

The Saxilby Church of England Primary School

Inspection report

Unique Reference Number	120583
Local Authority	Lincolnshire
Inspection number	327313
Inspection dates	16–17 March 2009
Reporting inspector	Roger Sadler

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.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	325
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
Appropriate authority	The governing body
Chair	Mrs Caroline Clarke
Headteacher	Mrs Hazel Belcher
Date of previous school inspection	29 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Highfield Road Saxilby Lincoln Lincolnshire LN1 2QJ

Age group	4–11
Inspection dates	16–17 March 2009
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is situated in an area of economic advantage and few pupils are entitled to free school meals. Almost all pupils are White British and speak English as their first language. The percentage of pupils with learning difficulties and/or disabilities is below that found nationally. Most of these relate to pupils' emotional and social needs, their language development or to health issues.

Pupils enter the Early Years Foundation Stage in Reception from the beginning of the school year following their fourth birthday. An independent provider offers daily pre-school and after school child care on the school premises.

The school has gained a Basic Skills Quality Mark, and the Active Mark for physical education and exercise. Due to the long term absence of the headteacher, the school had an acting headteacher from Easter to the end of the school year in 2008. The new headteacher took up her permanent post from September 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than, in all the circumstances, it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the achievement of pupils and the progress they make. The school is not, therefore, providing an acceptable standard of education and its overall effectiveness has declined since the last inspection and is inadequate. The school does not provide satisfactory value for money.

Many parents recognise that the school provides a caring, happy environment and that pupils' personal development and well being are good. Pupils feel safe, form good relationships with one another, enjoy school and attend regularly. A significant proportion of parents however are appropriately concerned that their children make insufficient progress. Standards have declined considerably since the previous inspection. Although pupils enter Reception with knowledge and skills above those typically found nationally, by the end of Year 2 standards are below national averages and well below those attained by pupils in similar schools. The headteacher recognises that pupils make inadequate progress from Years 1 to 4. Rates of progress accelerate in Years 5 and 6. In 2008, Year 6 pupils, who attained above average standards in Year 2 in 2004, made satisfactory progress to attain above average standards in the national tests for eleven-year-olds. The school's satisfactory curriculum is well modified to meet the needs of pupils with learning difficulties and/or disabilities enabling them to make good progress. The curriculum sometimes does not provide the challenge necessary to ensure that more able pupils achieve their full potential.

Although pupils' achievement and progress are inadequate overall, provision is beginning to improve and there are signs that standards are starting to rise. Leadership and management are satisfactory. The new headteacher, with the deputy, provides far-sighted leadership. They have a clear and accurate view of where improvements are needed. A well-judged range of measures to improve provision and raise standards have begun to be introduced. Effective ways of tracking the progress of pupils are now in place and assessment information is beginning to be used to direct additional support to those at risk of underachieving. Staff are provided with effective training and guidance. Measures taken over the last year indicate that the school has a satisfactory capacity to improve in the future. Subject leadership has improved, but curriculum leaders still lack skills in comparing the performance of Saxilby pupils with that of others in similar schools. Following some recent training, governors recognise that their role in monitoring, evaluating and challenging weaknesses in financial management and the achievement of pupils has lacked rigour. A programme of governor training is underway which is beginning to strengthen their role.

Teachers have responded well to recent initiatives and the quality of teaching and learning and care, guidance and support are satisfactory. Teachers' marking and other aspects of academic guidance are steadily becoming more effective so that pupils have a clearer view of where and how to improve their work. Because developments are quite recent they have yet to fully impact on pupils' achievement. Also, there is still too little good teaching with high enough expectations in Years 1 to 4.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children join Reception with skills above those expected of their ages. They make satisfactory progress and at the end of the Early Years Foundation Stage attain above nationally expected levels and local authority averages in their language and mathematical development. On occasions, expectations of the more able children are insufficiently high and this limits the development of their early writing and number skills. The Early Years Foundation Stage classrooms provide children with a safe, secure, stimulating environment. The outside areas also provide satisfactory support for learning and there are plans to develop these areas further. Children are able to select from a wide range of activities which provide suitable opportunities for play-based learning. Children are also involved in more focused activities such as making labels and signs for their vegetable shop. Because their activities are almost always decided on by the staff, children have few opportunities to develop independence and creativity in their learning. Children's personal, social and emotional development is well supported and they play well together, concentrate over extended periods of time and share equipment and toys without conflict. Staff make sound use of a wide range of assessments to track children's progress and decide what future activities are provided. Leadership and management are satisfactory. The support offered by the local authority is used well; resulting in the school having a clear understanding of where improvements are needed. The leadership has the capacity to continue to improve provision and standards in Reception.

What the school should do to improve further

- Improve the progress and achievement of pupils in Years 1 to 4, especially in mathematics and English by improving the quality of teaching.
- Provide additional support and challenge throughout the school to enable the more able to achieve their full potential.
- Improve the role of governors and subject leaders, particularly in monitoring and comparing standards in the school with those achieved by pupils in similar schools.

Achievement and standards

Grade: 4

At the time of the last inspection the school had a long standing track record of above average standards in national assessments and tests for Year 2 and Year 6 pupils. From 2006 to 2008 Year 2 standards declined to below national averages and well below those attained by pupils in similar schools indicating inadequate achievement and progress. Year 6 standards have declined to broadly average levels up to 2007 but in 2008 standards improved significantly in Year 6 when pupils made satisfactory progress to attain above average standards in their national assessments. A below average proportion of Year 2 pupils attained the higher levels in 2008 national assessments. School records and pupils' work indicate that standards are gradually beginning to recover. The school is aware that the recovery is strongest in Years 5 and 6 and weakest in Years 1 to 4 where teaching is less demanding. In response to recent initiatives designed to raise standards, pupils are now making satisfactory progress in most lessons, and sometimes good progress in Years 5 and 6. However, in Years 1 to 4, progress over the time they have been in the school and their achievement, given their starting points, are inadequate.

