

Scamblesby Church of England Primary School

Inspection report

Unique Reference Number	120584
Local Authority	Lincolnshire
Inspection number	327314
Inspection date	2 February 2009
Reporting inspector	Alan Lemon

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 aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	67
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 H Robinson
Headteacher	Mr A Sanders
Date of previous school inspection	7 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Old Main Road Scamblesby Louth Lincolnshire LN11 9XG

Age group	4–11
Inspection date	2 February 2009
Inspection number	327314

Telephone number
Fax number

01507343629
01507343629

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Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: the achievement of pupils in Years 1 and 2, the impact of assessment in tracking pupils' progress and on raising achievement, particularly in Years 1 and 2, and plans to widen pupils' contribution and to increase the school's role in promoting community cohesion. Evidence was collected from observing lessons, discussions with pupils, members of the senior leadership team and governors, a scrutiny of school documents and parent questionnaires. Other aspects of the school's work were not investigated in detail, but where inspectors found no evidence to suggest that the school's own assessments, as given its self-evaluation, were not justified, these have been included where appropriate in this report.

Description of the school

This is a very small village school. Its pupils come from Scamblesby and a wide rural area with some from the nearby towns of Louth and Horncastle. All of the pupils are White British and many live in favourable economic and social circumstances. Their attainment on entry is broadly average, although there is a wide range of ability and an average proportion of pupils with learning difficulties and/or disabilities, relating to communication, language and literacy. There are seven children in the Reception Year receiving Early Years Foundation Stage provision. Pupils are taught in three mixed year group classes, which are made up of Reception and Years 1 and 2, then Years 3 and 4, and finally Years 5 and 6.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Scamblesby Primary is a good school because pupils achieve well both academically and in their personal development. They make good progress as they move through the school, and in their final two years pupils make very rapid progress in lessons because teaching is outstanding. This ensures they are very well prepared for the future. By the end of Key Stage 2, pupils consistently achieve exceptionally high standards, especially in mathematics and science. Standards in English often reach the same high level but not as regularly as in mathematics and science. Untypically, results at the end of Key Stage 2 in 2007 were average overall. They were above average in English and science but below in mathematics. Nevertheless, these were remarkable results because a significant minority of the pupils taking the tests in 2007 had started school with well below average attainment. They benefited from the same very rapid progress made by other groups in their last two years in school and, where appropriate, from the school's good provision for pupils with learning difficulties and/or disabilities. The indications from the school's results in 2008 confirm the trend of very high standards by the end of Year 6. The number achieving the higher levels in tests is well in excess of the national averages in English and mathematics.

Pupils' progress is satisfactory in Years 1 and 2 and picks up pace in Years 3 and 4. By the end of Year 2, standards have remained broadly average over time, but occasionally below average, in writing in particular. The analysis of results is complicated because they are prone to distortions caused by the small numbers of pupils being tested and often the effects of their wide range of ability. However, the school's focus on teaching and learning has sharpened and improvement in assessment is producing greater detail on each pupil's progress, enabling more precise planning of lessons. Assessment procedures now in place provide a clear description of what each pupil has achieved and what are the next steps in learning required to continue good progress.

Teaching and learning are good. In Years 5 and 6, they are excellent because teaching is lively, fast paced and challenging. The teacher knows the pupils' capabilities extremely well, planning very effectively so that lessons are interesting and stimulating. This leads to a high degree of engagement, thinking and contributions from the whole class. Teaching provides very good opportunities for pupils to work independently and in small groups. They discuss and share their opinions enthusiastically, gaining much enjoyment, for example, from dealing in a sophisticated manner with the complex use of language in poems. Planning is generally good in the other classes. The support for pupils with learning difficulties and/or disabilities is well planned and teaching assistants are effective in helping them make progress. Sometimes a strict adherence to curriculum schemes, means there is much less inventiveness in activities to really stimulate pupils' interest to the level seen in Years 5 and 6. Although consistently good, lessons in other classes are not as engaging and challenging. The focus is on ensuring the basics are very firmly established, which has merit but leads to cautious rather than adventurous teaching. Until recently, assessment had done the job of accurately measuring pupils' attainment and progress. It had not always been used effectively for more detailed analysis of strengths and weaknesses in progress so that teacher's planning could be adapted in the light of these. New procedures are addressing this and school leaders have a much better understanding of pupils' progress which they are using to improve the focus of teaching and learning. Pupils have targets focused on the next steps in learning and a new marking policy has been implemented keeping close track of each pupil's performance. It is too early to say what impact

these are having on raising standards, although they are improvements in the ways of supporting pupils' academic progress. Care, guidance and support are good. Regular reports to parents and discussions with them are sharply focused and detailed on what their children have already attained and what they need to concentrate on next.

