

# The Spalding Parish Church of England Day School

Inspection report

---

<b>Unique Reference Number</b>	120612
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	327324
<b>Inspection dates</b>	15–16 January 2009
<b>Reporting inspector</b>	Roger Brown

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<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 on roll</b>	
School (total)	446
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Melvyn Price
<b>Headteacher</b>	Mr Glyn Rushton
<b>Date of previous school inspection</b>	7 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Clay Lake Spalding Lincolnshire PE11 2QG
<b>Telephone number</b>	01775 722333

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	15–16 January 2009
<b>Inspection number</b>	327324

**Fax number**

01775 712983

<b>Age group</b>	4-11
<b>Inspection dates</b>	15-16 January 2009
<b>Inspection number</b>	327324

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is larger than average. It serves the parish of St Mary and St Nicolas in Spalding. The majority of pupils come from White British backgrounds, although just over 13% now come from a range of other backgrounds, mostly Eastern European. There are a small number of Traveller children. Around 10% of the pupils speak English as an additional language. The number of pupils who are entitled to a free school meal is below the national average as is the number who have learning difficulties or disabilities. Children start in the Early Years Foundation Stage (EYFS) at two stages. Half enter the pre-Reception class in the term after their fourth birthday, and others enter the Reception class in the September of the year in which they become five.

The headteacher is new to the school having only been in post for a week at the time of the inspection, the two assistant headteachers are also relatively new to their posts.

There is an onsite after school childcare provision that is not managed by the governing body.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to meeting the statutory requirements in respect of the safeguarding of children, and the monitoring of the effectiveness of teaching and learning on pupil achievement in order to tackle the underachievement of some pupils at Key Stage 2.

The previous inspection reported that standards were broadly average but inconsistent from year to year and this has continued to be the case. The end of Key Stage 1 assessment results have shown a steady downward trend in all areas from above average in 2005 to a little below average in 2008. Indications are that staffing changes in September 2008 and a new leader at this key stage have started to halt this decline. The end of Key Stage 2 test results have fluctuated widely, although by the summer of 2008 they were average. Nevertheless, pupils' progress across this key stage is uneven, with a marked acceleration in their learning in the last two years. While pupils' overall achievement is satisfactory, progress could be better given their starting points and good progress in some years. The inconsistency is the result of ineffective monitoring and evaluation of teaching. The school's systems do not ensure that learning is consistently effective. On balance, the quality of teaching across the school is satisfactory. There are lessons where teaching is good, but equally there are lessons where teaching is inadequate.

Pupils' personal development is good. They enjoy coming to school, they behave well, are polite and thoughtful in lessons. However, the level of attendance at the school is falling and the level of persistent absence by a small number of pupils is growing. The school's guidelines for dealing with absence are inadequate and as a result, staff receive insufficient guidance as to how they should deal with attendance matters. Inspectors drew the school's attention to its failure to meet all the current Government requirements relating to safeguarding. Action to tackle this weakness is an urgent priority.

The school has recently improved the quality of the curriculum at Key Stage 1. This has helped to halt the decline in standards. However, elsewhere in the school there are shortcomings. There is good outdoor provision for EYFS children, but poor access to it for some classes. As a result not all children have equality of opportunity to engage in learning outdoors and this impedes progress for some children in areas such as physical development. The Key Stage 2 curriculum has not developed in line with the changes at Key Stage 1. Learning in one subject is not planned to support learning in other areas and the work covered is mundane and uninspiring. Although the headteacher has only been in post for a very short time, others with leadership responsibility have begun to accelerate the pace of improvement and to rectify some of the school's shortcomings. Given the clarity of understanding by senior leaders of the school's strengths and areas for improvement and the recent impact of actions taken to promote those improvements the school has demonstrated satisfactory capacity to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Children make a satisfactory start to their education in the EYFS. Their achievement on entry is in line with the expected levels, and thanks to satisfactory progress during their time in the EYFS it is still in line with that expected when they leave. The friendly atmosphere ensures that children settle well. They are happy to come to school, confident to talk about their work and enthusiastic about learning. The children are eager to take part in activities. However, even though there is good provision for outdoor learning the children are not able to choose or initiate activities for themselves. The arrangement of the various classrooms precludes this and staff therefore decide when children should go out. This limits their independence and restricts aspects of their learning. The quality of teaching is satisfactory as is the quality of leadership. The new leader has introduced major changes, but these have only been in place since September so it is too early to judge the impact on the progress that children make. Nevertheless, changes to the assessment procedures and the planning process have enthused the staff who are keen to bring about improvements.

