

# The Spalding Parish Church of England Day School

Clay Lake, Spalding, PE11 2QG

**Inspection dates** 1–2 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	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.

- Effective leadership and management have led to improved teaching and achievement, especially over the last year. Standards are rising rapidly.
- Well-planned provision means that children in the early years settle quickly into school life and make good progress during their time in the Reception classes.
- The teaching of reading is a strength throughout the school.
- Disabled pupils and those who have special educational needs make similarly good progress to their classmates, as do disadvantaged pupils.
- Effective support for those pupils who are at the early stages of learning to speak English makes sure their progress accelerates and is good.
- Pupils behave well, are eager to learn and feel safe and well looked after. They know how to keep themselves safe, including when using the internet.
- The curriculum makes a strong contribution to pupils' spiritual, moral, social and cultural development. Pupils have a strong sense of right and wrong and are prepared well for life in modern Britain.
- Teachers accurately assess how well pupils are learning. They are carefully introducing a system to meet the requirements of the new National Curriculum.
- The governors provide effective support and challenge.

### It is not yet an outstanding school because

- The most-able pupils are sometimes set work that is too easy for them.
- A few pupils in each year group do not know number facts, including times tables, well enough.
- Occasionally, when children in the early years are working on activities they choose for themselves, adults do not take action quickly enough to ensure they know what to do and learn from what they are doing.
- Boys in the early years and in Years 1 and 2 do not attain as highly as girls.
- When checking the quality of teaching not all subject leaders focus enough on what positive difference their actions are having on pupils' learning.

### Information about this inspection

- Inspectors visited 18 lessons. The headteacher was involved in five of the observations. Inspectors also observed play and lunchtimes. A school assembly was visited.
- A number of documents were examined, including: the school’s data on pupils’ current progress, the school’s own self-evaluation document and its improvement plan, other planning and monitoring documents, documents relating to safeguarding, and records relating to behaviour and attendance. Pupils’ work was also analysed.
- Inspectors talked to pupils, formally and informally. They listened to them read, and observed sessions where phonics (letters and the sounds they make) were being taught.
- Discussions were held with the headteacher, five governors, senior leaders and staff. A telephone conversation was had with a representative of the local authority.
- Inspectors took account of the 75 responses in the online questionnaire for parents, Parent View. They also gathered parents’ views at the start of the school day and spoke to parents. The questionnaires completed by 21 members of staff were also considered.

### Inspection team

Lois Furness, Lead inspector	Additional Inspector
Jonathan Sutcliffe	Additional Inspector
Jonathan Smart	Additional Inspector

## Full report

### Information about this school

- This school is much larger than the average-sized primary school.
- An above-average proportion of pupils are from minority ethnic backgrounds and a well above-average proportion of pupils speak English as an additional language.
- A below-average proportion of pupils are disadvantaged and supported by the pupil premium, which provides additional government funding for pupils in local authority care and those known to be eligible for free school meals.
- There is an average proportion of disabled pupils and those who have special educational needs who are supported at school action. A well below-average proportion are supported at school action plus or with a statement of special educational needs. Seven pupils have a statement or care plan.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

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

- Build on the good teaching and accelerate pupils' progress even further by:
  - teachers moving the most-able pupils onto harder work more quickly
  - all pupils having a good grasp of the number facts and times tables that are relevant to their age group
  - making sure that activities interest boys in the early years and in Years 1 and 2
  - ensuring that during child-chosen activities in the early years adults take action quickly when children are unsure of what to do.
- Provide training so that all subject leaders have the skills to evaluate rigorously how their actions have influenced pupils' achievement, and use this to improve further the quality of teaching.

