



# Ellison Boulters Church of England Primary School

## Inspection Report

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**Unique Reference Number** 120595  
**Local Authority** LINCOLNSHIRE  
**Inspection number** 291793  
**Inspection dates** 11–12 September 2006  
**Reporting inspector** Mrs. Lynne Blakelock

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

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<b>Type of school</b>	Primary	<b>School address</b>	Sudbrooke Road
<b>School category</b>	Voluntary controlled		Scothern, Scothern
<b>Age range of pupils</b>	4–11		Lincoln, Lincolnshire LN2 2UZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01673862392
<b>Number on roll (school)</b>	263	<b>Fax number</b>	01673861112
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Dr.C Atkin
		<b>Headteacher</b>	Mrs. J H Wheeldon
<b>Date of previous school inspection</b>	30 April 2001		

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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This is a larger than average school, which serves three local villages. It is popular and consistently over-subscribed. The majority of pupils enter with levels of knowledge and skills which are above those of most pupils nationally. A lower than average number has learning difficulties, disabilities or a statement of educational needs. The proportion of pupils eligible for free school meals is below average. Most pupils are White British and their first language is English. The school has been awarded Beacon status and has achieved Artsmark Silver Award and Healthy School status.

## **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 in which pupils thrive. It is effective because it has a clear direction, which is embraced by all at the school. The headteacher, her committed deputy, staff and governors are successful in providing a breadth of education, which promotes the all-round development of every pupil and celebrates their achievements. It is a happy school where all pupils are valued equally. One parent told us that her daughter's individual strengths are noticed and valued so that, as a whole person, she is able to shine.' Similar comments from other parents demonstrate their support for the school and involvement in their children's learning. This positive partnership results in ever closer links between home and school, to the benefit of pupils. The school is extremely successful in promoting pupils' personal development. Pupils really enjoy school. They feel secure because, from the time they enter the Foundation Stage, there is a code of conduct, which all pupils understand. It is underpinned by Christian values that are evident in every aspect of the school's work. These values are instrumental in turning out confident pupils, who know who they are and are proud of it. Consequently, pupils respect each other, the staff and the wider community, treating others as they would wish to be treated and always behaving very well. They willingly take on responsibilities and work with others for the common good. Their expectations of themselves are as high as those the school has of them. Because their achievements are celebrated, they feel very proud of themselves and of their school. Standards are high because children make a good start and continue to achieve well throughout the school. Most enter the Foundation Stage with above average levels of knowledge and skills and from the moment they skip through the door, the school ensures they are challenged by the abundance of learning experiences they are given. By the end of the Foundation Stage, the majority exceed the early learning goals for five-year-olds. High expectations, along with good teaching and provision enable pupils of all abilities to achieve well in Years 1 to 6. Overall standards in core subjects are well above average at the end of Year 2 and exceptionally high at the end of Year 6, although standards in writing are lower than in other subjects at both key stages. The curriculum is good because the headteacher has adapted the way subjects are taught in order to give pupils more opportunities for independent and investigative learning. The key to pupils' enthusiasm is that they are so involved in their learning - really hands-on. A good personal, social and health education programme educates them about healthy living. They are also prepared very well for adulthood by regular problem solving and decision making exercises. They develop their talents through a good programme of extra-curricular activities and educational visits which extend learning experiences. Pupils enjoy learning because the quality of teaching is good throughout the school. Planning is detailed and the purpose of lessons is made clear to pupils, so that they understand what they have to learn. When there is mutual respect between teacher and pupils, a love of learning shines through. Teachers encourage pupils to evaluate their own work critically. Most pupils know their targets and how to achieve them because marking is thorough and tells them what they must do to reach the next level. However, the assessment information that teachers gather about pupils is not yet used as fully as it could be by all staff to enable all pupils to

make the best possible progress. Consequently, in some lessons, the work does not closely meet the needs of all learners, especially the most able. This explains why progress is generally good, rather than outstanding. The good leadership and management skills of the headteacher are instrumental in maintaining the all-round good quality education provided by the school. Standards attained by pupils remain high because of her clear understanding of the strengths of the school and the areas which need further development. Also, competent subject leaders are effective in their roles. Professional development of staff is used well, so that high standards are maintained. Governors make an outstanding contribution to the work and development of the school and are highly effective in their monitoring and overseeing roles. From these strengths, the school has a good capacity to improve.

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

- Raise standards in writing by ensuring that pupils are able to use different styles of writing which are appropriate to the purpose. - Build up the use of assessment data to improve further the progress that pupils make.