Personal development and well-being

Grade: 2

Pupils enjoy school, attend regularly, are polite and friendly and are invariably well-behaved around school. In almost all lessons their behaviour is also good. Pupils say that bullying is rare, and it mostly takes the form of 'disagreements', especially about football. Pupils feel safe in school, and know who to turn to if they have concerns of any kind. They also show good awareness of how to live a healthy lifestyle and how to support the safety of others. They understand the importance of regular exercise and a healthy diet and show an understanding of the benefits of medicinal drugs as well as the dangers of recreational drugs.

Pupils make a good contribution within their community by, for instance, being on the school council, serving younger children at lunchtime or being a monitor in class. They organise events and raise money for a variety of charities locally and nationally. Their sound basic skills, including in information and communication technology and their good personal development mean that they are suitably prepared for later life and work.

Pupils' social, moral and spiritual development are good. Assemblies reinforce their understanding of right and wrong and enable them to reflect on and appreciate wonderful aspects of the world. Pupils' cultural development is satisfactory. Although they have a good awareness of their own local heritage, their understanding and experience of the ways of life of people from other religious and ethnic groups in modern Britain is more limited.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning has recently improved and is satisfactory. Much improved school monitoring and evaluation show that there is, however, too little good teaching in Years 1 to 4. Teachers build good relationships and good rapport with pupils. Pupils are given clear boundaries and behaviour is almost always good. Teachers' marking often gives pupils useful feedback on their achievements and a clear indication of how to improve. At times, however, marking provides insufficient challenge and not enough is expected to ensure that pupils, especially the more able, always do their best. Suitable support is provided, often by teaching assistants, to those children who have learning difficulties and/or disabilities. Teaching assistants are deployed less effectively during whole class teaching times. Pupils are often given useful opportunities to talk, share their ideas and discuss answers to teachers' questions. This helps deepen their understanding and develop their speaking and listening skills.

Curriculum and other activities

Grade: 3

Pupils enjoy working on a range of projects which integrate learning in different subjects such as their work on cathedrals which brings together many subjects. However opportunities are sometimes missed to develop writing skills in other subjects. The curriculum is enhanced by interesting after school clubs which offer sports activities, art, and music whilst a lunchtime club offers some children the opportunity of a quiet time away from the playground bustle. A good range of visits and visitors to the school provides additional enrichment to the curriculum. Pupils lack opportunities to undertake independent research and, in some classes, an over-reliance on published worksheets limits progress, especially that of the more able. There

is satisfactory provision for literacy, numeracy and information and communication technology. In English pupils undertake too little extended writing. Personal development is effectively supported by displays and signs around the school so that children are constantly made aware of how to be safe and develop good relationships. Modern foreign languages provide further enrichment for the curriculum in Years 3 to 6.

Care, guidance and support

Grade: 3

Pastoral care and support are good and academic guidance is now satisfactory. Child protection and safeguarding procedures, including those for the safe use of the Internet, fully meet statutory requirements. The school follows up any unexpected or persistent pupil absence. Pupils, including those who are in the care of the local authority, are well cared for. The school has recently introduced targets to guide pupils' learning in writing and mathematics and they show sound recall of these. Sometimes these targets are insufficiently demanding to have a full impact on pupils' achievement. Pupils who have additional support generally have individual plans well matched to their needs that summarise their learning targets well and help them make satisfactory progress.

Leadership and management

Grade: 3

In a short time, the recently appointed headteacher, and deputy headteacher have raised the expectations of staff and begun to make other leaders more accountable for the quality of provision and standards in their subjects. Subject leaders and governors have begun to improve their role but are aware that they lack skills in analysing data to enable them to fully challenge the school to improve achievement. The school has identified, and is working hard to achieve, the right priorities to sustain and build on these developments. Staff, governors and some parents point to significant improvements in provision. The school improvement plan is based on an accurate evaluation of the school's current position and concentrates on the correct priorities. The plan does not provide sufficiently clear criteria to enable leaders, including governors, to evaluate the impact of the plan on pupils' achievement and progress. The school has a clear understanding of the nature of its community and makes a satisfactory contribution to community cohesion, but recognises that a thorough review of this aspect of its work has yet to be undertaken.

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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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
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?	Yes

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

18 March 2009

Dear Pupils

Inspection of Saxilby CE Primary School, Saxilby, LN1 2QJ.

Thank you for making us so welcome when we came to inspect your school. We especially want to thank those of you who gave up part of your lunchtime to talk with us. We enjoyed watching you learn and talking with you in lessons and around school.

Your school is properly run and is improving but some of you do not do as well as you could in Years 1 to 4. The way that you are looked after is good and you are shown how to improve your work. You clearly like the good range of clubs and visits provided and the visitors to school that teachers arrange. It is good to see that you enjoy school and that most of you attend regularly and arrive on time. You all act safely and think about the safety of others. You are being prepared for life at your next school and life beyond. You show consideration for others, understand what is right and what is wrong, and are very friendly to each other. You should be proud of your good behaviour and manners. Those of you who find learning difficult make sound progress because the school helps you learn and you are given extra help in small groups.

There are many things that your headteacher, the staff and the governors want to improve because they want your school to get better. We agree with them that there are three important things that need doing first:

- help you do better, especially in your English and mathematics in Years 1 to 4
- help those of you who find learning easy to do your very best by making sure that your work is interesting and challenging
- help governors and those who lead subjects do their work better.

I send you our very best wishes for the future.

Yours faithfully

Roger Sadler

Lead inspector