



# Sibsey Free Primary School

## Inspection Report

**Unique Reference Number** 120628  
**LEA** LINCOLNSHIRE LEA  
**Inspection number** 280858  
**Inspection dates** 6 December 2005 to 7 December 2005  
**Reporting inspector** Mr. Roger Fry 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		PE22 ORR
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01205750335
<b>Number on roll</b>	163	<b>Fax number</b>	01205750335
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr.Charles Russell
<b>Date of previous inspection</b>	19 June 2000	<b>Headteacher</b>	Mr. Phillip Coote

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 6 December 2005 - 7 December 2005	<b>Inspection number</b> 280858
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Sibsey Free Primary School serves the village and surrounding area. Almost all children are from White British backgrounds. All children speak English. The proportion of children who have free school meals is very low. The school has an above average proportion of children with learning difficulties, such as in reading and writing. 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**

Sibsey provides a good education for its children. All children make good progress from Reception to Year 6, including those with learning difficulties. The school gives good value for money and it has a good capacity to improve further. The provision in Reception is good. Children make good progress and a significant proportion reach standards that are higher than expected. Children's standards of work and progress in Year 2 are satisfactory. Children's standards in Year 6 are good and they make good progress. There are several reasons for children's good progress. Their personal development is outstanding. Children have excellent attitudes to work and attendance is high. Parents confirm that their children are very happy in school and are keen to do their best. The school cares well for children. Teaching and learning are good. Lessons are often taught at a good pace and children's interest in their work is developed well. The curriculum is good. There are many clubs and visits that encourage children to look forward to going to school. There are three areas where the school needs to improve. Teachers do not always plan work that is difficult enough for the most capable children, which limits their progress in some lessons. Children have too few opportunities to devise their own investigations in science and, until this term, teachers did not develop children's range of writing well enough. The headteacher leads the school well. There is a strong sense of common purpose amongst staff and the school has successfully tackled the issues from its previous inspection. The school has been cautious in its judgements about itself. Some judgements inspectors have made are higher than the school's view of itself. However, the areas for improvement below match the school's priorities very closely.

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

- Ensure that the most capable children have work they find challenging in all lessons to improve their rate of progress.
- Improve the opportunities children have to make their own decisions about their investigations in science to raise standards by the end of Year 6.
- Continue to increase the range and depth of children's writing in Years 1 and 2 to raise standards across the school.

## **Achievement and standards**

### **Grade: 2**

Children's attainment on entry to school is broadly similar to children nationally. Between Reception and Year 6 children make good progress because much of the teaching is good and children work hard. Children make good progress because of the good provision. A significant proportion reach standards that are higher than expected on transfer to Year 1. Since 2002, children's standards of work in Year 2 have varied between average and above average. Overall their progress is broadly average. Last year, standards were above average in reading and mathematics but were lower in writing. Children have had too few opportunities to develop a wide range of writing skills. Standards in Year 6 were above average in three of the last four years. Overall,

children have made good progress. In 2004, standards dropped because many children with lower than average standards joined the Year 6 class. Standards in science have been lower because children have too few opportunities to investigate and try out their own ideas. Last year children in Year 6 exceeded their challenging targets in English. They missed the target in mathematics by a small margin. This term children continue to make good progress in many lessons and standards continue to be above average in English and mathematics.