## **Achievement and standards**

### **Grade: 2**

Children enter the Foundation Stage with above average knowledge and skills. They are stimulated by exciting investigative tasks and make good progress. By the end of the Foundation Stage, the majority exceed the goals for learning expected of children of this age. Pupils of all abilities make good progress throughout the school. At the end of Year 2 the standards they reach are well above the national average in reading, writing and mathematics. By the end of Year 6, results of national tests show pupils' attainment is exceptionally high in English, mathematics and science. The slight downward trend in standards over the last three years has been reversed due to improved monitoring of pupils' progress. However, there has been a fall in standards in writing at both key stages, which the school is correctly working to address by extending the range of writing activities.

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

### **Grade: 1**

Pupils' personal development and well-being are outstanding. Children in the Foundation Stage develop personal and social skills that are well above national expectations and these are then built on throughout the school through a very good personal, social and health education programme. Pupils' spiritual, moral, social and cultural development is excellent with particular strengths in moral and social development. Relationships are excellent and behaviour is of a very high standard because an agreed code of conduct is continually and consistently reinforced. Regular exercise helps pupils stay healthy, eager to learn and concentrate very well in lessons. Well above average levels of attendance and good punctuality reflect their enjoyment of school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Children attain high standards and make good progress because teaching and learning are good. Relationships are outstandingly good and consequently, pupils make the most of the opportunities the school offers them. This often results in pupils developing great interest in what they learn. Teachers typically manage their classes effectively to sustain pupils' concentration. Where there is less effective teaching, the work is not well matched to all pupils' abilities and the teaching fails to capture pupils' imagination. Pupils' work is marked constructively in order to help them to improve. Teachers agree learning targets with children to help them make their work better.

### **Curriculum and other activities**

#### **Grade: 2**

The school provides relevant and enjoyable learning for all pupils. In the Foundation Stage, the curriculum has a good balance of teacher-directed and child-selected activities. Children develop early skills through a range of discovery and investigative activities. There has been a more structured use of information and communication technology since the last inspection and enhanced resources have promoted good progress. Throughout the school, the quality of education is enriched by a variety of visits and visitors. A good programme of personal, social and health education encourages a healthy lifestyle and contributes significantly to pupils' development as responsible citizens. Pupils talk enthusiastically about the wide range of special-interest clubs, many of which have a sporting emphasis.

### **Care, guidance and support**

#### **Grade: 2**

This is a school with a friendly atmosphere, where pupils are happy and are looked after well. They grow into well rounded young people. The necessary systems are in place to protect all pupils. Staff support pupils' personal and academic development well. Pupils receive strong encouragement to work hard and achieve high standards and the provision for pupils with learning difficulties and disabilities is good. Older children particularly fully understand how they should be progressing throughout the year although the school does not yet make full use of tracking and assessment data to support their work or focus on the needs of the most able pupils.

## **Leadership and management**

#### **Grade: 2**

The leadership and management provided by the headteacher are good. The headteacher's vision for the school, supported by strong teamwork from staff, is a

significant factor in the good quality of education that the school provides. The school has a clear picture of strengths and areas for development. This is reinforced by professional development of staff that is linked closely to maintaining the high standards pupils attain. Parents strongly support the school's efforts to provide an education which caters for children's all-round development, because they are able to be full partners in their child's education. Governance is outstanding. Governors contribute effectively to school improvement through their specific links to a subject or aspect of the school and bring a very good level of challenge to the work of the school.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

Dear Pupils We so enjoyed visiting your school recently and meeting you all. Thank you for making us feel welcome and for telling us about your school. We were very impressed by your behaviour and the care you show to each other. Ellison Boulters is a good school which is run well by Mrs Wheeldon, the rest of the staff and the governors. You all work hard and make good progress in your learning. Your test results are very good. Well done! Your school is a happy place to be and you look forward to coming here because you learn a lot. Your teachers try to make learning interesting and they work hard for you. They set homework that helps you to develop further your skills and knowledge and run after-school activities which help you to discover your talents. You respond well to the chances the school gives you to show responsibility. It was lovely to see the new children giving out the milk so sensibly during our visit. We know that the school sees everyone of you as very important and cares very well for you. All of your achievements are celebrated and this makes you feel very good about yourselves. There are two ways your school can improve further. We believe that those of you who have good skills in writing can do even better. We know your teachers are going to help you with this. We have also asked them to think carefully at the ways they use information about the levels you are reaching in your work so that you can make even more progress. I hope you will all be very successful in the future. Best wishes Lynne Blakelock Lead Inspector