



Rauceby Church of England Primary School

Inspection Report

Unique Reference Number 120669
LEA LINCOLNSHIRE LEA
Inspection number 280867
Inspection dates 8 March 2006 to 9 March 2006
Reporting inspector Ms. Joanne Harvey LI

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

Type of school	Primary	School address	Tom Lane
School category	Voluntary controlled		NG34 8QW
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01529 488667
Number on roll	185	Fax number	01529 488667
Appropriate authority	The governing body	Chair of governors	Mr.Mark McNulty
Date of previous inspection	12 June 2000	Headteacher	Mr. Tom Verity

Age group 4 to 11	Inspection dates 8 March 2006 - 9 March 2006	Inspection number 280867
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a slightly smaller than average foundation Church of England primary school serving the villages of North and South Rauceby. It is a popular school enjoying a high level of parental support. Many pupils come from more advantaged backgrounds. Pupils enter the school with a level of knowledge and skills which are above those expected for their age. The majority of pupils are White British and English is their first language. The number entitled to free school meals is below average. The number with learning difficulties is below average and the number of pupils with a statement of special educational needs is average. The school is working towards the Healthy Schools Award and achieved the Investors in People Award in February 2005.

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 an improving school which offers good value for money. Inspectors agree with the school's judgement that its overall effectiveness is good. The school takes good care of its pupils and has the confidence and strong support of its parents. Pupils are very happy here and therefore attendance is good. Pupils have positive attitudes to their work, behave very well and are ready and willing to learn. Standards are high in English, mathematics and science. Pupils are not encouraged often enough to use their skills in these subjects in sufficiently challenging ways in other subjects. Over time pupils have made good progress in English and science but progress has not been as good in mathematics, especially for the more able. The leadership of the school have been effective in identifying the school's strengths and areas for development. They have rightly put in place robust systems to ensure pupils do as well as they can. Consequently, recent improvements have been made in teaching and learning in mathematics which have resulted in pupils making good progress and more pupils are on course to achieve the higher levels. Good provision is made for pupils who find their learning more difficult and all pupils make similar progress. Pupils enter the Reception class with above average skills and abilities. Provision for these pupils in the Foundation Stage is not as strong as provision elsewhere in the school because it is too formal. As result, progress here is satisfactory. Despite several changes of leadership, the school has made good improvements since the last inspection and has good capacity to improve in the future.

What the school should do to improve further

- Ensure that the Foundation Stage curriculum includes many more opportunities for children to make choices and learn through practical experiences, both indoors and outdoors. - Give pupils more opportunities across the curriculum to use key skills such as literacy and numeracy in thought provoking and interesting ways.

Achievement and standards

Grade: 2

Achievement is good and standards are considerably above average by Year 6. Pupils enter the Foundation Stage with levels of knowledge and skills which are above those expected. They leave the Foundation Stage and enter Year 1 with similar levels having made expected progress. In the 2005 tests for Year 2, standards were above average, although they were higher in reading and writing than in mathematics. In Year 6, standards were considerably above average overall. They were exceptionally high in English and science and above average in mathematics. More pupils achieved the higher grades in these tests in English and science than the average for other schools nationally. The school has rightly identified that in mathematics the more able in particular, have not been doing as well as in other core subjects and steps have been taken to address this. Currently pupils throughout Years 1 to 6 are making good progress, including in mathematics and pupils are on course to meet the school's

