

# Scalford Church of England Primary School

School Lane, Scalford, Melton Mowbray, LE14 4DT

**Inspection dates** 22–23 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, leaders and governors have sustained good achievement and teaching since the last inspection. They have further strengthened links with parents. The school is continuing to improve.
- Leaders, staff and governors effectively ensure pupils' spiritual, moral, social and cultural development, including their understanding of British values.
- Pupils' safety and well-being are promoted exceptionally well. Staff make sure pupils are always safe and secure.
- Pupils' behaviour in lessons and around the school is good. They have positive attitudes to learning. They are punctual to lessons and their attendance is well-above average.
- Teachers deepen pupils' thinking through well-directed questioning. They provide helpful feedback to pupils on how well they are doing and what they need to do to improve their work.
- Teaching assistants provide effective support for pupils' learning.
- Pupils are making good progress across the school. Those in Year 6 are well prepared for secondary education.
- The early years provision is well led. Teaching is good and children's safety and well-being are promoted extremely well. Consequently, children are happy, very safe and secure at school and are making good progress.

### It is not yet an outstanding school because

- Occasionally, the most-able pupils are not challenged enough in their learning.
- Disabled pupils and those who have special educational needs are sometimes given learning tasks which are too difficult.

## Information about this inspection

- The inspector visited 10 lessons with the headteacher to look at the impact of teaching on pupils' learning. They observed all teachers.
- The inspector looked at samples of pupils' work in all year groups, including in the early years, and heard a few pupils read.
- The inspector held meetings with the headteacher, subject leaders, the early years leader, four members of the governing body and a group of pupils from each class. He held a telephone conversation with a representative of the local authority.
- The inspector took account of parents' views. He considered the 28 responses to Parent View (the online questionnaire for parents) and spoke to parents who accompanied their children to school. He also examined the 13 questionnaires returned by staff.
- The inspector observed the school's work and looked at a wide range of documentation, including: safeguarding policies and procedures; minutes of governing body meetings; the school's evaluation of its own work and the school development plan; records of behaviour and attendance figures; information about children's progress in the early years; and information about pupils' progress across the school.

## Inspection team

Declan McCarthy, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average primary school.
- All pupils are of White British heritage.
- The early years provides for children of Reception age, all of whom attend full time.
- The proportion of pupils who are eligible for the pupil premium is much lower than in most schools. The pupil premium is additional funding for pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below that found in most schools.
- There were too few pupils in Year 6 in 2014 to report reliably on the school's performance in reaching the government's current floor standards. These are the minimum expectations for pupils' attainment and progress.
- The school uses facilities in the locality, including the village hall.
- The school works collaboratively with local schools to share good practice.
- Since the last inspection, there have been three changes of headteacher and a significant turnover of staff. The headteacher has been in post for the past 12 months.

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

- Improve the quality of teaching and raise pupils' achievements by making sure that:
  - the most-able pupils are always fully challenged in their learning
  - teachers ensure that learning tasks for disabled pupils and those who have special educational needs are demanding but not too hard for each individual.

