

The St Peter and St Paul CofE Primary School

Wainfleet Road, Burgh-le-Marsh, Skegness, PE24 5ED

Inspection dates 15–16 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children join the Early Years Foundation Stage with skills that are below those expected for their age. They make good progress in English and mathematics across the school.
- Disabled pupils, those with special educational needs and those eligible for the pupil premium, are supported well to make progress that is equally as good as that of other pupils.
- Pupils' spiritual, moral, social and cultural development is shown by their exemplary behaviour, excellent social skills, secure understanding of moral issues and their care and concern for each other.
- Teaching is consistently good and sometimes outstanding. Excellent use is made of the school's outdoor areas and of information and communication technology to provide stimulating activities for pupils of all abilities.
- The headteacher and deputy headteacher have skilfully led the school and sustained improvement since the last inspection. Their determined leadership has been key to the recent improvements seen in teaching and learning and pupils' achievement.
- Leaders at all levels, including the governing body, are ambitious for the school. They work effectively together to raise standards and to improve pupils' rates of progress.

It is not yet an outstanding school because

- Teachers do not always set work that is demanding enough for the more-able pupils.
- Outstanding practice is not regularly shared across the school.
- Marking in subjects other than English and mathematics is not always detailed enough for pupils to be clear about how to improve their work.

Information about this inspection

- The inspectors saw all teachers teach in the 13 lessons observed, one of which was seen together with the deputy headteacher. In addition, the inspectors made a number of other short visits to lessons and learning areas.
- Separate meetings were conducted with governors, staff, senior leaders, an adviser from the local authority and two groups of pupils. The inspectors talked to pupils during lessons, listened to pupils read and attended a Year 6 demonstration of the 'Young Journalist Academy' website.
- The 48 responses to the online questionnaire (Parent View) and the results of the school's own survey of parents' views were taken into account.
- The inspectors took account of the 21 responses to the staff questionnaire.
- A number of documents were reviewed. These included pupils' books, the school's development plan, its self-evaluation report, information about pupils' current progress, arrangements for safeguarding and records of pupils' behaviour and attendance. Reports from the local authority about the school's effectiveness were also examined.

Inspection team

Cathy Morgan, Lead inspector

Additional Inspector

Colin Lower

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average sized primary school,
- Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is higher than that found nationally.
- The proportion of pupils known to be eligible for the pupil premium is below average. This additional government funding only applies in this school to pupils who are known to be eligible for free school meals and children that are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- A high proportion of pupils join the school at different times. The school has grown in size since its previous inspection. It continues to expand, with a recent increase in September 2012 to its admission numbers in Reception of an additional 20 pupils.
- Year 6 pupils were undertaking their national tests in English and mathematics at the time of the inspection.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and raise pupils' achievement by:
 - making sure that more-able pupils are given ample opportunity to reach the standards they are capable of in lessons
 - improving the quality and effectiveness of teachers' marking to match that seen in English and mathematics and making sure that pupils receive clear guidance on how to improve their work
 - sharing the most successful aspects of teaching and assessment from across the school so that there is greater consistency across all subjects.

Inspection judgements

The achievement of pupils

is good

- Children join the school with skills that are typically below those expected for their age. They quickly settle into school life and make good progress across the Early Years Foundation Stage because they are nurtured and inspired to work and play imaginatively together. One parent was particularly complimentary about how well her children had settled into the school.
- Pupils continue to make good progress in reading, writing and mathematics across Key Stage 1. Standards in reading are above average and pupils in Year 1 are on track to exceed the expected level in the forthcoming national reading check.
- Pupils achieve well because the school is ambitious for them, particularly those who are disabled or have special educational needs. A number of pupils from other schools join this school because of its success in meeting the often complex needs of individual children. Teaching assistants make a very positive contribution to the learning of these pupils and support them well. As a result, they make good progress.
- Pupil-premium funding is used very effectively to provide one-to-one and small group tuition for eligible pupils and specialist support from teaching assistants. As a result, pupils supported through the pupil premium are working at similar levels to other pupils and they made better progress than their peers and similar pupils nationally in English and mathematics in 2012
- Teachers track pupils' progress meticulously to see that their good progress is maintained across Key Stage 2 where standards have been more variable, particularly in English. This is due to the number of pupils who join the school at different times and the differences in groups of pupils as the school has grown in size.
- More pupils reach the highest levels in mathematics than in English by the end of Year 6. Pupils are involved in stimulating investigations and problem solving in mathematics and science which enable them to become more independent in their learning.
- The school's strong focus on improving the teaching of phonics (the sounds that letters make) means that standards in reading and writing are catching up with those in mathematics. Pupils read widely and less able readers benefit from a successful support programme to help them to improve.
- More-able pupils participate in exciting initiatives such as the 'Lincolnshire Young Journalist Academy' programme which provides excellent opportunities for them to extend their literacy skills by writing and producing radio and journalistic articles at national events. However, these pupils are not always sufficiently challenged in lessons to reach higher standards in their work.

