

The Spalding Parish Church of England Day School

Inspection report

Unique Reference Number	120612
Local Authority	Lincolnshire
Inspection number	339731
Inspection dates	27–28 January 2010
Reporting inspector	Linda Killman HMI

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	447
Appropriate authority	The governing body
Chair	Melvyn Price
Headteacher	Glyn Rushton
Date of previous school inspection	5 January 2009
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Most of the available time was spent looking at learning; inspectors observed 16 lessons ensuring that all teachers were seen. Meetings were held with groups of pupils, staff, governors and a representative from the local authority. Inspectors observed the school's work, and looked at a range of documentation including: safeguarding documents; data relating to pupils' attainment and progress; the school's plans for future improvement; and questionnaires completed by staff, pupils and 134 parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively teaching and the curriculum meet the needs of different groups of pupils and promote their achievement, especially in Key Stage 2
- how well leaders and managers at all levels drive and secure improvement especially in teaching, provision and outcomes for pupils since the last inspection
- the effectiveness of the school's arrangements for safeguarding including links with key agencies, for ensuring the safety of its pupils.

Information about the school

This is a larger than average primary school. It has strong links with the Parish Church of St Mary and St Nicolas in Spalding. Children start school as part-time rising-fives becoming full-time learners in the term following their fifth birthday. There is an onsite after school club managed by a private provider that is inspected separately.

The large majority of pupils are White British; the remainder represent a wide range of ethnic minority groups. Around 14% have recently moved into Spalding from member countries of the European Union. The proportions of pupils who speak English as an additional language, are eligible for free school meals or have special educational needs and/or disabilities are below average. When the school was inspected a year ago, inspectors judged that it required significant improvement and it was given a notice to improve.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Since the last inspection, sufficient progress has been made in tackling all of the key issues raised by inspectors. The most significant improvements include:

- meeting all requirements for safeguarding duties and regulations and setting up secure systems to maintain and update them
- systematically monitoring teaching and learning to ensure that all individuals and groups of pupils make at least satisfactory progress
- ensuring that all children in the Early Years Foundation Stage benefit from unlimited access to outdoor play
- improving attendance by taking prompt action to intervene when absence occurs.

The school now provides satisfactory standards of education and care for its pupils and demonstrates satisfactory capacity to secure continuing improvement because:

- the headteacher promotes the ongoing professional development of senior leaders and includes them in strategic planning for improvement so that they are emerging as proficient leaders
- self-evaluation is accurate and based on systematic monitoring across the school's work
- actions taken to overcome weaknesses in teaching to ensure that pupils make sufficient progress are working
- future plans to consolidate success are securely in place.

There is a clear focus on driving the school forward, and ambition for all pupils to enjoy learning, make good progress and achieve well. Sound leadership in mathematics and physical education has improved outcomes for learners. Other subject leaders are in the early stages of developing their leadership skills so that they are suitably equipped to operate as effective middle managers.

Time has been invested wisely in devising adequate systems for gathering useful data about pupils' attainment and progress. The school identifies underachievement quickly and takes swift restorative action. Challenging yet realistic targets and improved provision are accelerating all pupils' progress including those with special educational needs and/or disabilities and pupils who speak English as an additional language.

Teaching is satisfactory but variable. In some classes, teachers skilfully adapt and refine activities so that every pupil is sufficiently challenged. These pockets of quality teaching are not yet evident in all year groups. The improved range and depth of the curriculum is adding to pupils' enjoyment of learning. This is work in progress and not yet fully

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embedded or suitably enriched particularly in the Early Years Foundation Stage. Information and communication technology is underused to develop the study skills pupils need now and in their future lives. Pupils have some, but not enough regular opportunities to use and apply their literacy and numeracy skills in other subjects.

What does the school need to do to improve further?

