



# Saltfleetby CE Primary School

## Inspection Report

**Unique Reference Number** 120582  
**LEA** LINCOLNSHIRE LEA  
**Inspection number** 280843  
**Inspection dates** 29 March 2006 to 29 March 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>	Main Road
<b>School category</b>	Voluntary controlled		LN11 7SN
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01507 338282
<b>Number on roll</b>	39	<b>Fax number</b>	01507 338282
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. John Harrison
<b>Date of previous inspection</b>	19 January 2004	<b>Headteacher</b>	Mrs. Angela Birchall

Age group	Inspection dates	Inspection number
4 to 11	29 March 2006 - 29 March 2006	280843

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This very small school, close to the Lincolnshire coast, serves the village of Saltfleetby and the surrounding area. All pupils are of White British heritage, with English as their first language. The percentage of pupils with learning difficulties, including those with statements of special educational need, is above average. There is a high rate of mobility with over half of the pupils joining or leaving the school at other than normal times. The percentage of pupils eligible for free school meals 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**

This is a good school that gives good value for money. This judgement closely matches the school's own view of its performance. Pupils achieve well and make good progress in their learning. The headteacher's leadership is outstanding. The staff and governors support her very well. The quality of care for pupils is outstanding. They feel totally safe and all say that they would confidently approach any member of staff if they have a problem. Pupils' personal development is outstanding. Their behaviour is exemplary and they enjoy school. Attendance has improved significantly over recent years. Having been well below average, it is now significantly higher than average. Teaching is good overall, enabling pupils, including those who find learning difficult, to make good progress. When they start in Reception, children's attainment is below average overall. The good quality provision in the Foundation Stage gives children a good start to their time in school and standards are slightly below average at the end of the Reception year. However, in spite of the good overall provision for them, there are limited opportunities for children to work outside during bad weather, limiting their options for developing their physical and social skills. By the time they leave the school, most pupils have made good progress and attain average standards. The Year 6 group of pupils who left the school in July 2005 had made outstanding progress. The school has made outstanding progress in addressing issues raised since it was placed in Special Measures and from the time that it was removed from this category. The strong leadership of the dedicated headteacher, linked to the hard work of the staff and governors, place the school in a very good position to improve further. The school improvement plan, formulated with two other small schools, is a good document that shows how the school will develop and improve. It contains detail to ensure its long-term viability. The links with the other two schools have been a positive move and plans are in place to enhance these contacts further. The school enjoys good relationships with the community. The headteacher has worked hard to develop these links and the community and pupils benefit well from the mutual support.

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

- Continue to develop the Foundation Stage provision in order to give children more access to outside play throughout the year. - Consolidate and develop the links made with two other small schools in order to extend opportunities for pupils' learning and to enhance the school's viability in the future.

## **Achievement and standards**

### **Grade: 2**

Children start in the Reception year with wide-ranging standards that are below average overall. Their speaking, listening and social skills are often significantly underdeveloped for their age. They are given a good start in the Foundation Stage and through Years 1 and 2, so that most are approaching the standards expected by the age of seven. Pupils are given, and meet, challenging targets that help them to achieve very well

overall. Over the past three years the rate of progress made by many pupils has improved. In the national tests for Year 6 pupils in 2005, most attained average standards in English and mathematics, and half of the pupils attained above average standards in science. Although there was only a small number of pupils in this group, they made outstanding progress based on their attainment when in Year 2, placing them in the top one per cent of schools nationally. The school has, rightly, gained a good reputation for supporting pupils with learning difficulties. These pupils are taught well, given good support in their learning and consequently make similarly good progress to other pupils. There is little difference over time in the attainment or achievement of boys and girls. Throughout the school, displays of work show the wide range of activities available and demonstrate the good standards achieved by most pupils.

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

### **Grade: 1**

Pupils' personal development is outstanding. The school places great emphasis on this and pupils are given many opportunities to develop positive attitudes. They enjoy coming to school and work very hard, displaying exemplary behaviour. The low attendance levels identified in the past have been addressed and attendance is now well above average levels. Pupils are very knowledgeable about healthy living, regularly eat fruit and enjoy healthy diets. The school is involved in a scheme to provide healthy dinners and most pupils take advantage of this provision. Pupils' spiritual, moral, social and cultural development is outstanding. They care for each other very well and they visit other schools for many activities, thus giving them the opportunities to develop wider social skills. Whilst all the pupils are of White British heritage, the school is aware that pupils need to know about other cultures. Strong links have been developed with a school in Nigeria to help pupils become aware of how others live. Pupils have a strong community spirit and take a full part in village activities. They learn well about how to keep themselves safe both in and out of school. The school council has had some input into the school's development and has, for example, suggested the introduction of a healthy tuck shop. This initiative has been adopted by the school and pupils help to organise this. In doing so, the pupils collect money and give change. Working together, they become more aware of how effective teamwork can be. Pupils' extremely good social skills, coupled with their rapid academic progress help them to prepare very well for life in the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good overall, with outstanding features. This is reflected in the good learning and progress pupils make. The relationships between pupils, and between pupils and adults, are outstanding. Teachers have high expectations of their pupils in their work and in behaviour and the pupils react positively to these

