

Allington with Sedgebrook CE Primary School

Inspection report

Unique Reference Number	120511
Local Authority	LINCOLNSHIRE LA
Inspection number	313646
Inspection date	11 December 2007
Reporting inspector	Ian Jones

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	
School	107
Appropriate authority	The governing body
Chair	Mrs Sharon Milne
Headteacher	Miss Leanne Giles
Date of previous school inspection	25 April 2005
School address	Marston Lane Allington Grantham NG32 2DY
Telephone number	01400 281685
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Introduction

The inspection was carried out by an Additional Inspector, who evaluated the overall effectiveness of the school and investigated the following issues:

- how effectively the school supports all learners
- pupils' involvement in assessment and target-setting; and
- the development of the curriculum.

Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This village school is smaller than the average primary school. Pupils' attainment on entry is generally above national expectations. No pupils are eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities is below average. The school is popular and attracts pupils living outside the village. The school has gained the Activemark award for sport.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The school provides a very caring and nurturing environment for its pupils. 'The school puts its heart and soul into supporting the children's education' commented one parent, echoing the views of many. Governors, pupils and their parents are right to be proud of their school because it is outstanding and maintains very close links with its local community. Strong Christian values underpin its work. Pupils are particularly well cared for, and their personal development and well-being are outstanding. Arrangements for their care and protection are properly in place. Pupils feel safe and secure. They look after each other very well and demonstrate a keen understanding of how to stay healthy. One pupil, with the approval of many others, said, 'We love school because we are all one big happy family'. Pupils enjoy everything that the school has to offer and their attendance is excellent. They quickly become eager and confident learners, cooperating exceptionally well with each other during lessons and at playtimes. Behaviour is excellent.

By the time they leave the school at Year 6, pupils reach standards in English, mathematics and science that are exceptionally high. This, together with their mature attitudes to learning, ensures that they are extremely well prepared for secondary education and the world beyond. Achievement is excellent because the school makes very good provision for pupils' learning. The quality of teaching is consistently high and the carefully planned curriculum includes an exceptionally wide range of additional learning opportunities. The school is not complacent however, and has identified aspects to further enhance its effectiveness, particularly in mathematics.

Leadership and management are exceptional. The inspirational headteacher is effectively supported by her colleague in the leadership team. Together they hold an accurate and perceptive vision for the development of the school, based on a crystal clear understanding of what is required. The work of the school is celebrated and effective strategies for improvement are put in place when necessary. For example, the headteacher recognised that the curriculum needed to be enhanced to further involve pupils in their learning. She led her colleagues in analysing provision and in developing planning. As a result she brought about the desired improvements. Pupils report that their enjoyment of lessons has been enhanced because of the effective links which have been established between subjects. Pupils are engrossed in lessons, and are often disappointed when lessons end because they are eager to learn more.

The school uses an increasing amount of data to analyse pupils' performance. In the past, this has not been used sufficiently well by teachers to set challenging targets for every pupil. This has now been addressed. Rigorous systems are in place to map the progress of every individual pupil carefully and to provide additional support at an early stage when needed. Therefore, pupils of all abilities, including the gifted and talented and those with learning difficulties and/or disabilities, are effectively supported by this system. Consequently the overwhelming majority of pupils make swift progress and do their best. Challenging targets are set for English and mathematics and pupils are clear how these targets support their progress. In addition, pupils understand how marking helps them to improve their work. As a result, pupils respond positively to teacher's feedback.

The school listens very carefully to its pupils and values their ideas and suggestions. For example, in response to pupils' suggestions the school provided additional enrichment opportunities outside lessons so that an impressive array of additional activities is now offered, covering a

wide range of sporting and environmental pursuits. These are greatly enjoyed by pupils and appreciated by parents. The curriculum is enriched through residential visits and themed events which successfully motivate pupils to learn. The school is outward looking and has developed strong links with a school in Malawi. French is taught in Key Stage 2. These initiatives help broaden the curriculum further and contribute well to pupils' cultural development. The school has enhanced links with its local community. Recently, for example, the school's centenary was celebrated by inviting all members of the community to join in celebrations. On another occasion, pupils attended a meeting of the local history society, gaining information which enhanced learning in their topic work. Furthermore, such events raised awareness and enhanced pupils' sense of citizenship. Pupils' social, moral, spiritual and cultural development is outstanding, and their spirituality is enhanced by events such as the annual 'Easter Pilgrimage', which is an important event in the life of the school.

Staff are very committed and welcome opportunities to work together to take the school forward. Governors are knowledgeable and astute. They offer a very effective balance of support and challenge to the headteacher. Standards have risen since the last inspection. The school was asked to help pupils attain higher standards by developing assessment practice. This aspect has been effectively addressed. The school evaluates its work very well and has made significant strides over the last two years which indicate that it has an outstanding capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 1

Learning is exceptionally good. Curricular planning is outstanding. It provides the children with an excellent range of learning opportunities and in so doing, supports the development of each individual. Relationships are exemplary. The excellent care, support and guidance and high quality teaching ensure that the children reach good standards and also acquire a very wide breadth of skills, knowledge and understanding. By the time they are ready to start Year 1, most children reach levels that exceed those expected nationally. The balance of class-based and intensive group activities is very good. There are frequent opportunities for children to plan what they want to do and develop good quality skills in learning independently. As a result, children demonstrate a highly confident approach to learning.

What the school should do to improve further

- Provide increased challenge in the mathematics curriculum at all levels, in order to further raise standards

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Annex A

Inspection judgements

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

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

12 December 2007

Dear Pupils

Inspection of Allington with Sedgebrook CE Primary School, NG32 2DY

Thank you for making me so welcome, talking to me and helping me during the school's inspection. It was really enjoyable coming to meet you and finding out all about your school. I am sure you will have enjoyed performing your Christmas play - it certainly looked like lots of fun! You will be pleased to know that the school is doing an outstanding job - well done!

Here are some of the important things I learned about your school:

- You work hard in lessons and your achievement as you move through the school is excellent. This helps you to reach high standards.
- Your personal development is outstanding. You clearly enjoy your time in school and I was very impressed by your excellent behaviour.
- You have really good work planned for you and your teachers work hard to make lessons and other activities as exciting and interesting as possible.
- You told me that your teachers and teaching assistants are doing a great job and learning is lots of fun - I agree with you. You are lucky to have such talented people working with you.
- Your headteacher does a tremendous job of helping everyone work together to make the school as outstanding as it is.

Although your school is excellent, it can be even better. I have asked your teachers to improve mathematics lessons to make them even more challenging and stimulating for you.

Thank you again for being so helpful and friendly when I came to see you.

Ian Jones

Lead inspector