



# The Spalding Parish Church of England Day School

## Inspection Report

**Unique Reference Number** 120612  
**LEA** LINCOLNSHIRE LEA  
**Inspection number** 280855  
**Inspection dates** 7 June 2006 to 8 June 2006  
**Reporting inspector** Mr. Alan Lemon AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Clay Lake
<b>School category</b>	Voluntary aided		PE11 2QG
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01775 722333
<b>Number on roll</b>	452	<b>Fax number</b>	01775 712983
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Melvyn Price
<b>Date of previous inspection</b>	6 November 2000	<b>Headteacher</b>	Mr. David Clements

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 7 June 2006 - 8 June 2006	<b>Inspection number</b> 280855
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

Nearly all pupils who attend this large school come from White British backgrounds. A small number of pupils speak English as an additional language although their numbers have increased as families from new member states of the European Union move into the area. The pupil population is relatively stable. The number of pupils entitled to a free school meal is below the national average. Fewer pupils have learning difficulties or disabilities than found in most schools.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

Inspectors agree with the school's own evaluation that its effectiveness is satisfactory. It gives satisfactory value for money. The school has a strong religious ethos which underpins its approach to pupils' personal development which is good. The curriculum is adequate. Provision in the Foundation Stage is sound and children make reasonable progress to reach the expected levels by the start of Year 1. In Key Stages 1 and 2, pupils' achievement is satisfactory. Standards are broadly average, overall, but in recent years they have been prone to some rise and fall. Teaching is satisfactory, overall, although it varies in quality. Pupils with learning difficulties and those for whom English is an additional language are supported adequately. The best teaching is lively and engaging and this challenges pupils effectively. However, there is not enough of this to raise overall standards further. Much teaching is routine, engenders moderate interest in pupils towards learning and occasionally lacks challenge. Pupils are cared for well and kept safe. However, the quality of guidance and support given to pupils to help them progress is too limited. Pupils' targets are not challenging enough and pupils are not given enough guidance on how to meet them. Overall, leadership and management are satisfactory. The school has an adequate capacity for improvement. Sound subject leadership is the main contributor to the standards pupils' achieve. While monitoring and evaluation happens in relation to the school's work and pupils' performance, it is low key and not well-embedded.

### **What the school should do to improve further**

- Improve the expertise of teachers so that outcomes of monitoring and evaluation activities can be used effectively to guide the school's direction and improve the standards pupils attain. - Improve the overall quality of teaching and learning to enable more pupils to make good progress. - Set challenging pupils' targets and provide good guidance to pupils so that they know what they need to do to improve their work and meet the targets.

## **Achievement and standards**

### **Grade: 3**

The standards reached by children and pupils throughout the school are broadly average. In general, this has been the trend over several years although in some years upward or downward fluctuations in results reflects some vulnerability in holding standards steady and a strong enough will to raise them higher. The majority of children have average levels of knowledge and understanding when they begin school. They get off to a sound start in the Foundation Stage, making satisfactory progress and by the time they are old enough for Year 1 most have achieved the levels expected of children this age. The majority of pupils in Key Stages 1 and 2 make satisfactory progress. Pupils are keen to learn and enjoy challenges. The adequate teaching they experience means they make satisfactory progress but they are not always fully stretched so that they achieve as much as they can. Although targets were met in 2005

for Year 6 test results, the targets set for pupils are at levels most would be expected to achieve with moderate exertion. In particular, the school's current aspirations for more able pupils reaching the higher levels by the end of Year 6 are modest. As a result the quality of teaching and school leadership are not brought under sufficient pressure to raise standards further. The analysis undertaken of pupils' progress contributes too little to sharpening the focus of teaching on challenging pupils more thoroughly. However, in some classes and subjects pupils do make better progress as a result of effective teaching. The few pupils with learning difficulties and for whom English is an additional language also make satisfactory progress because they have close support from classroom assistants.

## **Personal development and well-being**

### **Grade: 2**

Pupil's personal development, including their spiritual, moral, social and cultural development, is good. Pupils are happy and really enjoy being at school. They are bright, bubbly and want to learn. These positive qualities come to the fore and grow in good lessons where effective teaching motivates and engages pupils. Where teaching is satisfactory, pupil's responses are more noticeably flat and they remain too passive. Nevertheless, pupils always act safely and behave well. Attendance, overall, is satisfactory. There is strong moral influence in the school and pupils are guided effectively towards the teachings of Christ. Good learning opportunities in art mean it incorporates broad and interesting cultural dimensions, which pupils enjoy. Pupils appreciate that there is a wide diversity of cultures in Britain because activities to promote cultural awareness are suitably incorporated into the work and life of the school. The school's approach reflects the changing nature of its pupil population well. Pupils enjoy the three annual residential trips, the many visits out and the variety of people who come to the school. All of this helps to broaden their outlook and provides good opportunities for them to develop into responsible young people who adopt safe lifestyle. The high profile given to healthy eating means pupils have good access to, and enjoy, fruit, milk and water. As their standards in reading, writing and computer skills are adequate pupils have a sound start and are prepared satisfactorily for adult life. Pupils are aware of how to use money to help those who have little. They work hard to raise good amounts for charity and are keen participants in community activities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory in the Foundation Stage and in Key Stages 1 and 2. As a result, children and pupils learn reasonably well and make sound progress. There is some good and occasionally outstanding teaching featuring well-planned, stimulating lessons and a good pace to learning. In these lessons, pupils are challenged and progress at a faster rate. There is a predominance of adequate teaching in literacy and numeracy. Here, most teaching has not developed a creative

