

# Scalford Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	120156
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	339617
<b>Inspection dates</b>	4–5 March 2010
<b>Reporting inspector</b>	Kenneth Thomas

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	65
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Elizabeth Bryan
<b>Headteacher</b>	Mrs Irene Hill
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	School Lane Scalford Leicestershire
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors spent the majority of their time observing pupils' learning. Four teachers were observed and inspectors visited 10 lessons. Discussions were held with governors, senior leaders, staff, parents and groups of pupils. Inspectors observed the school's work. They looked at pupils' books and a wide range of documentation including school policies, curriculum planning, self-evaluation information, improvement planning, safeguarding and welfare arrangements, and records of pupils' progress. Inspectors also analysed questionnaires returned from staff, pupils and 53 parents.

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

- current attainment and progress in relation to school targets and the effectiveness of action taken to raise attainment in science
- how well teachers use assessment to match tasks to different abilities the extent to which the curriculum meets the wide range of abilities and needs in each class
- the effectiveness of leadership and management in monitoring and evaluating school performance to secure improvement in teaching and learning.

## Information about the school

This is a small village school with three mixed-age classes. Virtually all pupils are of White British heritage. No pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average. A significant number of pupils join or leave the school other than the usual time of admission or leaving. Many of the pupils who join the school at these times have special educational needs and/or disabilities. The proportion of pupils who have a statement of special educational needs is above average. The proportion of pupils eligible for free school meals is below average. The school holds the Healthy Schools award.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school in which pupils achieve well and become mature young people who are very well prepared for the next stage of education. Some of the outcomes in relation to pupils' personal qualities are outstanding and underpinned by pupils' excellent spiritual, moral, social and cultural development. They have an excellent understanding of the importance of diet and fitness to their health, take responsibility readily and behave exceptionally well. Through excellent links with the local and wider communities, including collaborative projects with an inner-city school in Leicester and links with a Sri Lankan school, pupils learn much about the customs and beliefs of others. This makes an outstanding contribution to the promotion of community cohesion. High quality care, guidance and support together with excellent systems to engage parents and carers in the life of the school underpin pupils' good achievement. Pupils say that they feel very safe. They have a high level of trust in the adults in the school and know that someone will help them if the need arises. Their enjoyment of school is seen in their eagerness as they enter school in the mornings and their excellent rates of attendance. Parents and carers hold the school in high regard. One comment, echoed by many, sums up their views: 'This is an excellent school because staff know and care for children so well they go into the upper school with confidence'.

The small number of pupils means that comparisons with national figures must be treated with caution and so inspectors carefully examined the school's good records of each pupil's individual progress. These show that, while standards attained in national tests at the end of Year 6 have been broadly average and occasionally above in recent years, progress has been good for all groups of pupils. Attainment in reading and mathematics is generally above that in writing and science. Speaking and listening skills and competence in the use of information and communication technology are often above average. Children in the Early Years Foundation Stage make good progress and greatly enjoy the range of activities on offer. Teaching is good. Lessons are generally well prepared to meet the range of needs in the mixed-age classes. However, in some science lessons, not enough use is made of assessment information to plan learning tasks that offer an appropriate level of challenge for more able pupils. Although there are good features to the teaching of writing, opportunities that arise for pupils to write more widely across the curriculum are not always taken.

The headteacher has a clear vision for school improvement and strong teamwork is a feature of the school. Leaders and governors have an accurate picture of the school's effectiveness, based on systematic monitoring and evaluation of the impact of provision on pupil outcomes. They have used this effectively to prioritise the right areas for development. The good attention to the points for development raised at the last

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inspection, the transformation from good to outstanding in key areas of the school's work and focused plans for continued improvement clearly demonstrate good capacity for further improvement. The school uses its resources well to achieve good value for money.

**What does the school need to do to improve further?**

- Raise attainment in science by ensuring that effective use is made of assessment information to plan work that offers an appropriate level of challenge for all pupils and particularly those capable of reaching higher levels.
- Improve pupils' writing skills by increasing opportunities for pupils to write at length and apply the full range of literacy skills across the curriculum.

