

# Scawby Primary School

## Inspection report

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<b>Unique Reference Number</b>	117744
<b>Local Authority</b>	North Lincolnshire
<b>Inspection number</b>	326673
<b>Inspection date</b>	2 December 2008
<b>Reporting inspector</b>	Amraz Ali HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	194
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Keith Davis
<b>Headteacher</b>	Mr David Hinxman
<b>Date of previous school inspection</b>	1 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	West Street Scawby Brigg DN20 9AN
<b>Telephone number</b>	01652 654322
<b>Fax number</b>	01652 654322

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

The inspectors evaluated the overall effectiveness of the school, the effectiveness of the Early Years Foundation Stage (EYFS) and investigated the following issues: achievement and standards, pupils' personal development and well-being, teaching and learning, and leadership and management. Evidence was gathered from the school's self-evaluation, lesson observations, scrutiny of pupils' work, assessment data, school documents and parents' questionnaires. In addition, there were discussions with the headteacher, governors, staff and pupils. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is an average size primary school serving Scawby village and other local communities. The area is of broadly average to above socio-economic standing. Every child speaks English as a first language and almost all are of White British heritage. The proportion of pupils who are eligible for free school meals is below the national average. The proportion of pupils who have a learning difficulty and/or disability is similar to the national average. EYFS provision is made in a Reception class for children aged from four to five.

Pre-school provision is provided on the same school site, in a separate building, by an external organisation. They also provide before and after school care for school age pupils along with care during periods when the school is closed for holidays.

The school has the following awards; the National Healthy Schools Award, Activemark, Artsmark Gold, Basic Skills Agency Quality Mark, ICT Mark and has been identified as a Leading Aspect School for its work in physical education.

## 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 that lives up to its widely displayed mission statement: 'Our school is about success'. The school is effective in ensuring that all of its pupils not only succeed academically but also succeed exceptionally well in their personal development and well-being. The school's success can be seen by its popularity in the local community, the number of pupils who attend the school from outside the immediate catchment area. This is also evident in the way pupils happily come to school, often arriving early to take part in the aerobic club's vigorous start to the day.

The headteacher's good leadership and management have ensured that the school has made good improvement since the previous inspection. As a result, some aspects of the school's work are now outstanding, including pupils' personal development and well-being and the care provided for pupils. Strong teamwork and a shared commitment among staff and governors to do their best for the pupils in their care has helped to create a caring and happy school. Senior leaders work well with governors, who regularly visit the school. Together, they accurately judge the school's strengths and relative weaknesses and they know what needs to be done to ensure continued improvement. The success of these actions also shows that the school has good capacity to make further improvements.

The vast majority of parents speak very highly of the school and the following comments are typical of many: 'Scawby provides a good all round education for the children' and 'Children enjoy going to school and enjoy all of the learning experiences that it offers.' Procedures for safeguarding pupils' welfare, health and safety are in line with statutory requirements. The leadership carefully monitors the quality of the different aspects of the school's work. This ensures that teaching is consistently good and sometimes outstanding.

Achievement is good and pupils reach above average standards. Children start school with skills and knowledge that are broadly typical for their age. They make good progress in Reception and Key Stage 1, and by the end of Year 2 their standards are above average. This momentum is maintained in Key Stage 2. Pupils continue to work hard and achieve well especially in reading and science, where the majority of pupils reach the expected levels and around half reach the higher levels. Provisional results for 2008 indicate that recent developments to bring standards in mathematics closer to standards attained in reading are beginning to have some success and, across the school, more pupils are achieving at the higher levels. Pupils do not achieve as well in writing and standards although above average are not as high in some other subjects.

Pupils do well because the school places great importance on providing a caring, happy and supportive family atmosphere in which to develop their personal skills. As a result, their attendance is above average, their behaviour is excellent and they have an infectious enthusiasm for all that the school has to offer. They are well motivated and confident learners. They fully understand how they can stay healthy, keep themselves and others safe and become responsible, caring members of their school and local community. The good progress they make in learning the basic skills of literacy, numeracy and information and communication technology (ICT) is providing them with secure skills to continue learning when they leave school. They have a good understanding about world religions and cultures, evident particularly through their assemblies and the strong musical provision. Their understanding of the cultural diversity that exists in Britain today is less well developed.

