

The Spalding Parish Church of England Day School

Clay Lake, Spalding, PE11 2QG

Inspection dates 3–4 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement, although accelerating, is not yet consistently good across the school. Too many variations in the rate of progress between subjects and classes remain.
- Attainment in national tests has been below average overall for the last two years. In 2012, attainment rose markedly in English but remained significantly below average in mathematics.
- Leadership and management require improvement because the roles of senior leaders and managers in checking the work in their areas of responsibility are not fully developed.
- Although teaching is improving rapidly, it requires further improvement. It has not been consistently good enough, for long enough, to enable all pupils to achieve well in all subjects.
- In some lessons, teachers' expectations of what pupils can achieve are not high enough and pupils have too few opportunities to work on their own.

The school has the following strengths

- This is an improving school. Under the able leadership of the headteacher, governors and other leaders and managers have an increasingly successful focus on improving teaching and accelerating pupils' progress.
- Some areas of weakness, such as pupils' progress in English, have been tackled successfully. The school has now, rightly, prioritised the need to improve progress in mathematics.
- Pupils who speak English as an additional language, those who are eligible for support from the pupil premium, disabled pupils and those who have special educational needs are well supported.
- Pupils' behaviour and attitudes are good.
- Pupils' spiritual, moral, social and cultural development is good.

Information about this inspection

- Inspectors observed 16 teachers teaching 20 lessons. In addition, they observed pupils who were taught literacy and numeracy in small groups, and they listened to pupils read.
- They held discussions with groups of pupils, parents, staff, members of the governing body and a representative of the local authority.
- Inspectors observed the school's work, and looked at pupils' books, pupils' progress data, safeguarding information and other documentation.
- Inspectors analysed the views of 35 parents submitted to the online survey Parent View.

Inspection team

Ann Ashdown, Lead inspector

Additional Inspector

John Greevy

Additional Inspector

Vreta Bagilhole

Additional Inspector

Full report

Information about this school

- This school is much larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is broadly average.
- An above-average proportion of pupils are from minority ethnic backgrounds, and a similar proportion speak English as an additional language.
- The proportion of pupils supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set out the minimum expectations for attainment and progress.
- The before- and after-school clubs, 'Parish Pioneers', are not managed by the school's governing body and did not form part of this inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so it is consistently good or better by:
 - making sure there is an appropriate balance in all lessons of teacher-led activities and those which allow pupils to work on their own, solve problems and be creative
 - giving pupils more opportunities to assess their own and each other's work
 - making sure expectations of what pupils can do are equally high in all classes so that they are fully challenged to achieve their best.
- Raise attainment and accelerate pupils' progress, particularly in mathematics, by:
 - making sure that basic mathematical skills and concepts are understood early
 - providing high-quality training for staff in the teaching of mathematics
 - sharing existing good practice in teaching more widely across the school.
- Further develop the roles of senior managers in checking the quality of work in their areas of responsibility by:
 - observing lessons and coaching other teachers
 - refining and developing their monitoring of pupils' progress.

Inspection judgements

The achievement of pupils

requires improvement

- Many children enter the Reception classes with skills that are below those expected for their age, particularly in literacy. Overall, pupils' progress as they move through the school requires improvement. Despite improvements in English, for the last two years the proportion of pupils reaching the expected levels in both English and mathematics has been below average.
- The rates at which pupils make progress remain variable across the school. The school's own tracking and inspectors' scrutiny of pupils' books indicate that, while pupils make good progress in some classes and subjects, progress is slower in others. For example, although the progress pupils are making in English now compares favourably with national figures, progress in mathematics is below that found nationally.
- In a Year 6 English lesson, pupils made good progress as they confidently used persuasive language to help Lord Carnarvon decide whether to invest his money in excavating the tomb of Tutankhamun. In other lessons, pupils made less progress when tasks such as making models of different three-dimensional shapes were not sufficiently challenging.
- Regular guided-reading sessions help pupils to make good progress in their reading from their starting points when they enter the school. Attainment in reading is broadly average at the end of Year 2 and at least average by Year 6.
- The large proportion of pupils who speak English as an additional language, disabled pupils and those who have special educational needs, and those who are eligible for support by the pupil premium make similar progress to their peers. Test results and lesson observations show that some of these pupils, particularly those who speak English as an additional language, make good progress because they receive knowledgeable and well-focused support from teachers and teaching assistants.
- In lessons, most pupils are keen to learn and answer questions readily. These good attitudes enable them to make the most of their lessons, although their achievement still requires improvement.