**Outcomes for individuals and groups of pupils****1**

The school's results in national tests and assessments, as shown in percentages, are often influenced significantly by the addition or loss of a single pupil at the time of the assessment. In some year groups one pupil can count for one-fifth of the cohort. This causes results in national tests to vary from year to year. Pupils leave school having reached at least average and occasionally above average standards in most subjects. These standards represent good achievement when pupils' starting points are taken into consideration. Scrutiny of the progress of individual pupils, which included their work and observation of lessons, shows that pupils make good progress in English and mathematics and at least satisfactory progress in writing and science. This applies to both girls and pupils and pupils of all ages and abilities. Pupils with special educational needs and/or disabilities, including those who join part way through a key stage, make good progress. Pupils make excellent progress in the use of information and communication technology and their work in history and geography is considerably enhanced by the effective application of these skills. The quality of the art work displayed in classrooms is impressive and shows outstanding individual achievement. Pupils display excellent attitudes to learning in lessons and become confident and capable learners. Accommodation is very limited and pupils' care and thoughtfulness towards each other is seen in their movement through very congested areas. Their exemplary behaviour, and awareness of possible dangers around them, is seen when they walk together in an orderly fashion from school to the village hall for lunch. Pupils also make full use of the small playground for physical exercise and energetic play. Their excellent spiritual, moral, social and cultural development is considerably enhanced by the understanding of other faiths and cultures gained through their first-hand experience of working alongside children from different backgrounds in an inner-city school and by sharing experiences through writing to children in a school in Sri Lanka.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Excellent relationships characterise all teaching and these form the basis of effective class management. Teachers have a very secure knowledge of each pupil and in most subjects this information is used effectively to support individuals and to guide the work of teaching assistants. This ensures that effective support is provided for pupils who need additional help. In many lessons imaginative use is made of interactive whiteboards to capture pupils' interest and attention. In most lessons assessment information is used well to guide the planning of learning tasks that are suited to the ability levels of all pupils in these mixed-age classes. In a few other lessons, most notably in science, tasks are often the same for most ability groups and at times lack challenge for more able pupils. The skills of permanent staff are supplemented by outside specialists. In the mixed Year 5 and 6 class, for example, pupils were enthused by the novel way in which Jewish history and religion was taught by a visiting specialist. Pupils' books show good practice in the marking and assessment of the work, helping them understand their strengths and how to improve.

The curriculum for pupils in the mixed-age classes is well organised with an appropriate emphasis on the development of basic skills. Staff recognise that more needs to be done to support the development of writing across all subjects and has plans in place to rectify this. Very effective use is made of information and communication technology to support learning. A more topic-based approach is in the process of being developed. This will enable staff to plan more creatively so that more meaningful links can be made between subjects. The curriculum is considerably broadened and enriched through strong links with other providers and by enrichment activities. There is a strong focus on

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learning about life in other countries and about Christianity and other faiths. This is reinforced by opportunities for pupils to broaden their experience of the diversity of cultures beyond the immediate locality. Pupils are provided with a suitable range of extra-curricular activities and pupils' personal development is supported by good opportunities for residential and other visits. The commitment to providing excellent care, support and guidance of all pupils is at the heart of the school's philosophy. All are treated as part of the 'school family' and are given strong support when needed. Pupils feel greatly valued and know what to do if they have a worry; as one said, 'We can always get help when we need it.' Strong links with outside agencies provide effective additional help when necessary.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher works successfully with all staff and governors, valuing their contributions to school improvement. Strong and supportive teamwork is strengthened by good management systems. A clear vision for the school's development is based on accurate self-evaluation based on systematic monitoring of teaching and learning in which all staff are increasingly involved. Provision is considerably enhanced by the outward looking nature of the school. Effective partnerships benefit the development of teaching skills and broaden pupils' learning experiences. For example, active steps are taken to enhance pupils' understanding of the wider world. Through joint projects with a school in Leicester and regular communication with children at a school in Sri Lanka, pupils are provided with a first-hand experience of cultural diversity which they appreciate and celebrate. This considerably strengthens the school's contribution to community cohesion. Equal opportunities for all pupils are promoted well and care taken to ensure that all benefit from whatever the school provides. Governors provide good support and are effective in checking how well the school is doing and holding it to account. Several new governors are in the process of developing their understanding of their role as critical friends.