Academic support and guidance are good overall. Pupils' progress in reading, writing and mathematics is tracked systematically and the information is used to identify individual pupils whose progress is stalling so that they can be given additional support. This tracking system, however, does not give all teachers and senior leaders easy access to information about the progress of all groups of pupils. This therefore limits its usefulness in evaluating the effectiveness of the school's work and in planning for further improvement. Effective support is provided for those pupils who are identified as having learning difficulties and/or disabilities and this is much appreciated by the majority of parents. Pupils are generally clear about their targets and how meeting them will help them to achieve higher standards. The marking of pupils' work is encouraging and supportive, and often identifies ways in which pupils can improve their work.

The good curriculum is effectively enriched by a range of interesting activities, both within the school and beyond. This adds significantly to pupils' levels of confidence, self-esteem and enjoyment. They talk enthusiastically about the many visits that they go on, such as the annual residential visit. There are particular strengths in curriculum provision for physical education, music, links with industry and ICT. The school is rightly proud of the fact that all Key Stage 2 pupils are offered the opportunity to learn to play a musical instrument and the singing heard by inspectors was excellent.

The headteacher, staff and governors are determined to continue to ensure that the school equips all pupils well for the challenges of the future. It offers good value for money.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children in the EYFS make good progress because there is the right balance between adult-led activities and those that children undertake independently. This is complemented by ongoing observation to check learning is satisfactory. Provision enables staff to meet the individual needs of most children, however the more able are not always sufficiently challenged, and when this happens, their progress slows. Most children exceed the expectations for five year olds, having achieved well from their individual starting points. Frequent opportunities to talk and listen, in a patient, caring atmosphere, help them make good progress. Provision is exciting yet nurturing, with an emphasis on building their confidence and developing their personal and social skills in preparation for future learning. Behaviour is managed well and relationships are calm and warm. As a result, there is a high level of trust between children and adults, and children are very much at ease with those around them. This feeling of being safe helps them to enjoy their day. Staff are enthusiastic and enable all children to participate fully in the exciting range of activities planned for them, inside and out. Though teaching is good overall, insufficient attention is paid to ensuring that learning meets the requirements of the new national guidance on teaching sounds and letters. The 'Key Person' role is at an early stage of development. The leadership has made a good start in ensuring that the new statutory requirements are met so that children's welfare is promoted.

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

- Improve children's learning and development in the Early Years Foundation Stage by ensuring that teaching fully embraces the new requirements and assessment leads to the immediate next steps for each individual.
- Improve standards and achievement in writing across the school.
- Refine the recording of pupils' progress so that it can more easily be used to inform the school's self-evaluation.

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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?	2
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?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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	2
The extent to which learners enjoy their education	1
The attendance of learners	2
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	2

## The quality of provision

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

## 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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	2
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



**Annex B****Text from letter to pupils explaining the findings of the inspection**

3 December 2008

Dear Pupils

Inspection of Scawby Primary School, North Lincolnshire, DN20 9AN

Thank you all very much for your help when we came to inspect your school. We were very grateful for all the useful information you gave us during lessons, in the playground, at lunchtime and when we had meetings with you. You have helped us enormously to make our judgements and I would like to share these with you now.

Yours is a good school. That is what you and many of your parents think, and we agree with you. Your school is good because the staff help all of you to make good progress and achieve above average standards by the time you leave. They do this by making your lessons interesting, often with activities that involve you in moving around the classroom. They set you challenging targets and give you work to help you to meet your targets. They also give you good support when you need it. You are very good at discussing your ideas with your partners and this helps your learning. You are cared for exceptionally well and your personal development and well-being are outstanding.

The youngest pupils are very well cared for. They get lots of help with their work and get off to a good start with their learning, but the work given to some children is sometimes too easy. Also the work to help children to learn letters and sounds is not always done in the way that it should be.

Your headteacher together with all of the staff and governors is determined that you will get the very best possible education. We have identified some ways in which they can make things even better for you. We have asked them to improve how well you are doing in your writing. We have asked them to look carefully at how they record and track the progress that you are making in reading, writing and mathematics so that they are able to compare the progress made by different groups of you more easily.

I know that you will want to play your part too and I am sure that you will continue to do your best.

My very best wishes for the future,

Amraz Ali

Her Majesty's Inspector