



Saxilby CofE Primary School

Inspection Report

Unique Reference Number 120583
LEA LINCOLNSHIRE LEA
Inspection number 280844
Inspection dates 29 November 2005 to 30 November 2005
Reporting inspector Mr. Roger Fry LI

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

Type of school	Primary	School address	Highfield Road
School category	Voluntary controlled		LN1 2QJ
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01522702669
Number on roll	320	Fax number	01522702669
Appropriate authority	The governing body	Chair of governors	Mrs. Caroline Clarke
Date of previous inspection	15 November 1999	Headteacher	Mr. Stuart Graver

Age group 4 to 11	Inspection dates 29 November 2005 - 30 November 2005	Inspection number 280844
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Introduction

Three Additional Inspectors carried out the inspection.

Description of the school

Saxilby C E Primary School serves the village and surrounding area. There are 320 children on roll. Most children are from White British backgrounds and a small number have other ethnic backgrounds. All children speak English. The proportion of children who are eligible for free school meals is well below average. The school has an average proportion of children with learning difficulties. When children join the school, their knowledge and skills are similar to those of children nationally.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Saxilby provides a very good education for its children. They make very good progress from Reception to Year 6. Children with learning difficulties make similar progress. The school is very good value for money and it has a good capacity to improve further. In Reception, children make good progress because the provision is good. Most reach the expected standards and some exceed them on transfer to Year 1. Children's standards in English and mathematics in Years 2 and 6 have been significantly above average since 2001. Children's results in science and mathematics in Year 6 have been particularly high in the last two years. This term children continue to make good and often very good progress in lessons. There are several reasons for children's very good progress. Their personal development is outstanding. Children have excellent attitudes to work and attendance is high. The school cares for all children from all backgrounds outstandingly well. They are happy in school and are keen to do their best. Teaching and learning are good. Lessons are taught at a good pace and children's deep interest in their work is often captured in lessons. The curriculum is good. There are many clubs and visits that cause children to look forward to going to school. The headteacher leads the school well. The results of the inspection match closely the school's opinion of itself. The school has successfully tackled the issues from its previous inspection. There are two important areas where the school can improve its checks on itself to ensure that improvement continues. Subject leaders need to make their own checks on how well children are learning in their subjects and governors need to experience the school's work for themselves more often.

What the school should do to improve further

- Develop the role of subject leaders to include checks on teaching and children's learning in all subjects. - Develop the role of governors so that they sample the school's work for themselves to ensure that school improvement continues.

Achievement and standards

Grade: 2

Children's attainment on entry to school is similar to children nationally. Children's standards of work in Years 2 and 6 have been significantly above average every year since 2001. Last year children in Year 6 exceeded most of their demanding targets. Between Reception and Year 6 children, including those from differing backgrounds, make very good progress because teachers effectively build on their knowledge year on year. Children with learning difficulties make similar progress. The well organised extra help children receive in small groups benefits them greatly. The provision in Reception is good, hence children make good progress and most reach the expected standards on transfer to Year 1. Their general knowledge and physical development are above average. Children's social skills show most improvement. Standards in reading last year were outstanding in Year 2. By the end of Years 2 and 6 children perform so ably because staff have identified where the weaknesses are in their work and have

helped children to overcome them. In Year 6 last year, children's results in science improved greatly as a result of the concerted effort to improve the teaching of science in the last two years. This term children continue to make good and often very good progress in lessons. Standards continue to be above average.