All statutory requirements regarding safeguarding are rigorously complied with; they ensure a systematic, realistic and proportionate approach to safety and child protection that influences all aspects of school life. For example, great care is taken to ensure that pupils are properly supervised and walk safely to and from the village hall at lunchtimes. Parents are very supportive and loyal to the school and excellent relationships exist with

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them. Parents are provided with regular information on their children's progress and are welcome at all times to meet staff whenever they feel the need.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children's skills when they enter and leave Reception vary significantly according to the nature and the very small size of each group and are broadly in line with expectations. They settle well in this caring and secure environment and well deployed staff ensure that the needs of children are met. As a result they make good progress from their starting points and are well prepared for their transition to Year 1. Children are given good opportunities to learn and all aspects of the curriculum are covered well. Sessions are well planned with an appropriate mix of adult-led and child-initiated activities, and cover all areas of learning. Occasionally, opportunities to extend children's skills are missed because adults' use of questioning does not expand their thinking. The classroom and outside area are very well resourced for provision of this size. Activities indoors are well tailored to children's needs and good planning ensures they are able to extend their learning in an outdoor environment. Staff know each child very well and keep accurate records to track children's progress. The provision is well-led and managed and the involvement of parents is very much valued. There is a very strong partnership between school and parents, many of whom give regular support with learning at home. Children's safety and welfare is given a high priority.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 overwhelming majority of parents express very positive views. All 13 questionnaire statements were approved or strongly approved almost unanimously. Parents and carers feel that their children greatly enjoy school, that they are safe and that they make good progress in their learning. They believe that the school is very well managed and that teaching is good. Typical of the many comments was, 'An excellent school with fantastic communication between staff and parents'. Inspection findings firmly endorse parents' positive views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Scalford 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 53 completed questionnaires by the end of the on-site inspection. In total, there are 65 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	66	17	32	1	2	0	0
The school keeps my child safe	42	79	11	21	0	0	0	0
The school informs me about my child's progress	28	53	17	32	5	9	0	0
My child is making enough progress at this school	30	57	20	38	2	4	1	2
The teaching is good at this school	34	64	18	34	1	2	0	0
The school helps me to support my child's learning	24	45	26	49	1	2	0	0
The school helps my child to have a healthy lifestyle	32	60	21	40	0	0	0	0
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)	26	49	24	45	3	6	0	0
The school meets my child's particular needs	29	55	23	43	1	2	0	0
The school deals effectively with unacceptable behaviour	24	45	26	49	3	6	0	0
The school takes account of my suggestions and concerns	31	58	21	40	1	2	0	0
The school is led and managed effectively	30	57	23	43	0	0	0	0
Overall, I am happy with my child's experience at this school	33	63	19	36	1	1	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



8 March 2010

Dear Pupils

Inspection of Scalford Church of England Primary School, Scalford, LE14 4DT

Following our visit to inspect your school, I am writing to tell you what we found. First I would like to say thank you for making us feel so welcome and making our visit one that we will remember for a long time. We have told your teachers how you were all really helpful and polite, and it was good to hear how much you enjoy school. We particularly enjoyed hearing you sing in the class and school assemblies.

There is a really friendly and positive atmosphere in the school and you are looked after exceptionally well. We were really impressed by your thoughtfulness and how sensibly you behave when walking to and from the village hall at lunchtimes. Everyone in the school works together as a strong team and there are excellent partnerships with your parents and others who can help you to learn.

We agree with you and your parents that this is a good school and one that is helping you to do well. You get a good start in Reception and make good progress as you move through the school, particularly in reading and mathematics. Your attendance is excellent and your excellent behaviour in lessons is a considerable help to your teachers because it enables them to concentrate on making your work interesting and helping you to learn. This is one of the reasons why you are doing well. We have asked your teachers to help you to do even better by giving you more challenging work in your science lessons and to give you more opportunities to develop your writing skills in other subjects, as well as English.

Your headteacher leads the school well and, together with staff and governors, makes sure that you make the most of your time at school. We know you will help by continuing to work as hard as you can in lessons and by always trying to do your best. We hope you all continue to enjoy being at school.

Yours sincerely

Dr Kenneth Thomas

Lead inspector

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