

Spilsby Primary School

Woodlands Avenue, Spilsby, PE23 5EP

Inspection dates 6–7 March 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well and make good progress from their starting points.
- Achievement in mathematics and reading is good and attainment in these subjects by the end of Key Stage 2 is above the national average.
- Consistently good teaching ensures that pupils do well in all classes.
- Children settle quickly into the Early Years Foundation Stage and make good progress in all areas of learning.
- Pupils say that teachers make lessons interesting and are very good at helping them to improve their work.
- The school is improving because the leaders systematically identify any possible weaknesses in its performance and give teachers clear guidance on how they can improve both teaching and achievement.
- The governing body supports the school well and has the skills to ensure decisions made by the leaders are the right ones.
- Pupils feel safe, enjoy school and behave with courtesy and respect to teachers, visitors and each other.

It is not yet an outstanding school because

- Progress in writing at Key Stages 1 and 2, particularly for more able pupils, is not as rapid as in reading and mathematics.
- Pupils who receive the pupil premium do not always achieve as well or attend as regularly as others in the school.

Information about this inspection

- The inspectors observed 20 lessons, of which two were joint observations with the headteacher. The inspectors also made a number of brief visits to lessons.
- Meetings were held with pupils, senior and middle leaders, members of the governing body, and a representative of the local authority.
- The inspectors looked at 31 responses to the online questionnaire (Parent View) to gain the views of parents.
- The inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' progress, planning and monitoring files, behaviour records and documents relating to safeguarding.

Inspection team

Neil Stanley, Lead inspector

Additional Inspector

Terry Elston

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average primary school.
- An above average proportion of the pupils are eligible for free school meals and receive the pupil premium. There were no looked after pupils or any with a parent in the armed services in the school in 2012.
- None of the pupils speaks English as an additional language.
- The proportions of disabled pupils and those who have special educational needs supported at school action, school action plus or with a statement of special educational needs are all above average.
- The school meets the government's current floor standards, which are the minimum expected for pupils' attainment and progress.
- The headteacher has been in post since April 2012. There is a playgroup and children's centre on site, but these are not managed by the governing body.

What does the school need to do to improve further?

- Raise achievement in writing to the levels of reading and mathematics by ensuring teachers:
 - give more able pupils more opportunities to write independently at challenging tasks
 - provide more opportunities for pupils to write longer pieces of work
 - have higher expectations of what pupils can achieve when completing writing tasks in topic work and in science.
- Ensure that pupils entitled to the pupil premium achieve as well as others in the school by:
 - making sure that all staff are aware of who these pupils are
 - ensuring leaders regularly check on these pupils' achievements to determine the impact of this funding
 - working closely with parents to ensure these pupils attend school more regularly

Inspection judgements

The achievement of pupils is good

- Pupils make good progress from starting points on entry to the school that are generally well below those typical of their age group.
- Children achieve well in the Early Years Foundation Stage and make particularly fast progress in their language and number skills. This is because they have many opportunities to practise these in all areas of their learning. They learn to work and play together and cooperate well when doing activities such as 'hunting for Dexter' and 'the Cat has lost its beans'.
- Pupils make good progress in Key Stage 1, and attainment by the end of Year 2 in reading and mathematics is in line with the national average. In their number work, pupils benefit from extensive practice in quick addition and subtraction at the start of lessons that equips them well to tackle problems. They count accurately, and made very good progress in one lesson when they used real objects in a 'souvenir shop' to add and take away. Most read fluently and enthusiastically. The newly opened 'Hive' library is encouraging pupils to become independent readers.
- By the end of Key Stage 2, standards are above average in English and mathematics. Pupils read widely and many can scan information in books and on computers to gain information quickly. In mathematics, they have a good feel for number, know their multiplication tables well and conduct complex investigations. Progress in writing at the end of Key Stage 2 is steady, but not as strong as in mathematics and reading. This is because pupils are not given enough opportunities to write independently and at length in subjects other than English.
- Disabled pupils and those who have special educational needs make good progress as a result of the help given by teachers and support staff. They do particularly well in their reading because of the many opportunities to improve their word-building skills.
- Pupils entitled to the pupil premium make steady progress but, while the gap between them and others in the school is closing quickly, their achievements tend to be lower than others in both English and mathematics. On average, they are now one term behind other pupils in both English and mathematics. Pupil premium money has been used to employ a learning mentor who monitors and supports pupils at risk of underachieving.

The quality of teaching is good

- Teaching is typically good and often outstanding in key stages 1 and 2 when pupils make rapid and sustained progress. For example, in a Year 2 mathematics lesson, the teacher used a story to excellent effect to bring addition and subtraction to life, and pupils were highly motivated.
- In typical lessons, teachers expect pupils to work at a fast pace, which ensures they make good progress towards clear learning goals. Teachers revisit these goals regularly throughout the lesson to ensure pupils really understand what they are learning.
- Teachers' marking of pupils' work clearly explains strengths and areas for improvement. Books show that pupils are responding well to their teachers' comments. In the best examples, pupils make rapid progress as a result of the teachers' comments. Pupils enjoy good opportunities to assess their own work, which gives them a clear understanding of their achievements.