## Inspection judgements

### The leadership and management are good

- The inspirational leadership of the headteacher, with effective support from other school leaders and governors, has sustained good teaching and achievement during a period of turbulence in leadership and staffing since the last inspection. They have established a strong culture of good behaviour and effective teaching across the school.
- Good leadership ensures high morale among staff, reflected in the overwhelmingly positive responses in their questionnaire returns. All staff share the same commitment as their leaders and governors to move the school to outstanding by ensuring its continuing improvement.
- Leaders make sure links with parents are excellent. Parents have extremely positive views which rightly recognise the school's success in enabling their children to achieve well.
- Leadership of teaching is good. Leaders and governors carry out visits to classrooms regularly and look at pupils' books to determine the impact of teaching on pupils' learning. Leaders review the progress of all pupils throughout the school each half term. They use this information to form an accurate view of pupils' progress over time and the quality of teaching and learning. Consequently, action to improve teaching is well directed to support pupils' learning.
- Leaders' actions have sustained a good quality of teaching, improvements in marking and in the checking of pupils' progress, including in the early years provision. However, leaders have not ensured the most able and some disabled pupils and those who have special educational needs are consistently challenged in their learning at appropriate levels.
- The management of the performance of staff is good. The targets set for each member of staff are clearly focused on raising achievement and improving teaching. Targets are regularly reviewed and linked to the priorities established in the school development plan. As a result, teaching and pupils' achievement constantly improve.
- Leadership of the early years provision is good. The tracking of children's progress and the quality of teaching they receive have improved. Consequently, the children achieve well.
- Subject leaders are leading developments in their subjects and making an effective contribution to checking the impact of teaching on pupils' learning across the school. They have implemented the new curriculum. This revised range of learning opportunities makes subject learning meaningful through different topics, but a strong focus remains on developing the essential skills of communication, literacy and numeracy. Subject leaders are successfully developing a revised system of assessing pupils' progress within each subject of the new curriculum, in collaboration with local schools.
- School leaders effectively promote pupils' spiritual, moral, social and cultural development, including their understanding of British values. Consequently, pupils are well prepared for life in modern Britain. For example, they learn what democracy and the rule of law are and celebrate Christian festivals and those of other world religions, such as Hinduism, Islam and Judaism. During the inspection, they celebrated St George's Day as an important occasion to reflect on national identity and national priorities.
- Leaders promote equality of opportunity well, reflected in the good progress all pupils make from their different starting points during their time in school. Leaders also foster positive relationships and tackle discrimination successfully as seen in the respect and courtesy pupils show towards others. Consequently, school records show no incidents of racism, homophobia or bullying of any kind in recent years.
- Leaders are making good use of pupil premium funding to provide additional individual or small-group support for disadvantaged pupils. Use of the additional funding was seen during the inspection to be helping pupils eligible for the additional funding to achieve at least as well as their classmates. As a result, in recent years, any gaps in the attainment of eligible pupils and other pupils nationally have considerably narrowed.

- Leaders use primary sports funding well to provide additional after-school clubs and coaching in cricket, football and gymnastics. Use of the additional funding has led to improvements in staff skills for teaching physical education and pupils' greater enthusiasm and participation in sporting activities.
- The local authority knows the school well and gives it well-judged support and challenge. For example, it accurately analyses information on pupils' attainment and progress to help judge how well the school is doing. Its support for leaders during the period of staffing turbulence has helped the school maintain its good performance.
- Leaders make sure that procedures for safeguarding are highly effective and meet all statutory requirements. Excellent systems are applied to ensure the safety and well-being of pupils. Checks on the suitability of staff and governors to work with children are very robust. There are very detailed assessments of potential risks for pupils at school. Regular, updated, training takes place for all staff and governors, and all staff are fully briefed on their safeguarding responsibilities.
- **The governance of the school:**
  - Governors are providing good oversight of the school's work. They have carried out a thorough check on their training and the skills they are able to offer the school. They are using the outcomes of their check effectively to strengthen their support and challenge for the school, through, for example, regular focused visits. Consequently, they have an accurate view of how the school is improving and of the quality of teaching and its impact on pupils' learning.
  - Governors have a good understanding of assessment information on pupils' attainment and progress. They hold the school to account for its spending of the pupil premium and primary sports funding. They are ensuring that these funds are used well to improve pupils' learning and well-being.
  - Governors set up and oversee rigorous procedures for managing the performance of the headteacher and staff. They make sure that targets to improve performance are directly linked to raising achievement and improving teaching – as part of the school's development priorities. Governors ensure good teaching is rewarded and any underperformance is dealt with effectively.
  - Governors promote safeguarding very effectively through the regular review and update of safety policies. They oversee the rigorous checks to ensure the grounds are safe and secure and all potential risks to health and safety are effectively resolved. Governors ensure the school effectively promotes British values as part of pupils' spiritual, moral, social and cultural development.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good. Pupils respond well to the effective management of their behaviour and to the excellent role models provided by staff. As a result, their behaviour in lessons and around the school is good. Pupils, parents, staff and governors confirm the inspection judgement that behaviour is good.
- Pupils' positive attitudes are seen in their consistently well-above average levels of attendance, good punctuality and eagerness to participate in all the school offers. Many pupils, but not all, develop a thirst for learning, which has a strong impact on their progress. Pupils take a pride in wearing their school uniform and in the presentation of work in their books. Their written work is usually neat and tidy and, in lessons, they nearly always remain focused on their learning tasks.
- Pupils maintain good relationships with one another and with adults. They are courteous and polite to visitors and show respect to staff. They listen to and appreciate the views of others. Their good behaviour and positive attitudes to school are having a beneficial effect on their spiritual, moral, social and cultural development.
- Pupils develop good social skills and learn right from wrong. They sensibly take turns, and learn from the system of rewards and sanctions and from topics on internet safety and 'stranger danger'.