The school cares well for its pupils and they are carefully safeguarded as a result of robust policies and procedures. A strong Christian ethos promotes positive values that help pupils form good relationships and friendships, as well as showing them the importance of having regard and respect for others whatever their differences. Pupils' personal development, including their spiritual, moral, social and cultural development is good. They are well behaved, cooperative and helpful. Pupils think carefully about staying safe and show concern for others' safety. Bullying is not something that happens often but pupils know it would be dealt with effectively. They say they really enjoy school, which is reflected in good attendance and in parents' views. They make a good contribution through the many responsibilities given to them by the school, which includes the school council and raising money for several charities. Pupils understand and appreciate the importance of a healthy lifestyle and so take eating a good diet and keeping fit seriously. Sports and cooking are popular choices for club activities after school.

The school's broad curriculum offers pupils a good range of learning opportunities that are well enriched, by clubs, sports and cultural activities in particular. The amount of time for physical education is being increased to be in line with national recommendations. In subjects such as personal, social and health education, and their religious education, pupils are taught about Christianity, other religious beliefs and cultures. They talk knowledgeably and sensitively about all of these, showing they have developed good regard and respect.

The school is well led and managed. Governors are active and constructive partners supporting and challenging school leadership. Parents' involvement is actively encouraged through the parent/teacher association, regular parents' evenings and school reports. Their estimation of the school is very positive, especially on how it seeks their views and its good effect on their children's all-round development. They recognise the good impact of the headteacher, who has been in post three years, on school improvement and on the enrichment of the curriculum in particular. The headteacher is ably supported by the other school leaders, especially in managing the provision for pupils with learning difficulties and/or disabilities. Improvement has been good since the last inspection, particularly as pupils have been given more responsibilities and, through new assessment procedures, the tracking of progress is now robust. The capacity for continued improvement is good. One of the priorities for development is improving the school's contribution to community cohesion. Currently, it is satisfactory as there are strong, long-standing links with the community in and around Scamblesby, especially through the work of the church and village hall. Different dimensions of community are not fully developed, the United Kingdom and global community in particular. While the curriculum provides a perspective for pupils on cultural diversity in Britain, they have less opportunity to mix with and learn with those from different backgrounds.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make good progress in a stimulating learning environment in Reception and standards, overall, are average by the start of Year 1. Initial assessment shows the majority are slightly further ahead in their knowledge and understanding of the world, physical and creative development than in literacy, numeracy and personal, social and emotional development. Good teaching keeps the children interested, active and enjoying their work and activities. The Early

Years Foundation Stage is well led and children have good opportunities to work and play together in their classroom and outside. They are well cared for and supported. As a result, they happily work together and help each other, for example when seen coordinating the fetching of the water, pouring and mixing their 'disgusting porridge'. A good range of activities are planned effectively for indoors and outside, which encourage children's independence, personal, social and emotional development. Teacher-directed work on literacy and numeracy skills is nicely balanced with child-initiated play, with the result that children eagerly engage in structured learning. As a result, they develop their basic skills at a good rate. Recent improvements in assessment procedures are producing closer tracking and greater detail of children's progress so that adults' planning can be targeted well to individual needs.

What the school should do to improve further

- Use assessment information effectively in planning lessons throughout the school so pupils' work is more engaging and challenging and matched closely to their abilities.
- Develop a comprehensive strategy to promote community cohesion.

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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 ¹ 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/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	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	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

How effective are leadership and management in raising achievement and supporting all learners?	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?	3
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 February 2009

Dear Pupils

Inspection of Scamblesby Church of England Primary School, Lincolnshire, LN11 9XG

My colleague and I enjoyed enormously the day we spent in your school conducting our inspection. It was made all the more enjoyable by your warm welcome, friendliness and helpfulness. I thank you for your contributions to the inspection and, especially, the members of the school council whom I met to discuss what they thought about your school.

From our inspection, I found that yours is a good school. Teaching is good and you make good progress in your time at school. However, I was greatly impressed by how fast you make progress in Years 5 and 6. I believe this is because teaching is outstanding in Class 3. When I looked at your school's results they showed the standards of work are very often exceptionally high. What was seen in the Year 5 and 6 lessons we visited confirmed you will achieve those very high standards again by the time you leave school.

This is a hard act to follow for Classes 1 and 2, but I think there are steps that can be taken in these classes to speed up your progress even more. Your headteacher knows this and is already working hard on ways of measuring your progress accurately and more regularly. This will make sure your targets and the marking of your work will help you to do better work and make faster progress.

The one other improvement I have asked your headteacher to make is about finding interesting ways of helping you make contact with pupils of your age in different parts of this country and the wider world. This is so that you may all find out and understand more about how people live and think. I am sure if the school councillors put their minds to this, they could come up with some good ideas.

I wish you all the best for the future.

Alan Lemon

Lead inspector