The quality of teaching

is good

- Teaching is good and some is outstanding. Teachers and pupils make excellent use of information and communication technology across a range of subjects to provide and record stimulating activities for pupils of all abilities. The use of digital photography is a strength of the school and is used by pupils of all ages in interesting ways to enhance their learning.

- Pupils are given good opportunities to investigate problems and to think for themselves from an early age. Excellent use is made of the outdoor areas to provide thought-provoking practical tasks. For example, numerous interesting activities enabled children in Reception to develop their counting skills.
- Teachers and their assistants provide constant praise and helpful support to pupils in lessons. However, pupils who are capable of making faster progress are not always given sufficient opportunities to do so because some tasks do not challenge them enough.
- Pupils are confident and accurate when discussing whether their writing or mathematics has met their targets successfully. Teachers mark work extremely clearly in these subjects and encourage pupils to revise their answers. In other subjects, teachers do not check work so extensively to ensure that pupils are always given clear enough guidance on how to improve.

The behaviour and safety of pupils are outstanding

- Pupils are extremely polite, courteous and friendly which creates a calm and purposeful atmosphere across the school. Behaviour in lessons, in the dining hall and on the playground is exemplary. Pupils say they feel safe and secure because school is 'like one big happy family', which is an indication of the strong relationships that are evident between pupils and staff.
- Pupils have a clear understanding about the different forms that bullying can take, including cyber-bullying. Incidents are very rare, and pupils are confident that if they do have a problem, a member of staff will quickly sort it out for them. The school has very clear 'golden rules' which means that pupils know what is expected of them.
- Pupils have lots of interesting opportunities to take on responsibilities including as junior road safety officers and junior police cadets. Together they staged a successful campaign to highlight the dangers of poor parking outside the school and persuaded parents to park more carefully.
- Daily assemblies and many lessons contribute very effectively to emphasising spiritual, moral, social and cultural issues. Pupils are frequently encouraged to reflect upon important school priorities and to become actively involved, for example, by designing the school's anti-bullying logo.
- Attendance is currently average and punctuality is good. The headteacher has worked tirelessly with parents and pupils to reduce the number of holidays taken in term time and this has helped to almost eradicate unauthorised absences.
- Parents are overwhelmingly positive about the school and those who replied to the parent questionnaire said that their child feels happy and safe here.

The leadership and management are good

- The headteacher and deputy headteacher work in partnership to provide excellent leadership for all staff. They have been instrumental in managing the continuing growth of the school and successful in improving some teaching to outstanding.
- The strong team of staff share the headteacher's ambition and determination to provide the best

possible learning experiences for pupils and raise achievement. Senior leaders and governors make sure that all actions are based on an accurate understanding of the school's strengths and priorities for improvement.

- The headteacher is extremely thorough in accurately analysing information about pupils' progress to identify those at risk of falling behind. Data are used particularly well to ensure good progress by disabled pupils those who have special educational needs and those supported through the pupil premium.
- School leaders' own evaluation of teaching is accurate. Focused coaching has enabled some teachers, particularly those new to the profession, to improve rapidly. Teachers are not given sufficient opportunities to share the most successful aspects of teaching and assessment from across the school to ensure consistency across all subjects
- Teachers' performance, as well as that of teaching assistants, is checked regularly and the results are used well to make sure that they receive any necessary further training. Only those teachers who meet required standards move up the salary scale and the headteacher has not shied away from difficult conversations about teaching performance.
- The school has an effective policy for making sure all pupils are treated equally. It is a truly inclusive school in which there is no evidence of discrimination. Great care is taken to consult with everyone connected with the school to secure their agreement with and contribution to, all policies and procedures.
- The curriculum has been revised to include inspiring programmes that focus on developing pupils' reading, writing and numeracy skills. This is having a positive impact upon pupils' performance in English and mathematics. The school promotes pupils' spiritual, moral, social and cultural development extremely well. The wide range of inspiring activities and events is extending pupils' learning and enhancing their personal development.
- The local authority provides good support to the school by sharing lesson observations and checking that the headteacher and school leaders are making accurate evaluations of the school's strengths and areas for improvement.
- **The governance of the school:**
 - Governors know about the standards of achievement and the quality of teaching in the school because the headteacher provides informative termly reports. The governing body has been trained to analyse information on school performance compared with national figures. They are increasingly confident in interpreting and asking challenging questions about the progress of pupils. The school's staff appraisal policy has been revised to incorporate the new national standards expected of teachers, and governors effectively manage the link between teachers' pay progression and pupils' progress. They know what is being done to tackle any underperformance. Governors have a good understanding of the school's financial position and know that the pupil premium is helping those pupils who are entitled to it to make the same good progress as their peers. In addition to their strategic role, many governors take an active role in the work of the school and particularly the leadership of the support for disabled pupils and those who have special educational needs. Governors meet their duty to keep pupils safe, for example by making sure that staff and governors are trained appropriately in child protection and that safeguarding is secure.

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	120566
Local authority	Lincolnshire
Inspection number	412989
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	222
Appropriate authority	The governing body
Chair	Claire Dougall
Headteacher	Sarah Smith
Date of previous school inspection	14 December 2009
Telephone number	01754 810241
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