### What the school should do to improve further

- Ensure that the school complies fully with current Government requirements for safeguarding.
- Develop the monitoring and evaluation of teaching and learning to ensure that all pupils sustain good levels of progress.
- Improve the quality of the curriculum at Key Stage 2 to match the learning requirements of the pupils.
- Develop and improve the access to the outdoor provision for children in the EYFS.
- Develop and implement actions and processes which lead to improved levels of attendance.

## Achievement and standards

### Grade: 3

There is some evidence that the declining trend in standards at Key Stage 1 has been halted and pupils' learning is now improving, but it is too early to confirm that this will be sustained. The end of Key Stage 2 assessments show that standards in English, mathematics and science have varied considerably over recent years. They were very low in 2006 and achievement was inadequate. They improved markedly in 2007 to above average, although last year they were back to average indicating broadly satisfactory achievement. However, this is only part of the picture. The school's system for tracking pupil progress shows that progress varies significantly between year groups and individuals. It shows that most progress in Key Stage 2 takes place in the last two years. It also shows that there was significant underachievement across the key stage by small numbers of pupils. Too many of the more able pupils are not challenged or encouraged to work hard enough and as a result, their achievements are limited. Pupils who struggle and need support with their learning are making good progress relative to their starting points thanks to the support they get, as do those pupils who do not speak English as their first language. Overall, despite the significant level of inconsistency, pupils' achievements are satisfactory overall.

## Personal development and well-being

### Grade: 2

Pupils say that they enjoy coming to school. However, their attendance is only satisfactory as the level of persistent absence by a small number of children is growing. Pupils' spiritual, moral, social and cultural development is good, and there is a strong emphasis on moral and cultural education at the school. Pupils whose background is not British report that they are welcomed and treated thoughtfully and considerately. They say they are encouraged to share their experiences and bring aspects of their culture into school to share with others. All pupils have a good understanding of how to adopt a healthy lifestyle, but they would like even more opportunities both during the school day and after school when they can take part in sporting activities. Pupils' behaviour is generally good, they enjoy taking on responsibilities, but would like even more opportunities to do so. Some of the parents and a few of the pupils report that there are minor incidents of bullying, but the pupils say that they feel confident that staff listen to them and take action when issues arise. Pupils make a positive contribution to the school community and the charities that the school supports, and are active participants in the school council. Pupils are provided with satisfactory opportunities to develop the skills they need for later life, through teamwork and participation in a limited range of visits and events organised by the school.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching and learning is inconsistent. Inadequate teaching in a few classes undermines the better practice that exists elsewhere in the school. In lessons where the learning is limited, the pupils are not sufficiently challenged by the activities they undertake, and the work they are given is undemanding. The pace of learning is too slow and there is little to distinguish the work given to pupils of differing abilities. In the better quality lessons, for instance in some mathematics sessions, pupils are given good opportunities to explain their thinking and work out ideas in a constructive fashion. In these classes, the pupils get targeted and thoughtful support from both teachers and teaching assistants. The best lessons are characterised by good relationships between adults and learners and a better balance of well planned, interesting activities. In these sessions, it is clear that the pupils show a much greater willingness to learn as they are clearly engaged and motivated by the tasks they are given.

