

Rauceby Church of England Primary School

Inspection report

Unique Reference Number	120669
Local Authority	Lincolnshire
Inspection number	327336
Inspection date	19 January 2009
Reporting inspector	Keith Edwards

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)	180
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 Deborah Hopkins
Headteacher	Mr Tom Verity
Date of previous school inspection	8 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Tom Lane North Rauceby Sleaford Lincolnshire NG34 8QW
Telephone number	01529 488667
Fax number	01529 488667

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: standards in writing, pupils' progress in Key Stage 1, strategies to improve the quality of the Early Years Foundation Stage (EYFS), how the school celebrates the culture of different faiths and supports community cohesion.

Evidence was gathered from the school's self-evaluation, national published assessment data, the previous Ofsted report and the school's records of pupils' progress over time. A range of school documents, particularly those concerning safeguarding procedures, assessment data and the questionnaires returned by parents, were scrutinised. Inspectors looked at parts of lessons, met staff, pupils and members of the governing body. Other aspects of the school's work were not investigated in detail, but inspectors 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

The school serves the villages of North and South Rauceby. Although many of the children live locally, the remainder come from Sleaford and surrounding villages. Almost all of the pupils are of white British heritage and almost all have English as their first language. Attainment on entry is broadly average with a significant minority having achievements above national expectations. The proportion of children entitled to a free school meal and the proportion with learning difficulties and/or disabilities are below average. The school has an EYFS that caters for children in their Reception year.

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 and has improved significantly since the last inspection. It is well placed to maintain this momentum. Standards remain consistently high because the quality of teaching and learning is good and the school benefits from enthusiastic and dedicated leadership that nurtures teamwork. Pupils are very proud of their school and are keen participants in the exciting range of opportunities that it provides, particularly in sport and music. They are particularly, and rightly, impressed with the outstanding care and academic guidance. One delighted parent, whose views are echoed by many others, commented, 'I have nothing but praise for this wonderful school in which both of my children are flourishing, and always come home with huge smiles on their faces'. The school has the respect of the community that it serves and works very well with other schools.

Achievement is good and standards are consistently high. Children in the EYFS make good progress and reach standards that are above national expectations. The skills that the children acquire in the Reception class provide them with a secure footing for future learning in Key Stage 1 and extremely positive attitudes towards school. Standards for Year 2 pupils in reading and mathematics are nearly always above average. This is because the teaching is good and careful use is made of assessment information to ensure that the work set is matched carefully to pupils' needs. Standards in writing are not as strong as those in reading and this remains the case throughout the school. Although pupils have an excellent range of vocabulary and a good understanding of grammar, some pupils, particularly boys, occasionally lack the motivation to express and develop their ideas in writing. The school has recognised these shortcomings and has made changes to the curriculum to improve the range of opportunities for writing. However, the full impact of these initiatives is yet to be realised. Nevertheless, overall standards at the end of Year 6 in English, and particularly in mathematics and science, are significantly above average year-on-year. This represents good achievement from their starting points.

Inspection judgements support the school's own view that the quality of teaching and learning is good. A common feature in all classes is the warmth of relationships and this motivates pupils to work hard and remain on task. The pupils' behaviour is outstanding. Teachers plan well together and make imaginative use of resources to motivate pupils. Interactive whiteboards are used successfully to demonstrate new techniques and increasingly pupils are making good use of computers to practise their skills and to conduct further research across a range of subjects. Because teachers are clear with their explanations and the work set is well matched to the range of ability in each class, pupils make good progress. However, in some lessons there is an insufficient balance between teacher talk and pupil activity. Although staff are skilled in asking questions to gauge pupils' level of understanding they do not always take enough account of pupils' ideas. However, teachers and classroom assistants work effectively together and provide pupils with a good level of feedback on their work. The quality of marking is good.

Personal development is outstanding. Universally positive attitudes and excellent relationships permeate every aspect of school life. In discussion, pupils are unanimous in their enjoyment of learning. Attendance levels are outstanding. Uptake on opportunities to join clubs is high and playtimes are enjoyable, harmonious, social occasions. Pupils value the care shown to them and feel very involved in all decision making. By the time they leave, most pupils have acquired very secure social and academic skills for their future economic well-being. Through initiatives such as the 'Rauceby Little Footprint Initiative' and the 'Green Team', pupils make a meaningful

contribution to the local community. Their spiritual, moral, social and cultural development is outstanding with their moral and social development being particular strengths.

