



Scamblesby Church of England Primary School

Inspection Report

Unique Reference Number 120584
LEA LINCOLNSHIRE LEA
Inspection number 280845
Inspection dates 7 March 2006 to 7 March 2006
Reporting inspector Mr. Paul Brooker LI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

Type of school	Primary	School address	Old Main Road
School category	Voluntary controlled		LN11 9XS
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01507343629
Number on roll	81	Fax number	01507343629
Appropriate authority	The governing body	Chair of governors	Mr. Tim Hannam
Date of previous inspection	5 July 2000	Headteacher	Mr. Adrian Sanders

Age group	Inspection dates	Inspection number
4 to 11	7 March 2006 - 7 March 2006	280845

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

Scamblesby Church of England Primary School is smaller than average. Pupils come from the local village and a wide rural area, with some from the nearby towns of Horncastle and Louth. All pupils are of white British origin. The proportion of children with learning difficulties and/or disabilities is broadly average. The proportion entitled to free school meals is very low. Pupil mobility is relatively high because the school's good reputation attracts a number of pupils who transfer from other schools. The headteacher joined the school in January 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspection confirms the school's judgement that its overall effectiveness is good. The school has some outstanding features, particularly in the pupils' personal development and in aspects of teaching. When children start in the Reception class their skills are broadly in line with those expected for their age, but by the time that they leave the school at the end of Year 6 their standards of attainment are significantly above those seen nationally. This represents good achievement. The pupils' personal development is outstanding. The school's Christian principles underpin its excellent ethos. Pupils of all ages show care and consideration for one another and develop the personal skills that equip them well for the next stage in their education and later life. The pupils' behaviour and attitudes are excellent. Nonetheless the school recognises that it could exploit further opportunities to give pupils greater responsibility within the school community and, occasionally, for their own learning. The role of the school council is under developed. The pupils make good progress in lessons in response to good teaching. The school sets challenging targets and guides the pupils' next steps well with marking. However, tracking of pupil progress is not as systematic or rigorous as it should be. Better use of target setting would enable staff to monitor progress more closely and encourage pupils to check their own progress. The school is well led and managed. Governance is good and the active support from parents is a strong feature of the school. The headteacher and governors recognise areas for development. There is good capacity for further improvement. The school has sustained and developed the strengths identified at the last inspection and has addressed the issues raised. The much improved accommodation provides a very good environment for learning. The school provides good value for money.

Achievement and standards

Grade: 2

Small cohorts make year on year comparisons unreliable. However, given their starting points, pupils achieve well because they make good progress as they move through the school. Children enter the Reception class with skills that are broadly average. They make good gains across all areas of learning so that, by the end of their first year, their progress is above average. The pupils' good start is consolidated in Years 1 and 2, although the progress is not as rapid as that of either the younger or older pupils. Standards of attainment of 7 year olds are broadly average. In the most recent Key Stage 1 tests in 2005 all pupils achieved the expected level 2 in mathematics, reading and writing, although comparatively few achieved the higher level 3, particularly in reading or writing. The pupils make outstanding progress in Key Stage 2. Results in national tests have been consistently above national figures, with a significant proportion of pupils gaining higher levels of attainment. There is no significant difference between the progress of different groups of pupils, including those with learning difficulties and/or disabilities. Pupils of all abilities achieve very well and higher attaining pupils are enabled to excel.