expectations. Teachers use a wide range of strategies very well to help pupils understand what is required. As a result of high quality questioning in an outstanding literacy lesson for pupils in Years 3 and 4, for example, when asked to explain what was meant by the word 'snarl', a pupil said, 'A snarl is a horrible, crumpled face.' The staff have developed good planning strategies to meet pupils' differing needs. Work is planned based on accurate assessments of pupils' individual work and needs. This enables them to make good progress whatever their ability. Teaching assistants are used well to support learning and are involved in the planning of lessons. Whilst teachers' marking is largely good, there are times when it would be beneficial to pupils for marking to give them greater direction about how they can improve their work, thus helping them to meet their targets.

## **Curriculum and other activities**

### **Grade: 1**

The school provides an outstanding curriculum for its pupils. All national requirements are met and the range of activities provided beyond the school day is exceptional for such a small school. Though the pupils are in mixed age classes, the teachers plan the curriculum very well for each year group. Whilst there are limited opportunities for children in the Foundation Stage to work outside at all times of the year, plans are in place to enhance this area of the school's provision. Between Years 1 and 6 the school teaches all National Curriculum subjects for appropriate periods of time. Within the personal, social, health and citizenship education curriculum, pupils are made aware of the dangers of drug abuse and are given appropriate sex education. The school uses visits and visitors outstandingly well to support learning. These include, for example, residential visits for pupils in Years 5 and 6. The extensive range of after-school clubs is very well attended by most pupils.

## **Care, guidance and support**

### **Grade: 1**

This is an outstanding area of the school's work. The small number of pupils means that the staff are extremely aware of individual needs and these are catered for exceptionally well. The pupils say that they always have an adult to whom they can talk, should they be unhappy, and the system of 'playground buddies' is very effective in ensuring that no child is lonely. A high percentage of pupils has learning difficulties and this group is given very good support which allows the pupils to make good progress. The school has identified a small group of higher attaining pupils and has made arrangements for them to have specific work in school and to visit other schools to give them sufficiently challenging tasks. Statutory requirements for child protection are fully met. Procedures for ensuring pupils' safety are securely in place and all staff are aware of their responsibilities. The school undertakes regular risk assessments for all activities. A recent comment from a parent relating to the safety of the school entrance was dealt with immediately to ensure the pupils' safety. The close links that the school enjoys with parents support the high levels of care given to their children.

The school sets challenging targets for its pupils and they know and understand them fully. This guides their academic development well.

## **Leadership and management**

### **Grade: 2**

The quality of leadership and management is good overall. As a result of the headteacher's outstanding leadership, the school has moved forward at a rapid pace and is well placed for further development. The two full-time teachers share responsibility for the National Curriculum subjects and, through frequent discussion and formal meetings, ensure that statutory requirements are met. The headteacher works closely with the heads of two other very small schools in the area to develop the three schools' effectiveness in dealing with small numbers of pupils. This collaboration, including the formulation of a joint school improvement plan, has had a very positive effect on the work of this school, and will benefit from being continued. Governance is good. The governing body is led well by the enthusiastic chair and it is very aware of the strengths and few weaknesses of the school. Governors are involved fully in strategic planning and monitor the school's performance well. The school consults parents fully to ascertain their views on ways in which it should move forward, involving them fully in their children's education. The school's evaluation of its performance is good overall. However, it grades some areas of its performance, such as care, guidance and support and pupils' personal development, as being less effective than evidence indicates. During the financial year ending April 2005, the school had accrued a large underspend. This was the result of historical factors, including extra financial assistance when the school was in Special Measures. This money has been used wisely to maintain staffing levels and improve facilities and resources. By the end of the current financial year the carry forward balance will be at an acceptable level.





## 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?	1	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	3	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>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	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>	1	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	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	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 and 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. You have an excellent headteacher in Mrs Birchall, who works very hard with the rest of the staff and the governors to give you a good education. You are taught well and this enables you to make good progress with your learning. By the time you leave Saltfleetby to go to secondary school, most of you will have reached average standards for your age, with many of you achieving better than this. I was very impressed with your behaviour and the ways in which you worked. Almost all of you tried very hard and maintained good concentration, obviously enjoying school. The staff care for you excellently and help you to feel safe and secure. They give you clear targets for your learning so that you know what you need to do to improve your work. The range of activities you enjoy, particularly those extra to your normal school day, is exceptional for such a small school. You have many opportunities to go on visits and the staff arrange for numerous visitors to come to school to help you to learn. The links you have with two other small schools are very good for your school. The children in the Reception year are taught well, but they do not have opportunities to enjoy outside play during bad weather. I have asked Mrs Birchall, the staff and governors to arrange for this to happen when your new buildings are finished. I have also asked them to develop links with the other two small schools so that you have even more opportunities to meet with other children.