Inspection judgements concur with the school's self-evaluation that the curriculum is good and that the school provides outstanding care and guidance. The school provides excellent day-to-day care for pupils. Child protection and health and safety procedures are clear and fully understood by staff. There is a strong emphasis on nurturing and developing each child as an individual. Adults provide excellent role-models and consequently the school is a happy and inviting place in which to work and learn. The school's leadership consults regularly with pupils and respects their views and ideas for improvements. The school has an outstanding knowledge of pupils' academic progress and identifies pupils who need additional support or challenge. Consequently, pupils are highly motivated and make good progress and standards continue to rise.

The headteacher, ably supported by the deputy headteacher, has been the key catalyst in establishing the school ethos and bringing about improvements. As a result, leadership and management are good. The cornerstone of his work lies in his professional integrity and uncompromising approach to equal opportunities that is evident throughout the school. Notable successes are the strengthening and sharpening of the school's assessment arrangements, curriculum innovation and team building. Although staff are growing in confidence in their role as managers and monitoring school effectiveness, they do not always have direct responsibility for improving the standards in their subjects. The leadership team has accurately identified those few areas that require further refinement and continue to strive for further improvement. For example, the school's provision for community cohesion is good. Through a very wide range of activities pupils are engaged with the local community in shared initiatives. Nevertheless, the school recognises that more could be done to develop its international links in order promote social cohesion even further; it is working to strengthen this area of the curriculum. Governance is good and the governing body is fully involved in strategic development. It has become confident in its ability to hold the school to account, particularly in terms of understanding school effectiveness.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Standards on entry do vary from year to year but most children enter the EYFS with levels of skills, knowledge and understanding that are expected of this age. A significant minority have higher achievements. They make good progress because learning is enjoyable and start Year 1 with standards that are above those found nationally for all areas of learning. Adults quickly develop excellent relationships with families, enabling children to feel confident, safe and secure. The close liaison between home and school, combined with the sharing of information about progress, encourages parents to participate fully in their children's learning. Children thrive within this highly caring environment; their personal development is outstanding because welfare and well-being are of paramount importance. They develop a good understanding of keeping healthy and active. Teaching and learning are consistently good. Staff work and plan together well as a team. They provide an exciting range of activities to meet children's needs, both indoors and outside, and keep a careful check on how well children are progressing. Some activities, however, do not provide enough challenge. Support for children who are vulnerable or who find learning difficult is good, enabling them to enjoy success. Although further development is required, outdoor learning facilities have improved significantly since the previous inspection. The leadership and management of EYFS are good. Those responsible have

an accurate view of strengths and weaknesses and there is a shared sense of commitment towards sustaining improvement.

What the school should do to improve further

- Raise standards in writing, particularly for the boys.
- Develop the role of subject leaders so that they take more responsibility for improving standards in their own subjects.

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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?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
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?	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

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?	1

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	1
The effectiveness of the school's self-evaluation	1
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**

20 January 2009

Dear Pupils

Inspection of Rauceby CofE Primary School, Sleaford, NG34 8QW

We really enjoyed our visit to your school this month because everybody was so helpful and friendly. We particularly enjoyed our discussions with you and hearing your views. It was also delightful to be able to work with you in your classrooms, take part in your assembly and meet members of the different school committees. We can understand why you are so proud of your school as there are many things that make it special. Here are some of them.

- You have an excellent attitude towards your work and you achieve high standards.
- You clearly enjoy school and you behave very well indeed.
- The school is very mindful of the need to keep you safe and happy.
- Your teachers make a good team and they make sure that learning is fun and exciting.
- The school provides a wide range of activities to keep you interested. It is delightful to see so many of you enjoying sport and music.
- Mr Verity and the staff are determined to make sure the school gets better and better.

You are very fortunate to be able to attend such a good primary school. It is really important that you continue to work hard and make the most of the opportunities the school provides. We have made one or two suggestions that should help the school to become even better. The school should find more ways to help you improve standards in writing, especially that of the boys. Also, we recommend that the teachers should continue to develop their role as leaders and managers to share the responsibility for school improvement. This sounds like a lot of work but I know that you can help the school to become even better.

We would like to wish you all the very best for the future.

Keith Edwards

Lead inspector