- Children in the early years settle quickly into their routines and behave consistently well. They are making good progress in learning to share and consider others when they take turns in doing things.

### Safety

- The school's work to keep pupils safe and secure is outstanding. The school's premises and grounds are very secure. Any potential risks to pupils' safety and well-being are rigorously assessed and action is taken where necessary to maintain a high level of security for all. The school is exceptionally thorough in checking the suitability of staff and visitors to work with children.
- Pupils say they feel very safe in school at all times and if they were worried about anything, they would go to any member of staff for help. Parents and staff are overwhelmingly of the view that all pupils are very safe in school.
- Pupils are very aware of how to stay safe. Every day, they walk very safely along the narrow village streets in twos from the school site to the village hall for lunch and physical education, wearing reflective clothing. There have been no unsafe incidents recorded or reported since the last inspection. Pupils use learning resources and computers safely, consistently following the clear guidelines given on internet safety. Pupils have a deepening awareness of the risks to their health and well-being of alcohol, drugs and smoking.
- Pupils say that bullying never occurs and if it did, they are convinced that it would be dealt with quickly. Pupils have a good understanding of different types of bullying, including prejudice-based bullying and cyber-bullying. Parents express no concerns about bullying and strongly agree with staff and governors that all pupils are very safe in school. There have been no recorded incidents of bullying or harassment of any kind since the last inspection.

### The quality of teaching is good

- The teaching of the basic skills of communication, literacy and numeracy is good. Teachers promote these skills effectively in work across subjects and topics, and pupils consequently achieve well. For example, pupils were seen to gain a good understanding of number from competent teaching of mathematics; teachers checked that pupils' use of standard units of measurement when recording results in science and geography was accurate. Similarly, teachers carefully made sure that pupils' use of grammar, punctuation and spelling was accurate when writing about Remembrance Day.
- Reading is well taught. Teachers develop pupils' phonics (the process of linking letters and sounds to develop reading skills) successfully to enable pupils to gain a better understanding of words and text. Consequently, pupils in Year 1 achieved well in the phonics screening check in 2014.
- Good use of questioning to deepen pupils' thinking was seen in pupils' work and during visits to lessons. For example, in a lesson on dinosaurs, Year 1 pupils, when prompted by the teacher's helpful questions, were encouraged to think of expressive adjectives to describe the characteristics of different dinosaurs.
- Good guidance to pupils on how well they are doing and what they need to do to improve their work was seen in their books in all year groups. Pupils nearly always respond directly to this helpful advice and make good gains in building on their knowledge, skills and understanding.
- The school's monitoring of the impact of teaching on learning over time shows that teaching assistants provide good support for learning, particularly for disabled pupils, those who have special educational needs and disadvantaged pupils. Teaching assistants make tasks manageable and clarify the meaning of technical language to enable individual pupils to understand new ideas. However, on a few occasions, some pupils with special educational needs were seen to find learning too difficult because they were given the same tasks to complete as other pupils, including the most able.
- Teachers generally use assessment information well to ensure pupils of all abilities are given work which they can do and which challenges their thinking. However, occasionally, teachers miss opportunities to extend the learning of the most able because the work they are given is too easy. This was seen in a few

pupils' books where the mathematical thinking and reasoning skills of the most-able pupils were not developed sufficiently.