Personal development and well-being

Grade: 1

The pupils' personal development is outstanding. The school's welcoming and inclusive ethos is immediately evident to visitors. The pupils are friendly, cooperative and impeccably behaved. The school's positive climate encourages the pupils to flourish socially and academically. As a result the pupils develop the skills that equip them well for their future lives. They have excellent attitudes in the classroom and show genuine enjoyment in their work. Pupils are considerate and caring towards each other and maintain very good relationships. They understand the importance of healthy lifestyles and value the importance of regular exercise. The pupils feel safe. Bullying is not an issue. Pupils' spiritual, moral, social and cultural development is excellent. The school's strong guidance and high expectations encourage pupils to develop as well-rounded individuals. The impressive range of visiting speakers successfully broadens the pupils' cultural horizons and prepares them well as citizens in a multicultural world. The pupils are encouraged to make a positive contribution to the wider community. They have raised large sums of money for a variety of local and national charities. Pupils are given good opportunities to work in teams, for example on the recent Wolds' project, and also run their own mini-projects, with one of these raising 84 pounds for 'Children in Need'. The school has very high expectations of the pupils' conduct and behaviour, but could do more to develop their independence and roles of responsibility. In this respect, the school council is underdeveloped. Attendance and punctuality are good.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall, with some outstanding features. In general the pupils make good progress because they are motivated to work hard, and learning activities are well planned and structured to meet their different needs. However, they make most rapid gains when teaching is sharply focused and stimulating. In these lessons specific learning objectives guide the pupils' work and are effectively used to assess their progress. The best questioning is skilfully used to engage the whole class, to probe and extend pupils' understanding, and to accurately gauge their progress. In other lessons, the management of whole-class discussions, although effective, lacked the clarity and engagement of the best teaching. Teachers and teaching assistants support the pupils' learning very positively because they understand well their individual needs. Around the school there are good displays of pupils' work, such as the excellent 'Light Poems' in Class 3, which model and promote high achievement. Marking is good. The pupils are given clear guidance on what to do to improve. Older pupils know what level they should achieve. However, target setting is underused. Teachers assess and record the pupils' progress, but systems are not sufficiently rigorous to give a clear overview of the pupils' ongoing progress. In addition, target setting could guide the pupils' progress more systematically and ought to engage the pupils more actively in improving their own learning. Provision in the Foundation

Stage is good. The pupils are very well taught and consequently make good progress. The facilities have been transformed since the last inspection so that the classroom and outdoor areas provide a stimulating place to learn. Teaching is well adapted to meet the specific needs of individual pupils, with a good range and variety of well planned activities.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. It is suitably broad and balanced and is adapted well for mixed age classes so that lessons build systematically on what has been covered previously. The Foundation Stage curriculum is good. The teaching of information and communication technology (ICT) has improved since the last inspection. The school offers pupils an excellent range and variety of activities to enhance the curriculum, both during and after school. This provides, as one parent said, 'a broad spectrum of opportunity as well as fun'.

Care, guidance and support

Grade: 1

The school's care, guidance and support for pupils are outstanding. As one parent said: 'we have nothing but praise for the commitment and care shown by all the staff at the school.' The headteacher, staff and governors work together as a team to ensure that every child in their school does matter and that their individual needs are met. They are keen to provide the best possible level of care, and provide sensitive support to pupils and their parents. Child protection arrangements are properly implemented. The provision for pupils with learning difficulties and/or disabilities is very good.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has quickly assessed the strengths and areas for development and has drafted an appropriate plan to guide the school's improvement. Development planning is soundly based on the school's accurate self-evaluation. In addition, the school takes care to seek and act on the views of parents. Parents are overwhelmingly positive in their praise for the school and are also enormously supportive in raising funds through the active 'parents, teachers and friends association'. Governance is strong. Governors are closely involved in the school and procedures are in place to ensure that they can effectively hold the school to account. They are regular visitors and monitor the school appropriately. There has been good improvement since the last inspection. In particular, the new accommodation is excellent, and the resources for children in the Reception class have been very well developed. The staff all work very well together as a team to ensure that the school continues to improve.

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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?	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

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	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	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	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?	1	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	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	NA
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

Thank you for welcoming me to your school. I really enjoyed my day with you, looking at all the good work that you are doing and listening to what you told me about your school. I was very impressed in many ways: - your behaviour is excellent; - you get on well together when you are working and playing and really take care of one another; - you concentrate very well in lessons, take your turn to answer questions and take a real pride in your written work; - your lessons are good and some are really excellent; - lots of your work is of a very high standard and you obviously make good progress over time; - the excellent range of clubs and after-school activities, as well as the opportunities for music during school time, give you excellent opportunities to develop new skills and enjoy your time at Scamblesby Primary. The lack of a proper school hall is obviously a problem and some of you told me just how slow the computers are. However, there are not many other things that need improving, especially now that you have such lovely new classrooms and resources for the Reception class. Nonetheless, I have suggested that your teachers might think about ways of giving you more responsibility, for example through the School Council. I have also said that teachers could use the results of your tests and assessments to set you targets, so that you might do even better! Thank you again for being so helpful and friendly.