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

### **Grade: 1**

Children's personal development and well-being are outstanding. Their moral and social development is excellent and behaviour is outstanding. Children are very mature for their ages. Children's spiritual development is satisfactory and the school is rightly aware that there is work to be done in this area. Children's cultural development is satisfactory. The school has good plans to extend their understanding of different cultures. Children enjoy their schooling very much because, as one said, 'Teachers are nice and help you when you are stuck.' Learning is often fun and children have exceptional attitudes to work. Attendance is much higher than average. Children feel safe, knowing, for example, how to cross the road safely. They have an excellent understanding of what to do to be health, the value of exercise and about healthy eating and drinking. Children make outstanding progress in developing the personal qualities that will enable them to live in the community by, for instance, making decisions about improving the school's outdoor environment. Through their learning in subjects, including English and mathematics, children make good progress in gaining the skills needed for their working lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The school judges teaching and learning to be satisfactory. Inspectors judge teaching and learning to be good, the strengths considerably outweighing any weaknesses. As a result children make good progress, notably for example in mathematics. Some teaching is outstanding because teachers have high levels of expertise, their lessons are lively and they convey their enthusiasm to children who in turn enjoy their learning even more than usual. All teachers have strong positive relationships with their classes and develop children's interest in the work provided. Children have a good idea of what they need to do to improve because teachers mark their work with care. The school has improved the teaching in Years 1 and 2 where, until this term, writing tasks were too limited in range and depth. Throughout the school, teachers usually challenge children of differing abilities well. On the occasions where this does not happen, more capable children do not always do as well as they might, such as in science at the end of Year 6. Support assistants promote children's learning very well and have very good subject knowledge, such as in information and communication technology. They also

develop very good relationships with children. Their support for children with learning difficulties is good.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It interests and engages children. There is good provision for literacy and numeracy so that children make good progress and achieve well. The provision for science is satisfactory. The school has correctly identified the need to improve how it develops children's investigative skills. The curriculum currently allows them too few opportunities to make decisions about, for example, how they will organise an investigation. Children have many opportunities to contribute to the school community, such as by designing signs for display around school. The school provides well for children with learning difficulties. Teachers give children an excellent understanding of how to be healthy and a good awareness of safety issues. Interesting visits to places such as farms enrich the curriculum. The wide range of opportunities for children to be involved in after school clubs even extends to tennis for reception children.

## **Care, guidance and support**

### **Grade: 2**

The school provides good care, guidance and support for its children. Staff are highly committed to promoting children's health, safety and well-being. The arrangements for child protection are robust and the school carefully attends to assessments of physical risk around the site and on visits. Teachers give children a good idea of what to do next to improve their learning, particularly in mathematics and English in Year 6. As a result, children usually reach their challenging individual targets in those subjects. Where teachers give less clear guidance to children about how to improve their work, in science for example, their progress is satisfactory rather than good. The support given to children with special needs is often of high quality, with good use of support assistants to guide learning. The school works well with other agencies when the need arises, including that for Traveller children, to ensure that children are well supported and can make good progress.

## **Leadership and management**

### **Grade: 2**

The headteacher and senior staff provide good leadership. The issues identified by inspectors for the school to improve match closely with the school's priorities, although the school has been too cautious about judging its own quality in its self-review. The robust approach to change for the better has led to children's good rate of progress over the last four years. Checks on the school's work are carried out rigorously by the headteacher and subject leaders. Consequently, the school is better than it was at the time of the last inspection. The school consults governors, staff, children and parents effectively. As a result, the school has a good basis upon which to move forward. The

school identifies realistic targets to be reached, such as the improvement of children's writing by the end of Year 2, and knows how it will reach them. Governors are committed to improving the school's performance further and are well informed. They actively make checks on the teaching and on children's work, so that they can be assured that the good 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, recognising for example that more capable children need to be challenged in every lesson. The school has 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 gives 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>	<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>	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	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

<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**

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 good progress with your work and the standards you achieve are good. - Your attitudes to work and behaviour are outstanding. - You enjoy school very much and attendance is high. - One of you said, 'Teachers are nice and help you when you are stuck.' Inspectors agree. - Teachers make lessons interesting. - You are growing up to be responsible young people. - Adults look after you well. - Your headteacher and senior staff lead the school well. There are three things we are asking the school to improve which you can help with. We are asking your teachers to: - Give you more freedom to explore your own ideas when you investigate things in science. - Provide work that is difficult enough for all of you in all lessons. - Improve how well you write in Years 1 and 2. We wish you all every success in the future.