## The achievement of pupils is good

- As there are small numbers of pupils in each year group, comparison of their attainment with national figures must be treated with caution. The school's results, shown as percentages in national tests and assessments, are significantly influenced by the addition or loss of a single pupil. In some year groups, for example, one pupil is equal to one fifth of that cohort. Consequently, the inspector carefully took into account what was seen of teaching and learning during the inspection, the school's accurate and detailed records of each pupil's progress and samples of their work across the school, including in the early years, as well as the published national data.
- Children usually enter the early years with knowledge, skills and understanding which are below what are typical for their age. They make good progress in all areas of learning. In 2014, the children's level of development in each area of learning on entry was much lower than usual. Nevertheless, those who were capable of reaching a good level of development did so, and all children made good progress from their low starting points on entry to the Reception Year.
- An above-average proportion of pupils in Year 1 reached the nationally expected standard in the phonics screening check in 2014. All pupils currently in Year 1 are making good progress in using letter sounds for reading and writing and are well placed to exceed the nationally expected standard again this year.
- Attainment at the end of Year 2 in 2014 was broadly average in reading, writing and mathematics and has remained so in recent years. Current work of Year 2 pupils and the school's assessment information on their performance confirm that they are making good progress in reading, writing and mathematics and are on course to reach above-average standards in these subjects.
- Pupils usually make good progress in Key Stage 2 and attain above-average standards, as in 2012 and 2013. Standards were a little lower in 2014.
- Pupils' work in their books and the school's accurate information about their progress over time show that pupils currently in Year 6 are making good progress and are on course to reach above-average standards in reading, writing and mathematics this year. Different groups of pupils are making equally good progress from their various starting points and are well prepared for secondary school.
- Disabled pupils and those who have special educational needs are making good progress because teachers and teaching assistants are supporting their learning well. However, the pace of their learning slows when they are occasionally given tasks which are too difficult.
- The most-able pupils make good progress from their relatively higher starting points, although on a few occasions they are given tasks which are too easy and do not extend their thinking sufficiently. The most-able individuals in Key Stage 1 usually attain Level 3 or higher by the end of the key stage. At Key Stage 2, some individuals reach Level 5 or higher each year; in 2014, pupils did particularly well in the English grammar, spelling and punctuation national test.
- In Year 6 in 2014, there were too few disadvantaged pupils to compare their attainment and progress reliably with that of other pupils nationally or with their classmates, without identifying them. Nevertheless, they all made good progress in reading, writing and mathematics. The disadvantaged pupils currently in the school are making good progress in all year groups. Some are making very rapid gains in narrowing gaps in attainment with their classmates.
- Good use of primary sports funding is ensuring that pupils are making good progress in physical education, exercising well and staying fit and healthy.

**The early years provision is good**

- Good leadership has led to consistently good improvement in the early years provision since the last inspection. The systems for recording the progress each child makes are more robust and take full account of parents' perceptions of the progress their children are making in each area of learning. The information from assessment is then used to plan the next steps in each child's learning. The engagement of parents in this process is a key strength of the provision.
- The learning environment has improved considerably with a rich range of stimulating resources to captivate children's imaginations. For example, a wide range of books on dinosaurs was displayed alongside a sand tray with various toy dinosaurs hidden. A model of a large volcano in dinosaur land engaged children in learning about dinosaurs during the lesson observed.
- Learning and children's achievement are consistently good as seen in children's work and confirmed in visits to the Reception class. Children are acquiring literacy and numeracy skills rapidly. They are linking letter names to their sounds, moving quickly from making marks on paper to forming letters correctly and writing familiar words. They recognise numbers and count, adding numbers to 10.
- Children's progress in personal development is good because staff use every opportunity to encourage children to share and take turns. In a lesson seen, children were appropriately praised for taking turns and for listening carefully to the views of others.
- Children make good progress in all areas of learning from their different starting points so that they are well prepared for entry into Year 1. Most are currently reaching a good level of development.
- Teachers and teaching assistants work very well together to ensure children are always very safe and secure. They consistently apply robust procedures for safeguarding and maintain high levels of engagement in children's learning. As a result, children settle rapidly into their routines, behave well and are very happy at school.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	120156
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	449606

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

<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>	Andrew McAvoy
<b>Headteacher</b>	Marie Waring
<b>Date of previous school inspection</b>	4 March 2010
<b>Telephone number</b>	01664 444282
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<b>Email address</b>	office@scalford.leics.sch.uk

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