

# Saltfleetby CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	120582
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	327312
<b>Inspection date</b>	3 February 2009
<b>Reporting inspector</b>	Martin Cragg 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>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	52
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 John Harrison
<b>Headteacher</b>	Mrs Angela Birchall
<b>Date of previous school inspection</b>	29 March 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>	Main Road Saltfleetby Louth Lincolnshire LN11 7SN
<b>Telephone number</b>	01507 338282
<b>Fax number</b>	01507 338282

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<b>Age group</b>	3–11
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## Introduction

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

## Description of the school

This very small village school has grown recently and admits a small number of pre-school children into the Early Years Foundation Stage, which is provided through a Nursery and Reception class. There is an after school club providing child care, managed by the governing body. A higher than average proportion of pupils is eligible for free school meals. The proportion of pupils with statements of special educational need is high and those with learning difficulties and/or disabilities above average. All pupils are of White British origin. A higher than average proportion of children join or leave the school during the year. The school has achieved the Artsmark and Active Mark. It is part of a federation with three other primary schools.

## 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. It has some outstanding features. All parents who returned questionnaires were unanimously supportive of the school and highly appreciative of its contribution to the development of their children and the community. There is a strong ethos focused on achievement, respect and tolerance, underpinned by its Christian status. All children are valued equally and the school's excellent care, guidance and support ensure that their personal development is outstanding. Pupils' behaviour, attendance and attitudes are exemplary. They show understanding of the needs of others, learning from the excellent models provided by staff.

Pupils make very good progress to the end of Year 6 and meet or exceed their targets, attaining standards which are broadly average from low starting points. Teaching and learning are good with very strong relationships and a wide range of interesting activities. Teachers' marking is generally good, although there is not always sufficient advice for pupils on how to improve their work, especially in mathematics. The outstanding curriculum is enriched by a wide range of trips, events, visitors and themed days and supported by a very good range of extra curricular activities. Pupils thoroughly enjoy their learning and have very positive attitudes.

Under the outstanding leadership of the headteacher, the school has grown to provide a vital resource for its community. Leadership and management are good overall but the role of subject leaders in monitoring and evaluation is not yet fully established, particularly in the analysis of the school's data on pupils' progress. The partnership with three other small schools is very effective in supporting staff through shared planning, preparation and moderation of work. It also spreads the load of subject leadership. The federation has attracted additional grants, which have enabled joint staff training and pupil activities to improve standards in the core subjects. The school uses its resources efficiently and value for money is good. Since the last inspection, standards have improved at Key Stage 2, the Early Years Foundation Stage and childcare provision have been extended, including an after school club providing excellent activities, and school facilities expanded. The headteacher's vision and enthusiasm, supported by the commitment of staff, governors and parents, ensures that there is good capacity to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children enter the Nursery class with skills and knowledge that are below those typically found, especially in speaking and listening. Adults promote their welfare effectively and children receive a warm welcome which ensures they settle well. This helps them to develop positive attitudes to learning, which carry on into the Reception class. Teaching and learning are good; all staff in the Early Years Foundation Stage work closely together and are well supported by qualified teaching assistants. Planning is carefully thought out so that children participate in a good balance of teacher directed and child initiated activities. Good use is made of the outdoor area where there have been major improvements since the last inspection. Leadership and management are good, although systems to record and evaluate exactly how well the children are doing are not yet fully developed. Children make good progress through the Early Years Foundation Stage in all areas of learning. By the end of Reception, they now reach levels which are close to the national average.

## What the school should do to improve further

- Develop newer subject leaders' expertise and provide them with specific time to complete their role in monitoring and evaluating provision, including the analysis of data on pupil's progress.
- Ensure that all teachers' marking and feedback is consistent with the best in the school and gives pupils clear advice on how to improve their work, especially in numeracy.

## Achievement and standards

### Grade: 2

In 2008, pupils in Year 6 reached standards which were broadly average and better in reading and mathematics than in writing. Their achievement was good and they made good progress from their starting points to reach or exceed the challenging targets set for them. Those pupils with learning difficulties and/or disabilities made at least good progress, and all Year 6 pupils attained Level 4 in English, mathematics and science because of carefully focused teaching and support. By the end of Year 2, in 2008, pupils made at least satisfactory progress. Although, overall, standards at Key Stage 1 were well below average this was because of the high proportion of children with significant learning difficulties and/or disabilities. These pupils made progress at least in line with their peers.