- By September 2010 to improve the consistency and frequency of good teaching and learning to raise achievement ensuring that:
 - in lessons, starting points for learning reflect pupils' capabilities
 - expectations are high for pupils to produce good quality written work in all subjects
 - all pupils are involved in evaluating their work, especially in English
 - all staff benefit from observing high quality teaching modelled by senior leaders and other expert professionals.
 - Ensure that all pupils benefit from an imaginative curriculum that supports their needs and promotes good learning by:
 - providing children in the Early Years Foundation Stage with more opportunities to engage in tempting activities that promote experimentation and creativity in all areas of learning both indoors and outside
 - enabling all pupils to apply their skills in literacy, numeracy and information and communication technology in other subjects
 - adapting units of study in response to the changing needs, interests and aspirations of individuals and groups.
- Strengthen the leadership skills of middle managers by:
 - focusing subject leaders' attention on how well pupils are learning subject related skills, knowledge and understanding in relation to national targets for attainment
 - developing a systematic cycle of rigorous monitoring and review undertaken by all middle managers that focuses on how well pupils are learning
 - providing targeted professional development and coaching from accomplished subject leaders.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils' achievement is better than it was, but there is more work to do to raise their attainment to where it should be. For example, the quality of pupils' written work is widely variable across subjects. Following a prolonged period when too many groups

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were making insufficient progress, most are currently making or exceeding expected progress. Comprehensive intervention and support for pupils with special educational needs and/or disabilities and those who speak English as an additional language has enabled these pupils to make significant gains in learning. The school's data and inspectors' observations of pupils learning show no discernable gender differences.

Inspectors observed high levels of pupils' engagement, enthusiasm and enjoyment in learning where teaching is effective. For example, in a Year 3 mathematics lesson, all pupils made rapid progress in solving number problems and experimenting with different methods. They worked enthusiastically in pairs choosing problems that were tailored precisely to their needs and interests. Pupils learned quickly that they have options in finding solutions. In other lessons seen, pupils apply themselves to tasks but with less eagerness and perseverance because the work is not as adeptly personalised.

In addition to their improving academic performance, pupils demonstrate a satisfactory understanding of:

Pupils readily take on responsibilities as monitors, librarians and school councillors and organise events such as sports days, which they do competently. They mix well socially, work cooperatively in groups and behave appropriately in lessons and around the school. Pupils respect cultural diversity, although they have limited understanding of contrasting communities beyond Spalding.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent of pupils' spiritual, moral, social and cultural development	3
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How effective is the provision?

Although still variable, the quality of teaching has improved considerably. Some innovative teachers are using imaginative methods and approaches. Relationships between pupils and staff are generally positive and strong where the teaching is good. Teachers are assessing pupils' levels of attainment with improved precision, especially in mathematics. However, some are too tentative in planning subsequent work that offers sufficient challenges for all.

Staff are beginning to remind pupils about their targets in lessons. Not all pupils are guided towards self-evaluation to improve their understanding of how well they are doing, especially in English. Marking of pupils' work to guide them towards improvement varies widely in quality across subjects.

Teaching assistants are suitably trained and provide proficient and sensitive support for pupils with additional needs enabling their full participation in lessons and school life. Care and guidance is sufficient to promote pupils' learning, personal development and well-being. New arrivals are able to settle in quickly because the school assesses their needs on entry and provides the appropriate support for them to progress.

Transition arrangements are secure as pupils move through the key stages. The Key Stage 1 and 2 managers are working closely to improve continuity and progression in pupils' learning especially when they move from Year 2 to Year 3.

Large numbers of pupils participate in an increasingly wide range of well attended clubs and other extra-curricular activities. Other aspects of the curriculum are developing satisfactorily with more opportunities for pupils to apply their skills across a range of subjects. Nonetheless, in some year groups units of work are not always adapted well enough to meet the needs and abilities of all pupils.

Pupils do not have enough regular access to computers and other technologies to support and enhance their learning in all subjects.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher's and senior leaders' hard work and determination has been

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paramount in tackling weaknesses identified in the last inspection. They share increasingly high expectations for improved performance across the school's work. Training and professional development have enabled senior staff to take on new initiatives confidently. The need for change is accepted by most staff but not yet all. The school has embraced the local authority's good support from advisors and consultants to raise achievement in mathematics. However, opportunities are missed to enable the school's best teachers and leaders to demonstrate their skills for others to emulate.

Identified weaknesses have been tackled successfully by developing systems and processes to monitor the school's work and hold staff accountable. Data are now used efficiently to analyse performance and track progress in English, mathematics and science. Few subject leaders have developed similar systems.