## Inspection judgements

### The leadership and management are good

- The headteacher and other senior leaders have built on the strengths evident at the time of the previous inspection and have made sure that standards have risen throughout the school. Self-evaluation is accurate and the school improvement plan provides an effective tool for school improvement.
- Leaders collect and use a good range of information to check and track the progress made by individuals and groups, and identify where any pupil is in danger of underachieving. Good-quality support is then provided, including for those eligible for the pupil premium, for disabled pupils and those who have special educational needs, and for those who are at an early stage of learning English.
- The checks made by senior staff of the quality of teaching and learning are rigorous and robust. These checks include observations of lessons and regular sampling of pupils' work. The information is used well to identify shared or individual teachers' targets for improvement. It is linked to staff training and professional development opportunities. Staff performance is managed well and appropriately linked to pay awards.
- Phase and subject leaders work together and with their colleagues to check on pupils' progress. This has been particularly effective in English, as shown by the marked rise in attainment in reading and writing at the end of Year 6 in 2014. Some leaders, however, are quite new to their role and, as yet, they do not have the skills to rigorously evaluate the impact of their work on pupils' achievement.
- Leadership and management of the early years are good, so that teaching provides the children with a positive start to their education. The leader knows that, in order to accelerate children's good progress even further, adults must be more pro-active during child-chosen activities when children are unsure of what to do, and ensuring activities fully engage the interest of boys.
- The special educational needs coordinator works successfully to ensure provision for disabled pupils and those who have special educational needs is effective and, therefore, these pupils' good progress is guaranteed. The leader who is responsible for those pupils who are at the early stages of speaking English provides good leadership. She ensures the effective deployment of support staff who are skilled in developing pupils' speaking skills.
- The curriculum is generally well planned and interesting. There is a particular focus on literacy and numeracy, which are key priorities for the school. Tolerance and respect, a feature throughout the school and in the curriculum, prepare pupils well for life in modern Britain, and their spiritual, moral, social and cultural development is strong. Extra-curricular provision is also good. The school is at the early stages of identifying its preferred approach to assessment following the removal of National Curriculum levels.
- The primary sports funding is used to buy in specialist teaching with expertise in physical education. These additional staff work with teachers to develop their coaching skills in aspects such as gymnastics. They also provide additional extra-curricular sports which are increasing pupils' participation rates and improving their health and well-being.
- Good use is made of pupil premium funding for disadvantaged pupils. As a result, eligible pupils make good progress and gaps between their performance and that of others have narrowed. Staff make sure that all pupils have equal access to activities and are successful in fostering positive relationships and tackling discrimination. Vulnerable pupils are sometimes supported in a 'nurture room' where they often make outstanding progress.
- The local authority has given valuable support for improvements in teaching and learning, and the school has engaged in partnerships with other schools in order to share judgements of pupils' achievements and to continue to improve teaching and learning.
- **The governance of the school:**
  - Members of the governing body have a range of experience and expertise which enables them to be effective partners with senior leaders in determining the school's long-term strategic direction. They are

committed to tackling discrimination and providing equality of opportunity. The promotion of tolerance and respect for people of all faiths is a high priority in order for pupils to be prepared for life in modern Britain, as evidenced by the array of activities, visitors and celebrations throughout the year.