## Personal development and well-being

### Grade: 1

Pupils' excellent attitudes towards school are reflected in their enthusiasm for work, high levels of attendance and good achievement. Behaviour in lessons and around the school is exceptionally good. The school's inclusive ethos and the consistently good role models of adults ensure that they feel safe and happy. Spiritual, moral, social and cultural development is outstanding and is reflected in the pupils' understanding of others. For example, they led a Remembrance Day service, inviting local veterans, which deepened their understanding of what other people have done to make the world a better place. Pupils know how to stay healthy and confidently play a full part in the life of the school. They have very good opportunities to show responsibility and initiative, for example by organising fundraising events for the local community and national charities. Pupils develop very well as independent learners and gain a wide range of skills to help them in their future lives.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers plan lessons thoroughly to ensure that work matches the needs of pupils of different ages and attainment. They have good subject knowledge and use a wide range of activities to engage and interest pupils in their work, including drama and focused discussion in pairs and small groups. Teachers set clear learning objectives and pupils are encouraged to evaluate their understanding of topics. As a result, pupils enjoy learning and make good progress, working well collaboratively and trying hard. Relationships between staff and pupils are very good. Teaching assistants offer very effective support to those who need additional help. Teachers' marking is regular and generally good, setting clear targets for pupils. However, there is not always sufficient advice for pupils on how to improve their work, especially in numeracy. Teachers

encourage pupils to complete extended homework and offer opportunities for parents to find out more about how they can help their children in key subjects.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is broad and fulfils all the requirements of the National Curriculum, including two hours of physical education and access to swimming and a modern foreign language. Teachers plan carefully to exploit the links between subjects and to provide opportunities for pupils to apply key skills in a good variety of different contexts. There is an excellent range of trips, events, activities and visitors to school, which enrich the curriculum and add interest to topics. The school uses its community to extend learning and has very effective links with other schools, businesses and local artists. There is a very good range of extra curricular activities, which pupils enjoy. The after school club offers a superb finish to the day with a carefully planned range of activities and support with homework. The curriculum provides pupils with excellent opportunities for teamwork and collaboration.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support for pupils' pastoral and academic development are outstanding. Checks on the suitability of staff and procedures for child protection meet all requirements. There is a very high level of commitment on the part of all staff to encourage enjoyment and achievement. Partnerships with a wide range of agencies and professionals enhance the school's work exceptionally well and ensure that vulnerable children are supported very effectively. All pupils, including those with learning difficulties and disabilities, are well informed about their progress in their work. Pupils have a very good understanding of their targets which are all shared with their parents so that they are given good opportunities to be involved in their children's learning.

## **Leadership and management**

### **Grade: 2**

The headteacher's leadership is outstanding and she provides very clear direction for the school, which is shared by staff and governors. All children are treated equally and there is a strong ethos of success for all. Staff promote tolerance and understanding within and beyond the school's community through support for charities, links with schools in Africa, the positive inclusion of children with learning difficulties or disabilities and the active involvement of parents. There is a good programme of monitoring and evaluation of planning, teaching and pupils' work. This is undertaken by the headteacher with support from key staff. This accurate self evaluation leads to identification of key areas for improvement and a well-focused development plan. However, some subject leaders are new to their role and are still developing their expertise. They do not always have specific time allocated for their monitoring and evaluation duties. The governing body holds the school to account and has a good understanding of the areas for development and a strategic view for the future. Many governors, including the Chair, give generously of their time to support the work of the school.



## 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?	1
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	3
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	1
The extent to which 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

<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?	1
How well are learners cared for, guided and supported?	1

## 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	1
How well does the school contribute to community cohesion?	1
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**

4 February 2009

Dear Pupils

Inspection of Saltfleetby C of E Primary School, Saltfleetby, LN11 7SN

Thank you for the very friendly welcome you gave to me and my colleague when we visited your school recently. We enjoyed talking to you and visiting your lessons. Your views were very helpful in giving us a picture of your school. This letter is to tell you what we found in our inspection.

Your school is a good school and some of its work is excellent. We were very impressed with the way you behave and treat each other with respect. We also saw many of you following staff examples and caring for each other. You make good progress in your learning. Last year, Year 6 pupils attained standards that matched the national average. You enjoy lessons because teachers make subjects interesting and use a wide range of events and activities to make your work stimulating. You have the chance to visit many interesting places and take part in regular sport and musical events. You know your targets and often assess how far you understand work in lessons to help your teachers plan your next steps. Your headteacher sets a very clear direction for your school and is well supported by the staff and governors. Your parents are very positive about the school. The governors and staff have set up a pre-school class and after school club which have improved the school's facilities and help you to learn and to get on with each other.

We found some things that could be better in your school, although you told us that you were very happy overall. We asked teachers to make sure in their marking of your work that you know exactly how you can improve and what to do next. We also suggested that all teachers have some time to manage the subjects that they have responsibility for, so that they can check on your progress more carefully.

I am sure that your school will continue to be a happy and a safe place for you to learn. I enjoyed visiting you and wish you success in the future.

Yours sincerely

Martin Cragg

Her Majesty's Inspector