' age, ability or particular needs. Teaching assistants are deployed well to help all pupils succeed. The school also provides well for creative and practical learning. Good links are made between subjects to make learning meaningful. The school has been innovative in developing its 'Tuesday morning' curriculum which offers pupils a wide range of exciting, additional opportunities. Pupils and parents are very enthusiastic about this provision, and the way that it extends interests, skills and talents. A good range of well attended extra-curricular clubs for music and sporting activities further enriches the curriculum.

## **Care, guidance and support**

### **Grade: 2**

Staff know their pupils very well and work hard to meet their needs. They use 'log-books' successfully to encourage pupils to share concerns and receive effective guidance. Rigorous procedures for health and safety, child protection and first aid ensure that pupils are safe and very well looked after. Procedures for checking on academic progress are good and include pupils in the evaluation of their own work. Systems to identify how best to support pupils who have learning, behavioural or other difficulties are well established and provide precise targets to guide progress. Pupils with learning difficulties also receive good support and some benefit from specialist outside expertise. As a result of this high standard of care, pupils enjoy coming to school, work hard and make good progress. Induction procedures for children entering the reception class are good. These opportunities ensure everyone can get to know one other and help incoming children to settle down quickly. The use of 'taster days' and visits help Year 6 pupils transfer smoothly to their secondary school.

## **Leadership and management**

### **Grade: 2**

Leadership and management, including governance, are good with some outstanding features. The way all staff are involved in contributing to the strategic direction of the school is exemplary. This strong team approach has given responsibility to all staff and created a high level of confidence throughout the school. The school's leadership team play a key role in monitoring the school's work, offering advice and identifying

priorities for development. Regular and rigorous monitoring enables them to gain a clear view on the quality of teaching and learning. Good subject leadership and management throughout the school actively contribute to maintaining and raising standards. Through sharp and effective evaluation, alongside consultation with pupils and parents, the school has a very good understanding of its own strengths and weaknesses. From this information, improvements are driven forward by a detailed strategic development plan. While this is good overall, parts of it lack clear, measurable criteria by which the school can accurately evaluate the effectiveness of the initiatives. Governors provide very good support and guidance to the work of the school. Through their monitoring systems they have a very good understanding of the strengths and weaknesses of the school and the standards pupils attain. They have been very effective in supporting and developing the school and assisting it to achieve and maintain high standards over the past few years. Good financial management enables them to keep a close watch on spending and ensure that resources are used well.





## 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	1	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

<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>	2	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**

Thank you for making us welcome in your school. We enjoyed meeting you and we were pleased that you wanted to share your ideas and opinions about your school with us. What we liked about your school: - Your excellent manners and friendly attitudes made it a delight to be in your school. Everyone in the school cares for each other. - Your behaviour is excellent; you listen carefully to your teachers during lessons and are very willing to do all that is asked of you. - You work very hard and reach high standards in almost all that you do. - Your teachers provide you with interesting work and you involve yourselves in many activities outside of the school day. - Everyone in school works very hard to see that you get the best education possible. What we have asked the school to do now: - Provide better work for some of you who need to improve your mathematics. - Make sure that your targets help you to know how well you are doing. Keep up your good attitudes to school and continue to enjoy what you do. You tell us that you want to do your best and hope that our visit will help you to be even more successful.