- Governors have a secure understanding of the school's work and the quality of teaching. They use data well to track pupils' progress and compare it with that in other schools. They have a clear understanding of the management of teachers' performance and only agree a pay rise when pupils achieve consistently well.
- Governors regularly visit the school to gain first-hand views of its work. They receive regular reports from senior leaders, including on how well each year group is doing. They keep a close eye on finances and know, for example, how the pupil premium and sports funding are spent and what difference these are making to the achievement and well-being of pupils.
- Governors attend training to keep their skills and knowledge up to date and to ensure that they fulfil their statutory duties effectively; for example, those relating to safeguarding. They have ensured that all safeguarding requirements are met.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. This is a happy place and pupils conduct themselves well in lessons and around school. They understand how good behaviour helps them to learn. In conversation, pupils say how much they enjoy the activities, including the many visits and visitors, which teachers plan for them. Good attitudes towards school start in the early years.
- Pupils understand the different forms bullying can take, and know what to do if they experience or know of any. They report that bullying is extremely rare and that misbehaviour of any kind is dealt with swiftly and effectively. Pupils manage their own behaviour well, including in the playground, reflecting the strong provision for their spiritual, moral, social and cultural development.
- Pupils are reflective and caring. Relationships are good between staff and pupils and between pupils. Pupils listen carefully to others and respect each other's views. They are proud of their work, which is neat and well presented. They wear their uniform with pride.
- Low-level disruption is rare but, at times, younger pupils, mainly boys, lose concentration when the work planned does not hold their interest.
- Attendance has improved in recent years and is now broadly average. Pupils are punctual to school so lessons can begin on time.
- Most parents who responded to the online questionnaire, Parent View, say their children are happy and safe, and that behaviour is good. They are pleased with the progress their children are making.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils trust staff to help them and keep them safe. They know how to keep themselves safe, including, for example, when using computers, the internet and mobile phones.
- Leaders apply careful risk assessments and employment checks on staff to ensure that pupils are safe during external activities, or when working with coaches or other visitors.
- Vulnerable pupils are cared for well. Child protection processes are fully in place and effective. Training for staff and governors is up to date and senior staff are experienced and highly skilled in implementing child protection procedures at all levels. Senior leaders show high levels of concern that pupils are kept safe in and out of school, and all adults working in school see safeguarding as their responsibility.

## The quality of teaching is good

- Teaching is typically good across the school. Whole-class, group and paired activities increase pupils' confidence and their speaking skills. For instance, pupils regularly work in groups and pairs to share ideas

and to solve problems. Pupils at the early stages of learning English rapidly improve their understanding and their speaking skills in English in this way.

- Children in the early years enjoy activities, both inside the classrooms and in the outdoor area. Staff encourage children to talk about their work and verbalise their ideas.
- Teachers and teaching assistants work well together and ask pupils searching questions to see how much they have understood. They provide pupils with practical activities which enable them to experience things for themselves and discuss ideas with a partner. Pupils enjoy these opportunities to work together and Year 6 pupils told inspectors about how their parents had been invited into school to take part in a biographical research session. Together, pupils had devised key questions so they were ready to interview their parents and get enough information to write a biography.
- Reading is taught effectively and even the youngest take pleasure in applying their knowledge of phonics to read and write words and simple sentences. The daily 'reading for pleasure' session, during which pupils are welcome to bring in suitable books, magazines or newspapers to read, is one strategy that has helped to raise reading standards throughout the school. Other strategies, such as inviting a local author, Billy Bob Buttons, to hold writing workshops, have inspired pupils to want to write.
- Work in pupils' books shows that pupils' work is neat and well presented, and they produce a good amount of work, particularly in writing and mathematics.
- The feedback to pupils on what they have done well and what could be improved is consistent throughout the school. Pupils say the 'wow' and 'now' marking is helpful and tells them how to improve. Most comments give advice or are about making corrections such as adding capital letters or correcting a number problem.
- The planning of lessons is thorough and usually provides different tasks for pupils who have different levels of ability. However, the work in pupils' books indicates that activities are sometimes the same or very similar for all, especially in writing. This does not provide enough challenge for the most able, who could often move onto harder work more quickly.

### **The achievement of pupils** is good

- Achievement has improved across the school. From below age-related starting points on entry to the school, pupils make good progress in reading, writing and mathematics. Improving achievement, demonstrated in data analysis and detailed tracking of pupils' progress, was evident in pupils' work and in their mainly good learning in lessons.
- Children start school in the Reception classes with levels of development below those usually attained by children of this age. Their communication and language skills are often low. Children gain ground rapidly in all areas of their learning as a result of mainly good teaching. By the time these children leave the early years, an increasing proportion have achieved a good level of development and are ready to begin formal education.
- Pupils' knowledge of phonics has improved. There is a clear focus on learning to read at an early age and pupils who read to inspectors were able to read at a level appropriate for their age and to give their opinion on the subject of their books. The results of the Year 1 check on pupils' skills in phonics in 2013 were below the national average. However, in 2014, 68% of pupils reached the expected standard, which is very similar to the previous year's national average.
- Attainment at the end of Year 6 in 2013 was average in reading, writing and mathematics. It was below average in the newly introduced grammar, spelling and punctuation test. However, attainment improved rapidly, and, in 2014, an increased proportion of pupils attained the expected average level for their age (Level 4) in reading, writing and mathematics. An increased proportion of pupils also attained the higher Level 5 in reading, writing and in grammar, punctuation and spelling.