- Teachers teach the skills of writing well, but do not always leave enough time in lessons for pupils to write extensively, and this particularly restricts the progress of more-able pupils in Key Stage 2. Pupils lack opportunities to write longer pieces in all subjects and so do not build on the skills learned in English lessons.
- Teachers find imaginative ways to make their lessons exciting. For example, Year 4 pupils enjoyed dressing up as spies, and this helped them create vivid characters in their stories.
- Teaching assistants and other support staff are used well, and, for the most part, work effectively with pupils to ensure they understand the tasks set. Not all, however, know which pupils should be supported by the pupil premium and occasionally these pupils are not given sufficient support.
- Phonics teaching (the use of sounds to build words) is consistently good and explains why pupils do so well in their reading. They enjoy books and even the youngest ones pick up a book for pleasure.
- The teaching of disabled pupils and those who have special educational needs is good. In class and in small groups, adults provide work that is challenging yet achievable. In the best lessons teachers are very skilled at ensuring these pupils answer questions in whole-class sessions, and this good practice does much to boost their confidence.

The behaviour and safety of pupils are good

- Pupils quickly learn how to work by themselves and do not rely constantly on being directed by teachers. For example, children in the reception class were given a wide range of activities to choose from. They respected each other's choices and did not distract or disrupt each other. In a Year 6 lesson, pupils encouraged each other's efforts and praised their successes.
- Pupils arrive punctually to school and their attendance has improved rapidly as a result of the school's recent efforts to discourage unnecessary absences. Parents receive immediate telephone calls and are invited to discuss absences with the headteacher. However, the attendance of some pupils eligible for the pupil premium is not as good as that of others.
- Pupils' behaviour has improved as a result of the 'red card' policy. Pupils understand this system and they think it is fair. They believe the behaviour system has been successful because fewer pupils are now receiving red cards. Pupils like the way the rules are applied consistently.
- In lessons, pupils listen carefully and persevere well with challenging work. They work well together, and enjoy sharing their views with their 'talking partners'. Pupils move seamlessly between activities.
- Pupils take responsibility well, and the school council has led the way in improving play facilities. The prefect system has been enhanced this year and this gives older pupils an opportunity to show leadership and support for younger children. Pupils say how well teachers listen to their ideas. For example, the Key Stage 2 play areas are to be improved following pupils' suggestions.
- Pupils are keen to talk to visitors to the school. For example, they invited the inspectors to sit with them at lunchtime. Pupils are polite, regularly holding doors open to allow others to pass.
- The school is a safe place and pupils say they are safe in school. They show a very good awareness of all forms of bullying and know about the potential hazards of using the internet.

They know what to do if they or another pupil is being bullied, and have confidence that staff will take the problems seriously.

The leadership and management are good

- The headteacher works effectively with senior leaders to analyse the school's effectiveness and tackle areas of weakness. In less than a year, she has helped establish a good team of staff who work effectively towards ambitious goals.
- Since the previous inspection, the school has made marked improvements in attainment, teaching and the role of subject leaders and other middle management. With such good leadership, the capacity to improve further is strong. Subject and key stage leaders are taking increasing responsibility in raising standards by checking the quality of learning.
- The rigorous systems to evaluate the quality of teaching and learning give teachers clear guidance on how to improve their skills and classroom practice. Targets arising from observations of lessons form an important part of regular meetings on teachers' performance and decisions about their pay and promotion.
- Since taking up the post, the headteacher has also overseen investments to the school's information and communication technology systems, embedded a new behaviour management system and improved attendance.
- The school has forged strong relationships with the local community. For example, the 'Twinning Association' held a successful International Event at the school. The school is working effectively to build a strong partnership with parents. The headteacher has led the way in introducing activities such as the Christmas concerts for parents to come into school informally and celebrate their children's successes. This is building trust and respect for the school and its work.
- There is good provision for pupils' social, moral, spiritual and cultural development. For example, in a Year 5 lesson, pupils were given the opportunity to think deeply about issues such as good and evil, betrayal and sacrifice. This was made particularly interesting by the effective use of technology and the linking of religious education with literacy. Links with schools in France and Rwanda also help pupils think about their place in the world.
- The school provides a rich range of activities with topics that interest boys as well as girls, particularly the current topics on space and spies. This leads to good achievement, particularly in mathematics and reading.
- Safeguarding systems are robust and meet all requirements. These are reviewed regularly by the leaders and the governing body.
- The school has made good use of the expertise from the local authority which has been helpful in raising the quality of teaching and learning. Regular meetings between local authority representatives with senior staff provide valuable data on pupils' progress in each class and setting clear priorities for the future.
- **The governance of the school:**
 - The governing body has a good understanding of the school's effectiveness gained through regular visits, meetings with senior leaders and 'learning walks'. Governors are familiar faces around the school and are known well by the pupils. They support after-school activities such as the school gardening club and welcome parents at parents' evenings. Governors have

received thorough and appropriate training in their responsibilities and now have the skills and confidence to hold the leaders to account; they know how the school's performance compares with that of others and take a full part in its improvement. They are closely involved in the evaluation of teachers' performance and its impact on their pay and know what is being done to improve it. Governors have a good awareness of the school's budget, but lack clear data from the leaders on the impact of the pupil premium funding.

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	120477
Local authority	Lincolnshire
Inspection number	405930

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	190
Appropriate authority	The governing body
Chair	Ann Lenton
Headteacher	Miss Louise Davidson
Date of previous school inspection	7 February 2011
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