Governors fulfil their statutory duties satisfactorily. Their understanding of how well pupils are doing in relation to national expectations is improving. They are actively involved in setting and monitoring the school's priorities for improvement which are fit for purpose. Nonetheless, those responsible and accountable for ensuring the actions take place are not identified with sufficient clarity.

All personnel have been suitably trained and have the skills and expertise required for keeping pupils' safe. Site security has been reviewed, updated and is regularly monitored. The school knows its pupils well, especially those most at risk; good provision involving external professionals and intervention programmes is in place.

The school is improving partnership with parents and carers by providing better information, communication and accessibility. Their views are used to inform plans to develop community cohesion. Close links exist with the church that promote pupils' good spiritual development. The school knows that there is more work to do in engaging with community groups beyond Spalding and abroad with plans securely in place to achieve this.

The school is inclusive and promotes equal opportunity satisfactorily. This is exemplified in the leadership and management's successful drive to improve outcomes for pupils with special educational needs and/or disabilities and the increasing number of new arrivals some of whom are in the early stages of learning English. Most boys are now making sufficient progress as a result of the recent developments in curriculum provision.

These are the grades for leadership and management

<p>The effectiveness of leadership and management in embedding ambition and driving improvement</p>	<p>3</p>
<p>Taking into account: The leadership and management of teaching and learning</p>	<p>3</p>
<p>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</p>	<p>3</p>

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The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Almost a quarter of parents and carers responded to the questionnaire and their views are mixed. Several noted many changes in the school as having 'a positive impact'. A few remarked that their children are not making enough progress. Inspectors agree that this was the case a year ago but the school has taken appropriate action to remedy this. A very small proportion of respondents commented on the variable quality of teaching; inspectors' findings concur. A small percentage of parents and carers consider that behaviour is not always dealt with effectively but inspectors found that staff manage pupils' behaviour appropriately.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Spalding Parish Church of England Day School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 134 completed questionnaires by the end of the on-site inspection. In total, there are 447 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	51	62	46	3	2	0	0
The school keeps my child safe	58	44	68	51	4	3	1	1
The school informs me about my child's progress	33	25	68	64	12	9	0	0
My child is making enough progress at this school	40	30	76	57	14	10	2	1
The teaching is good at this school	47	35	73	54	10	7	0	0
The school helps me to support my child's learning	41	31	79	59	12	9	0	0
The school helps my child to have a healthy lifestyle	41	31	84	63	7	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	31	23	74	55	7	5	0	0
The school meets my child's particular needs	36	27	78	58	11	8	0	0
The school deals effectively with unacceptable behaviour	36	27	71	53	15	11	4	3
The school takes account of my suggestions and concerns	37	28	79	59	8	6	0	0
The school is led and managed effectively	46	34	71	53	7	5	3	2
Overall, I am happy with my child's experience at this school	54	40	68	51	7	5	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



29 January 2010

Dear Pupils

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

Thank you for making the inspectors so welcome when we came to your school recently. Those of you that we spoke with directly helped us to understand what it is like to be a pupil at your school. Many positive changes have taken place over the past year to improve the school. After watching all of you learning in lessons and in assembly, looking at your work and talking to staff, we decided that you are now receiving a satisfactory education because the school has successfully tackled the weaknesses found in the last inspection.

The most important improvements are that:

- the school is doing the right things to keep you safe
- your teachers are keeping a watchful eye on the progress that you are making
- all of the children in the Early Years Foundation Stage learn and play outside throughout the day
- you now attend school regularly and if you don't the school finds out why and what it can do to help.

There are several things that we have asked the school to work on so that in time it becomes a good school. These are:

- for teaching to become even better so that you all enjoy good lessons and learn as much as you can as fast as you are able
- to provide you with learning activities that you find exciting, that appeal to your interests and enable you to use computers and other technology more frequently
- that staff in charge of individual subjects make sure that you are learning all that you should as fast as you are able.

Your teachers and the governors are working hard to make the school even better. You can help too by working hard in every lesson and by taking great pride in all of your written work. I wish you all every success in the future.

Yours sincerely

Linda Killman

Her Majesty's Inspector

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