- Mathematics attainment remains below that of reading and writing. Although, throughout the school, most pupils are working at age-related expectations, a few pupils in each year group do not have a secure knowledge of number facts, including times tables. School leaders are aware of this and all pupils now have a daily key skills session in order to increase their competence in number.
- Pupils of all ages are enthusiastic about reading. By the end of Year 6, most pupils read a variety of texts with a good level of fluency and understanding. Most are able to talk in detail about what they have read, and can talk about books they have enjoyed.
- In 2013, there was little difference between the attainment of pupils supported through the pupil premium funding and their classmates. Eligible pupils in Year 6 were behind their classmates in reading and writing by approximately half a term. They attained similarly in mathematics and grammar, punctuation and spelling. In comparison with all pupils nationally, the difference was one term behind in reading but was similar to that found nationally in mathematics, writing and grammar, punctuation and spelling. Teachers have ensured that, in 2014, the gap narrowed even further in all year groups.
- Disabled pupils and those who have special educational needs make the same good progress as their peers as a result of the extra help they are given, both in class and in groups. Pupils who are at the early stages of learning English make good progress because of the strategies used to help them extend their vocabulary and develop their confidence in speaking.
- The scrutiny of work of pupils shows that most pupils are attaining at an appropriate standard for their age in reading, writing and mathematics. Although there is evidence of higher attainment and challenge for the most-able pupils, this is not consistent. Teachers plan additional activities for these pupils but these are not always hard enough to make them think hard and deepen their understanding.
- Analysis of data over time of the early years children and of pupils by the end of Year 2 shows that boys do not attain as highly as girls. Observations in classrooms noted some loss of concentration in learning in the early years, and in Years 1 and 2, when activities did not fully engage a small group of boys.

### The early years provision

is good

- Many children start in the early years with skills that are below those typical for their age. Many also begin school with little or no English. As a result of mainly good teaching, children make good progress and an average proportion of them reach a good level of development by the end of the Reception Year.
- There are well-established routines and effective procedures for making sure that children's transition from home or pre-school settings is smooth. Staff ensure that children settle in very rapidly and behave well. Although, at the time of the inspection, children had been in school for only a very short time, they were already happy, settled and playing well together. Parents say they are happy with the provision in this key stage.
- The good emphasis placed upon speaking and listening, and the calm environment, means children make particularly good progress in developing their language, communication and their personal and social skills. Good use is made of the indoor and outdoor environments, and teachers organise a mix both of activities that are directed by an adult and those that children choose for themselves.
- Most staff are skilled at questioning children and building on their responses, particularly in adult-directed activities. Occasionally, however, when children choose activities for themselves, adults do not take action quickly enough when children are unsure of what to do.
- Most children concentrate well but, at times, boys are not as engaged in their learning.
- Leadership of the early years is good and there is a clear direction set for continuing improvement. Adults work together effectively as they monitor individual progress on a daily basis and use this information to plan next steps for children's learning. However, leaders are not as effective at ensuring the consistently good progress of a small group of boys who, occasionally, lose interest in their activities.

## 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>	120612
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	431702

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 aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	426
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Melvyn Price
<b>Headteacher</b>	Glyn Rushton
<b>Date of previous school inspection</b>	3 October 2012
<b>Telephone number</b>	01775 722333
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