### Curriculum and other activities

#### Grade: 3

The curriculum meets statutory requirements and all aspects of the National Curriculum are covered. However, it meets pupils' needs better at Key Stage 1 than at Key Stage 2. In Key Stage 1, staff are introducing a series of well planned themes that integrate different subjects effectively. They make good use of key skills as a means of assessing pupils' progress. The changes are still at an early stage of development, and there are good quality plans in place for involvement in a local creative partnership project. The curriculum at Key Stage 2 has not been reviewed with the same rigour or outcomes, and consequently at this key stage the work that pupils are given does not always reflect their needs or interests as accurately. At this level the work remains subject based and the scope for developing key skills like writing across

subjects is restricted. For a large school, the level and breadth of extra-curricular activities is rather limited and the pupils would like more opportunities and greater involvement.

## **Care, guidance and support**

### **Grade: 4**

Inspectors drew the school's attention to its failure to meet all the current Government requirements relating to safeguarding. Action to tackle this weakness is an urgent priority. In addition, the school's arrangements to improve attendance and reduce lateness among the pupils are inadequate despite the urgent actions of the new headteacher to inject more rigour into the process. However, there are now sound systems in place to track pupils' academic progress. These are being used to support target setting and improve progress for groups and individuals. Even so, the potential of the systems is not yet being fully exploited, as some groups of pupils, such as the more able, and some individual pupils are still underachieving. Even those pupils who are making better progress, such as those who get extra support with their learning and pupils who speak English as an additional language, are not being monitored systematically enough. The school's overall targets, agreed with the local authority, are now much more ambitious and appropriate.

## **Leadership and management**

### **Grade: 3**

The senior leaders have now identified the school's strengths and areas for development more clearly and begun to tackle shortcomings with a greater sense of urgency and vigour. Many of the changes and developments that are currently in train have only recently been implemented but improvements are beginning to have a positive impact on achievement and standards, for example at Key Stage 1. There is a shared vision within the school and clear commitment to improvement among all staff. Leaders have recognised that the lack of rigour in checking teaching quality and in school development planning has resulted in the pace of change being too slow. Governors are increasingly confident in their role in holding leaders to account for the school's performance with a focus on improved standards, particularly at the end of Key Stage 2. However, the weak management systems and lack of urgency about implementing improvements led to major oversights such as the failure to implement statutory safeguarding procedures.

The school has strong ties with its community thanks to effective links within the parish it serves, and there is a clear commitment to welcoming and supporting the newcomers to the area, whatever their background. However, there has, as yet, been only a limited commitment to developing the national and global elements of the community cohesion agenda.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

**Inspection judgements**

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

**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>	4
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	4
How effectively is provision in the EYFS led and managed?	3

**Achievement and standards**

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

---

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

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	4

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

**Annex B****Text from letter to pupils explaining the findings of the inspection**

16 January 2009

Dear Pupils,

Inspection of The Spalding Parish Church of England Day School, Spalding PE11 2QG

Thank you for your warm welcome when we visited you. I would like to explain what we found when we spent time in your lessons and talked with you and your teachers.

We could see that your school has undergone a number of changes in recent years, and that a number of the staff, in particular the school's leaders, have moved on and been replaced. Therefore, we were very pleased to hear from so many of your parents about their views on the school. Most of them believe your school helps you to learn, but a number had concerns about a range of issues. Many parents expressed the view that they hoped your new headteacher would reinforce the improvements that have begun to be made.

We agree with the parents who have identified that some aspects of the school need to be improved. We are concerned that the progress you make is not consistent enough as you move up through school, and that some of the ways in which the school is managed are not rigorous enough. As a result, we have said that your school should be given 'a notice to improve' and that another team of inspectors should come back next year to check that matters have got better.

We have asked the staff to do five things to improve matters. We would like them to:

- Make sure all the procedures required by the government are put in place.
- Check regularly how good teaching and learning are to ensure that you all make good progress all the time.
- Improve the quality of the work and materials they give you, especially at Key Stage 2 to make your learning more interesting and engaging.
- Improve the way in which children in the EYFS can choose to go outside and use the good outdoor learning area your staff have created.
- Improve the way in which staff encourage you to attend school and come on time each day.

Our best wishes for the future.

Yours sincerely

Roger Brown

Lead inspector