approach to learning in order to raise the interest and engagement of pupils. As a result, teaching often lacks the stimulation pupils need to progress more. The challenge in most work is largely satisfactory but some activities are not planned well enough to ensure pupils are really stretched, particularly the more able. In other subjects, teaching often succeeds in providing stimulating activities, as in art. Pupils' respond well, often achieving good standards. Pupils with learning difficulties and those who do not speak English fluently are well supported by teaching assistants and they learn satisfactorily. Pupils are managed well as a result of good relationships between teachers and pupils. The school is currently developing its procedures for checking and tracking pupils' progress but these at present are under-developed and have not made a significant impact on learning. Test results have been used to set targets for pupils. However, as these targets are often not challenging enough they do not consistently stretch all pupils as much as they could be.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory, overall, and it has some strengths. Soundly planned learning opportunities have appropriate breadth and balance. Provision in the Foundation Stage is satisfactory. Across the school, staff work hard, with a heavy reliance on national strategies. This ensures that literacy and numeracy activities include all that is required but on the whole they lack individuality and sparkle. The school has recognised the need for the whole curriculum to be made more exciting for all pupils and is tentatively tackling this. There is a better picture in subjects such as physical education, history, design technology and especially art, where exciting materials and processes are used in capturing higher levels of interest among pupils. The quality of work and activities in information and communication technology varies depending upon how good the electronic equipment is and expertise of staff to use it. As a result, the use of computers to enhance learning is inconsistent across the school. There is a good range of visits and visitors which are used to enhance learning. Recently, Year 5 pupils visited London and Year 2 pupils visited a simulated Victorian school. The range of after-school activities are limited and are mainly provided by an external agency rather than the school. French is taught in Years 5 and 6 and this is enriched by a link with schools in Poitiers, France.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support of pupils are satisfactory. The school cares well for its pupils within a supportive Christian environment. Pupils' personal development is well supported and so they make good progress in becoming mature and caring people. There are appropriate systems in place for those pupils needing extra help. The increasing numbers of pupils arriving from overseas are well supported. They settle quickly to learning and form good friendships. Child protection procedures are in place. Due care and attention is paid to matters of pupils' health and safety. The good care for pupils' welfare is not matched by the same quality of academic guidance to enable

them reach higher standards. As insufficient information is given to them, pupils have too little understanding of what they need to do to improve, or of how well they are progressing. Class targets, which are varied according to the different abilities of pupils, have just been introduced but these are not yet securely established and effective. The marking of their work is done inconsistently. The best marking tells pupils how to improve but not all work is marked in this way.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. There is sufficient direction and organisation to ensure children and pupils achieve the standards expected and to make good progress in their personal development. Subject leadership has a clearly defined role including monitoring teaching and reporting on the effectiveness of each subject. Effective but informal communications between staff at this level helps keep the school's work reasonably consistent. The leadership of the headteacher, including the senior leadership team is not as effective as it could be in giving clear direction, setting high expectations and stepping up the pace of change. The school undertakes an adequate amount of monitoring of its work and performance. Strengths and weaknesses are reasonably clear and from these the school identifies its development priorities, although the actions to achieve improvements are not always co-ordinated well or treated with the urgency they deserve. The school has a satisfactory capacity to improve because of its sound use of self-evaluation and this has brought about satisfactory improvement since the last inspection. Governors play a sound part in supporting the school but make a rather limited contribution to challenging the school on the progress and success of its improvement plans.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Many thanks to you all for the way you helped in the recent inspection of your school. We enjoyed and valued the opportunities we had to speak with many of you. You told us a lot about what you think of your school and your work. I am writing to tell you about what we found out about your school. We were impressed by your good behaviour and with how well you get on with each other and your teachers. You work well together in lessons and, whether you were the youngest or oldest child, there were many times when we saw you being very helpful towards each other. While we saw you are making the progress we would expect in lessons, there is not enough opportunity for you to make better progress. We have asked the headteacher and your teachers to find interesting ways for you to learn that will also be more challenging. Many of you who we talked to said you did not have a good idea of what level you are working at and we think it is very important for you to know this. It will help you see what progress you are making and, if necessary, what you need to do to improve. We think this is just the encouragement you need to get even better results. We were pleased to see your school has introduced targets for you. Once these are well underway they will help you see how well you are doing. We have also asked the headteacher and governors to keep a close check on how well you are progressing and how your lessons help you to make as much progress as you can. You can play your part by ensuring that you continue to work hard, which we are sure you will. We greatly appreciated your friendliness and helpfulness.