The quality of teaching

requires improvement

- The quality of teaching across the school varies from requiring improvement to outstanding. Teaching is not yet consistently good or better across the school, and recent improvements have yet to have their full impact in allowing pupils to make faster progress.
- Teaching is improving rapidly, particularly in English, because staff have received good training and the school has focused on bringing about improvements in literacy. The quality of teaching in mathematics requires improvement and the school has, rightly, recognised the need to make sure that all pupils understand basic mathematical skills and ideas from an early age.
- In some lessons, teachers' expectations of what pupils can do are not high enough and the work set does not challenge them to think hard and achieve their very best. In other lessons, pupils are asked to listen passively for too long and do not have enough time to work on their own or find out things for themselves.
- In some classes, pupils have good opportunities to learn by assessing their own and each other's

work. However, this good practice is not fully shared and hence not seen in all classes.

- In the best lessons, teaching is fast-paced and knowledgeable, and a range of interesting teaching methods and resources engage pupils' interest. In a geography lesson, pupils made good progress and enjoyed learning as they compared rice growing overseas to the crops they had seen when they visited a local Lincolnshire farm.
- Pupils' books are marked regularly. A consistent approach to marking using the words 'wow' (to highlight what a pupil has done well) and 'now' (to highlight what they can do to improve further) gives pupils clear guidance.
- Teachers and teaching assistants provide timely extra help and personalised support for pupils who speak English as an additional language and for disabled pupils and those who have special educational needs, so they enjoy learning and make progress which is at least as good as that of their classmates.

The behaviour and safety of pupils are good

- Pupils typically behave well and are keen to learn. They show respect for each other and for school staff. In lessons and in the playground they share equipment sensibly and cooperate well with each other in pairs and groups.
- Pupils say they feel safe in school. They are confident that any problems will be quickly sorted out. They talk knowledgeably about different types of bullying and have a sensible attitude to taking risks.
- A very few of the parents who responded to the online questionnaire Parent View or spoke to inspectors expressed concerns about behaviour in school. Inspectors investigated these concerns thoroughly and scrutinised behaviour logs and other documents. They found that pupils' behaviour is good and very well managed by staff.
- The school's efforts to improve attendance have been successful. It is now average.
- Pupils are keen to take responsibility and encouraged to use their initiative. For example, two pupils in Year 5 were successfully organising a literacy club for other pupils to help them improve their writing skills.
- Pupils' spiritual, moral, social and cultural development is good. For example, pupils write their own prayers and confidently lead the school's act of collective worship. They are well informed about dangers such as those associated with alcohol and drugs.

The leadership and management requires improvement

- The headteacher has a very clear vision for school improvement which is shared by governors and staff. Self-evaluation is accurate and teachers' performance is effectively managed.
- Staff are now well deployed and the restructured senior team has a very clear focus on improving teaching, raising attainment and accelerating pupils' progress. However, the roles of the senior team in monitoring and evaluating the work of their areas of responsibility are not fully developed. For example, they have received good quality training in observing teaching but have not yet had time to use these skills to improve lessons and ensure that pupils make

consistently good progress. Systems are in place to monitor pupils' progress but these have yet to be refined and developed.

- The good and outstanding teaching practice which exists within the school has not yet been fully shared.
- Weaknesses, such as that in English, have been identified and tackled successfully. Mathematics remains an area requiring improvement. The school has correctly identified a need for more training in the teaching of mathematics to help all staff to make sure that pupils have a secure understanding of basic skills and concepts.
- The curriculum is becoming increasingly more closely tailored to pupils' needs. It supports pupils' spiritual, moral, social and cultural development well. A firm focus on literacy and now numeracy is improving pupils' progress in these important areas. Exciting trips and visits add to pupils' enjoyment of learning. Pupils spoke animatedly about their recent visit to a replica of an air-raid shelter and their feelings of 'really being there' and 'trembling with fear'.
- All safeguarding requirements are met. Staff are well trained and have a good understanding of, for example, child protection issues.
- The local authority has provided valuable support for the school, particularly in the analysis of data, monitoring of pupils' progress and through the 'developing teacher' programme.
- All groups of pupils are given equal opportunities to succeed. Gaps in learning between those eligible for funding from the pupil premium and other groups are narrowing because the school supports their learning well. However, specific funds to support these pupils (the pupil premium) have yet to be received by the school.
- **The governance of the school:**
 - provides appropriate levels of support and challenge. Governors know the school's strengths and weaknesses well and have contributed to improvements made since the last inspection.

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

Unique reference number	120612
Local authority	Lincolnshire
Inspection number	401953

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	411
Appropriate authority	The governing body
Chair	Melvyn Price
Headteacher	Glyn Rushton
Date of previous school inspection	27 January 2010
Telephone number	01775 722333
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