challenging targets for 2006. This is due to improved teaching and assessment systems which have been put in place that are helping to ensure that all pupils achieve the challenging targets set for them.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They behave very well, work hard and get on well with each other. Work on educating pupils about bullying has successfully addressed previous concerns raised by some parents. Pupils say there is little intimidating behaviour. Playtimes are active, co-operative and fun occasions. Pupils are happy to come to school and attendance rates are high. The restrictive curriculum for some aspects of children's personal development in the Reception class means that satisfactory progress is made in broadening this aspect of their education. Pupils' spiritual, moral, social and cultural development is promoted well. They have a good understanding of right and wrong and are able to reflect on the consequences of their actions. Through the curriculum, pupils know much about the lives of people in other countries. However, their understanding of multi-cultural issues closer to home is not as strong. Pupils make healthy lifestyle choices for themselves and choose to look after their environment. They make a very strong contribution to school life and the local community through extensive fundraising activities and performances within and beyond school. The school helps pupils acquire personal and academic skills that prepare them well for the next stage of their education, including some early 'careers' advice and an introduction to the world of work.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall. Consistent strengths are to be found in the quality of relationships which creates calm and purposeful classrooms and in the strong partnerships with teaching assistants which helps pupils who have learning difficulties progress well. Work carried out to unify planning gives lessons a clear sense of purpose. In the best lessons, teachers combine learning across subjects and pupils rise well to the challenge presented by work that gives them freedom to experiment, present work in their own way and work collaboratively. This is too rarely done in Reception where teaching and learning are satisfactory overall. Training in the teaching of investigative mathematics is paying dividends, particularly for the more able. Pupils in Year 6 say that 'Thinking Thursdays' are interesting because they get to work 'independently and talk together'. The school has recognised that in the very few lessons where learning is slowed this is due to an over-reliance on worksheets, fewer opportunities to solve problems and marking which does not always guide pupils future learning clearly enough. Elsewhere, work is conscientiously marked and reflects the school's clear policy.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and meets statutory requirements. Careful planning has gone into ensuring that pupils have a suitably broad curriculum. The programme for pupils' personal development is thorough. There is a very good range of clubs, especially in sport, which are very popular with pupils and parents. School life is made more interesting through plentiful trips out of school and by the many visitors to school. However, although there are some developing links between subjects which help to make learning more meaningful, there are not enough opportunities for pupils to use their high levels of literacy and numeracy skills across other areas of the curriculum. The curriculum for children in Reception is too formal. It does not give children enough scope to make choices or to learn through practical experiences. Learning outside does not form part of children's everyday work.

Care, guidance and support

Grade: 2

The school's caring ethos is evident in the good quality of care it provides. Relationships are such that pupils feel they always have someone to turn to if worried and they say they feel safe and well looked after. The provision for pupils who have learning difficulties is good. The involvement of these pupils in reviews of their own progress helps them understand next steps. Teachers and support staff also know of key targets and support pupils very effectively. The school is now turning its attention to pupils who have particular talents and gifts. One or two benefit from 'master classes' but provision is at an early stage of development. Where targets have been introduced for individual pupils and where the pupils know them well, these have had a positive impact on pupil achievement, particularly in literacy. Tracking evidence in school confirms that this is now happening in mathematics. Procedures to ensure pupils' health and safety, such as those for child protection, are thorough, well known and quickly instigated if needed.

Leadership and management

Grade: 2

Inspectors judge leadership and management to be good. In a short time, the headteacher, supported by the able senior management team, has worked hard to raise pupils' achievement. There is a clear vision for the school. Staff are united behind the school aim to create pupils who are 'tolerant, civilised and fair'. Robust systems for monitoring and evaluating the school's work ensure a good understanding of its strengths and weaknesses. Plans for improvement have been put in place in a focussed way. Changes have been quick to take effect and progress has been good. For example, effective systems have been introduced to monitor and improve the quality of teaching and for the rigorous tracking of pupils' progress. Many subject leaders are having a positive impact on provision in their areas. The work of a few is still developing. There have been improvements to the learning environment including the library, playground

and computer suite. A priority is to improve the indoor and outdoor environment for the provision of the Foundation Stage curriculum. Pupils benefit from the positive relationships the school promotes within the community and with other agencies. Governors are well informed about the school and act as a critical friend. Governors and parents give considerable and much valued practical support. Parents and pupils are happy that the school values their ideas and acts on them. They value the high quality of communication which takes place between home and school. In the light of recent improvements made, the school has demonstrated that it has the capacity to improve further and that it 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>	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	3	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	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

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?	3	NA
How well are learners cared for, guided and supported?	2	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	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 were pleased to meet you and all the staff and very much enjoyed the time we spent with you. Thank you for making us feel so welcome, talking to us and helping us to find out so much about you and your school. You go to a good school which you enjoy and you are happy there. You behave very well and get on well with each other. Your school prepares you well for the next stage of your education and your future lives. The grown-ups at school work very hard to care for you and to help you do your best. Those who run the school know a lot about how good its work is and are doing a lot to make it better. They are keen to carry on this good work. In the Reception class you make satisfactory progress. The school is going to make sure you get more chances to make your own choices and do lots of practical things, inside and outdoors. This will help you make better progress in all the things you need to learn. From Year 1 to Year 6 you make good progress. You reach high standards in tests in English, mathematics and science. You need more chances to use your good skills in these subjects in exciting and challenging ways in across other subjects. Everyone at school is working together to make sure that this happens. We would like to wish you the very best for the future.