Personal development and well-being

Grade: 1

Children's personal development and well being are outstanding because adults ensure they feel safe and valued. One pupil said, 'It's a really friendly school. Teachers help you out.' Throughout the school children thoroughly enjoy their learning because it is engaging and fun. As a result they have excellent attitudes to their work, their behaviour is outstanding and attendance rates are high. On the rare occasions when more able children are not challenged sufficiently by the work they have, they do not concentrate as well as they might. Children are very safety conscious, knowing for example where to leave the building in an emergency. Children's spiritual, moral, social and cultural development is good. They gain a very strong awareness of moral and social issues and they have time to reflect in assemblies. A strong emphasis on music contributes well to their cultural development, though children's understanding of other cultures is not as well developed as it might be. Children have a good awareness of healthy living. Class councils help children to play a valuable part in influencing what happens in school. Children make very good progress in learning the basic mathematics and English skills that will help them in the future in the world of work. Children take part in a satisfactory range of mini-enterprise activities to help raise money in and out of school.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good, with some outstanding features. Teachers often develop excellent relationships with children. This encourages them to listen very carefully except, just occasionally, when teachers talk for too long at the beginnings of lessons. Teachers engage children very well with a wide range of resources in lessons. Teachers use computers skilfully to capture children's imagination and there are many opportunities for children to investigate ideas for themselves. This approach ensures they make very good progress, for example, in learning about the properties of different materials. Teachers are confident and expert in their teaching and clear learning results. Teachers base the work that children do on a secure knowledge of their past learning. They accurately tailor lessons to the needs of individuals, including those with special needs. Unlike at the time of the last inspection, the more able children routinely have work that meets their capabilities, so that they make very good progress and achieve high standards. Through the marking of children's work and the targets children have to complete, teachers give children a clear understanding of what they need to learn next.

Curriculum and other activities

Grade: 2

The curriculum is good. There is good provision for English, mathematics and science. Provision for information and communication technology has improved since the last inspection. Children have numerous opportunities to contribute to the school community through class councils. Education for safety and health are good, as are the opportunities for children to take part in a wide range of additional activities including clubs and visits to places of educational interest. Children enjoy learning because the curriculum gives them first-hand experiences that capture their interests. The school uses teachers' skills well. An able musician for example, teaches music in several classes. Children's work is displayed very well throughout the school so that they know that their efforts are valued.

Care, guidance and support

Grade: 1

The quality of care and support for children is outstanding. The staff provide children with an extremely supportive learning environment. Children are confident that their achievements are valued and celebrated. As a result they are happy and secure and grow in confidence and self-esteem. Parents strongly support the school and they confirm how well their children are looked after. The school has a good system for monitoring children's academic progress and children gain much confidence from knowing they are performing well. The procedures for the protection of children are fully in place. Children trust and respect adults as well and they show great care and consideration for one another. Children with learning difficulties receive very good individual support so that they are able to make very good progress. The strong partnership with parents and outside agencies ensures that the needs of all children are met.

Leadership and management

Grade: 2

The headteacher and deputy headteacher provide good leadership. The results of the inspection match closely the school's opinion of itself. The school has successfully maintained children's very good rate of progress for the last two years because checks on the school's work are carried out rigorously by the headteacher. Consequently, the school is better than it was at the time of the last inspection. However, this important activity relies heavily on the headteacher. Subject leaders are not yet involved enough in making checks on the teaching and learning so that they can share the responsibility for improving children's learning further in their subjects. The school consults governors, staff, children and parents effectively. Consequently, the school's view of itself is accurate. The headteacher, staff and governors identify realistic targets to be reached and know how they will reach them. As a result, children have maintained the significantly better than average standards year on year and continue to make very good progress. Governors are committed to improving the school's performance further

and have a good record with staff appointments. Governors do not take an active enough part in making checks on the teaching and on children's work, so that they can ensure that the quality of the school's work continues and improves. The school makes sure that all have equal opportunities to participate in what the school offers as they grow older. Staff have successfully dealt with the issues arising from the previous inspection. The record of change for the better puts the school in a good position to improve further. The school is very good value for money.

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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?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	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	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?	1	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	3	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

We enjoyed visiting your school and meeting you all. Thank you very much for being so friendly and helpful, especially at lunchtimes. We liked so many of the things we saw. Here are some of them. - You are making very good progress with your work and the standards you achieve are particularly high in English, mathematics and science. - Your attitudes to work and behaviour are outstanding. - You enjoy school very much and attendance is high. - You are growing up into responsible young people. - Adults look after you extremely well. - Teachers make lessons interesting and fun. - Your headteacher leads the school well. There is one thing we want the school to improve. We are asking teachers and governors to keep a closer check on your learning in lessons to make sure the school stays as good as it is and improves further in the coming years. We wish you all every success in the future.