

The Saxilby Church of England Primary School

Inspection report

Unique Reference Number	120583
Local Authority	Lincolnshire
Inspection number	343767
Inspection dates	24–25 June 2010
Reporting inspector	John Paddick

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	313
Appropriate authority	The governing body
Chair	Caroline Clarke
Headteacher	Hazel Belcher
Date of previous school inspection	16 March 2009
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Introduction

This inspection was carried out by three additional inspectors. They visited 16 lessons and scrutinised a wide variety of examples of pupils' written work, particularly in English and mathematics. Twelve of the school's teachers, including supply teachers, were observed, several more than once. Inspectors held meetings with governors, teachers and classroom assistants and a group of pupils. They scrutinised the child protection and safeguarding documentation, governors' minutes, the school development plan and records of pupils' progress. They analysed 77 questionnaires from parents, 161 from pupils in Years 3 to 6 and nine from members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress of all groups of pupils, especially the more able and those with special educational needs and/or disabilities
- the quality of teaching in Years 1-4
- the support and challenge for the school's more able pupils
- the quality of leadership and management provided by subject leaders.

Information about the school

The school serves the village of Saxilby and the surrounding area on the outskirts of Lincoln. It is larger than average for a primary school. Almost all pupils are from White British backgrounds and the proportion whose first language is not English is extremely low. Around 3% of pupils are known to be eligible for free school meals which is very low. Of the pupils on roll, 19% have special educational needs and/or disabilities, which is average. Pupils with a statement of special educational needs make up just over 1% of the school's population, which is a little above average. At its previous inspection the school was given a notice to improve.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Saxilby Church of England Primary School is improving and now provides its pupils with a satisfactory standard of education. It no longer requires a notice to improve.

Self-evaluation procedures are accurate and provide the school with clear direction to move to the next level. Since the previous inspection, just over a year ago, teaching and pupils' progress have improved considerably. Subject leaders have become much better at monitoring progress and organising more challenging work for the more able pupils. Capacity for further improvement is good.

Standards are rising throughout the school and all groups of pupils are now making at least satisfactory progress. Some pupils are doing considerably better than that. In Year 6, current attainment is substantially above average and this represents satisfactory achievement over pupils' seven years in the school. Since the previous inspection, the legacy of previous slippage in rates of progress has largely been eliminated in Years 3 to 6. However, there are some pupils in Years 1 and 2 who have still not caught up to where they might expect to be in writing, reading and mathematics.

Teaching is now much better than it was at the time of the previous inspection. This is partly because several quite recently appointed teachers have played a key role in raising attainment. Accurate assessment of pupils' levels of attainment in writing, reading and mathematics means that subject managers know exactly how pupils are progressing. It is clear that basic skills have improved quite quickly but pupils are not yet being given enough opportunity to apply their numerical skills to a range of problems in different contexts. Neither do they experience enough practical work in science to enable them to plan, carry out and record investigations with confidence.

The school has moved through a somewhat unsettled phase since it was given a notice to improve. Leaders have focused their energy on rigorously addressing weakness and in so doing, have had to make difficult decisions to move the school forward without always consulting parents and carers. Nevertheless, change and improvement have been managed well so that the quality of education has risen quite substantially to the benefit of the pupils. The school does have systems for collecting and responding to the views of parents and carers but they are not fully effective in harnessing the support of all of them.

What does the school need to do to improve further?

- Raise the attainment in reading, writing and mathematics of pupils in Years 1 and 2 by improving the teaching in these year groups to match the good quality found elsewhere in the school.

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- Improve the curriculum by:
 - providing more opportunity for pupils to plan, carry out and record scientific investigations
 - ensuring that pupils use their mathematical skills to solve problems in a wide range of contexts and subjects.
- Develop more effective ways of gathering and responding to the views of parents and carers.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils' attainment is rising in response to the effective focus that managers at all levels have put upon it since the previous inspection. Better teaching and an effective assessment and target setting programme have raised expectations of pupils and have promoted higher standards. This has been particularly evident in Years 3 to 6 but there is still a gap to close in Years 1 and 2 where some pupils have still only reached average standards in writing, reading and mathematics. In Year 6, levels of attainment are now much better than those reflected in the national test results for 2008 and 2009. Pupils' current work is above average in writing and mathematics but in science it is closer to average. Work being produced by some of the school's more able pupils is of a high standard, especially in terms of fluency and writing for purpose. Pupils with special educational needs and/or disabilities are also making satisfactory progress because they receive good quality personal help and support.

Pupils display good attitudes to learning and generally behave well in lessons and around school at breaks and lunchtimes. In class they are attentive and cooperate well. Most say that they enjoy their education and this is evident in many lessons. Pupils have a good grasp of what healthy living involves and most are keen to eat and drink what is good for them and participate in sport. They benefit from the good range of opportunity to take responsibility within school and to participate in activities in the community. For example, they enjoy acting as young leaders, play leaders and deciding which charities to support through the school council. Some of the older pupils really get a sense of achievement out of helping the younger ones to learn to read. Most pupils justifiably believe that the adults in the school really care about them and prepare them well for their next class or change of school. However, a few of the older pupils would like more opportunity to make their views known to the adults who work with them.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching has improved considerably since the previous inspection. It is now helping to accelerate pupils' progress and overcome slippage resulting from weak teaching in some classes in the academic year up to July 2009. For example, teaching is now better in Years 1 to 4 and there is frequently, but still not always, adequate challenge for the more able pupils across the school. In all year groups, teachers usually manage their classes well and maintain an atmosphere that is conducive to learning. Relationships between teachers, classroom assistants and pupils are positive and productive. Good pace and a variety of techniques help to keep pupils fully engaged. Teaching in Years 1 and 2, although satisfactory, is of variable quality. Sometimes the pace of learning slows when teachers talk for too long and do not fully challenge the more able pupils. Good marking across the school indicates quite clearly to pupils how to improve their work. The curriculum provides pupils with plenty of opportunity to develop their basic skills in reading, writing and competence with number. It also enables them to become confident users of computers. Pupils' personal development is enhanced well through a wide range of additional experiences, for example extra-curricular sport, music and visits to places of interest such as Lincoln cathedral. However, there is not enough opportunity for pupils to use their scientific knowledge and mathematical skills to solve complex problems, undertake investigations and record the results of them.

The school takes good care of its pupils. They are all known very well as individuals and when necessary they receive extra support and specialist help that enables them to overcome academic or personal obstacles. However, the school does not provide pupils with enough structured opportunities for them to express their views on matters that

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affect them.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Good leadership and management have been successful in improving the quality of education being offered to the pupils. This is reflected in the fact that many aspects of the school's work have improved substantially since the previous inspection. For example, teaching is much better and standards are rising quite quickly. Many parents and carers recognise this but a minority remain unconvinced so the school's partnership with them is not as productive as it might be. Governors have a good grasp of the school's strengths and know what still needs to be improved but they do not have enough input into strategic planning or the monitoring of the school's work.

Safeguarding arrangements meet all requirements. Policies are up to date and regularly reviewed. Supervision of pupils at breaks, lunchtime and before and after school is satisfactory. Promotion of equal opportunities is satisfactory rather than good because although the school analyses the performance of pupils well and has used the information to raise achievement, some pupils are still making better progress than others. Satisfactory promotion of community cohesion enables pupils to take leading roles in the school community and in the locality. It provides pupils with a good understanding of how people from other counties and cultures live but the school's direct links overseas are limited.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good provision in Reception enables children to make an enjoyable and productive start to their education at this school. Recent changes in personnel and temporary leadership arrangements are working well. Children are making good progress in all areas of learning so by the time they get towards the end of the school year most are reaching or exceeding all of the nationally expected levels. Very good levels of resources both in the classrooms and outside mean that children have a really stimulating educational environment in which to learn.

Good teaching enables children to make good progress in their learning. Teachers and classroom assistants use a good balance between adult-initiated activities and independent choice. This means that children improve their basic skills quickly and soon learn how to form friendships, share and explore. A strong feature of children's learning is the way that they are able to listen, maintain concentration and work collaboratively. Good use of assessment means that lessons build securely on children's prior learning. Good relationships with the parents and carers of Reception children help to ensure that they are confident about the progress that their children are making.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The majority of parents and carers who responded to the questionnaire are justifiably satisfied with the quality of education that the school provides for their children. However, there is a significant minority who have concerns. Some of these are justified but inspectors found no evidence to justify others. For example, a number of parents have concerns about the way that unacceptable behaviour is tackled. Inspectors found that pupils' behaviour is good and on occasions impeccable. There were no instances of poor conduct observed at any time during the inspection. This indicates that the school is successful in maintaining a properly disciplined environment. Parents' concerns about

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their children's progress have been largely addressed by the school and attainment is improving. However, inspectors do agree that there should be better avenues for listening to parents' views and for keeping them informed in a timely fashion about what is going on in school and the reasons for changes.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Saxilby Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 77 completed questionnaires by the end of the on-site inspection. In total, there are 313 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	42	38	49	6	8	1	1
The school keeps my child safe	32	42	40	52	4	5	0	0
The school informs me about my child's progress	9	12	51	66	14	18	1	1
My child is making enough progress at this school	17	22	40	52	16	21	2	3
The teaching is good at this school	22	29	40	52	10	13	3	4
The school helps me to support my child's learning	17	22	45	58	11	14	2	3
The school helps my child to have a healthy lifestyle	10	13	58	75	5	6	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	19	49	64	9	12	1	1
The school meets my child's particular needs	14	18	47	61	14	18	1	1
The school deals effectively with unacceptable behaviour	11	14	42	55	9	12	14	18
The school takes account of my suggestions and concerns	9	12	42	55	18	23	5	6
The school is led and managed effectively	11	14	35	45	16	21	8	10
Overall, I am happy with my child's experience at this school	19	25	41	53	12	16	3	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 June 2010

Dear Pupils

Inspection of The Saxilby Church of England Primary School, Lincoln, LN1 2QJ

Thank you for the welcome that you gave to my team when we came to inspect your school recently. We were very impressed by your good behaviour and the way that many of you were keen to discuss your work with us. A particular thank you goes to those of you who filled in our questionnaire, spoke to us during lessons or met with us for longer conversations. We enjoyed our visit and we are delighted to be able to inform you that your school is much better than it was just over a year ago. It is now providing a satisfactory and improving quality of education.

Teaching is better than it was a year ago so most of you are making at least satisfactory progress. Some of you are doing much better than that. We are pleased to note that most of you enjoy coming to school but we note that a few older pupils would like more opportunities to express their views. It is clear that the adults who work in the school care about you and want you to do well. You can all help the school to improve further by continuing to behave well and work hard.

We have asked your headteacher, the staff and the governing body to do three things to make your school better still. These are to:

? ensure that pupils in Years 1 and 2 reach higher standards in reading, writing and mathematics

? provide more opportunities for all of you to apply your mathematical skills to real problems and to let you carry out far more scientific investigations

? develop more effective ways of hearing and acting upon your views and those of your parents.

You can do your bit to help the school continue to improve by always trying your very best and always being involved in your lessons.

Yours sincerely

John Paddick

Lead inspector

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