

Serco Inspections  
20 Colmore Circus Queensway  
Birmingham  
B4 6AT

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 01216 799164  
**Direct email:** tim.ogbourn@serco.com



17 May 2013

Ms Heather Beeken  
Headteacher  
St Paul's Community Primary and Nursery School, Spalding  
Queen's Road  
Spalding  
PE11 2JQ

Dear Ms Beeken

**Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to St Paul's Community Primary and Nursery School, Spalding.**

Following my visit to your school on 16 May 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in February 2013. It was carried out under section 8 of the Education Act 2005.

**Evidence**

During the visit, meetings were held with the headteacher, other senior leaders, the Chair of the Governing Body and four governors and an education adviser commissioned by the local authority. The school improvement plan and subject reviews were evaluated. The findings of school and governor monitoring activities and the performance management of staff were discussed.

**Context**

There have been no significant contextual changes within the school since the section 5 inspection. A new headteacher has been appointed from the autumn term 2013. There are three teacher vacancies for September which have still yet to be filled.

**Main findings**

The school has put in place a school improvement plan to address the issues raised at the last inspection. It makes clear the actions to be taken and what the school must look for in terms of impact. However, not all senior leaders are clear about their role in doing this and so have had too little impact. Whilst teaching is improving, it is not consistently good. The governing body is committed to ensuring it supports the school on its journey to good, but it lacks direction and is unclear how to organise itself to do this effectively. The governing body does not have sufficient knowledge to be able to fulfil its duties, monitor the school and how well pupils are progressing. Morale at the school is low, which is slowing down the pace of change.

The school is in transition as it plans for a change of leadership and the governing body, with many new members, establishes itself. Many classes have suffered from significant changes in teachers in the past, and the school is finding it hard to ensure particular groups of pupils make up the lost ground quickly enough. There are insufficient opportunities for writing and for pupils to use and apply their mathematical knowledge in the afternoon lessons. No-one has checked whether the mixed ability groupings for Year 5 and 6 pupils in the foundation subjects is having a positive impact on learning and progress, or ensures that pupils of higher ability are sufficiently challenged in these lessons. Whilst higher ability pupils appear to be better challenged in core subjects, there is too little analysis of whether lower achieving pupils are significantly affected by the setting arrangements for literacy and numeracy. Leaders are not sufficiently held to account for their roles. Teaching and supporting staff are not held sufficiently to account for the progress of all pupils for whom they have responsibility.

Senior leaders and governors are not taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection. The school should take immediate action to:

- commission an external review of governance in order to assess how this aspect of leadership and governance may be improved
- provide training for governors to develop their knowledge and understanding of how to effectively monitor the progress of the school
- improve the effectiveness and the accountability of the senior leadership team, ensuring they provide a robust review of their area of responsibility and understand their role in driving improvement
- ensure that teachers apply features of good teaching practice consistently by self-evaluating their own practice and acting upon monitoring feedback. Also ensure that in managing their performance, they are fully accountable for the progress of all pupils
- check that all pupils are challenged sufficiently and are working towards their targets across all subjects and not just in literacy and numeracy
- appoint a full complement of teaching staff.

Ofsted will continue to monitor the school until its next section 5 inspection.

### **External support**

The local authority has supported senior leaders in putting together a comprehensive improvement plan. This has not had the expected impact yet as senior leaders and the governing body need further support in implementing the plan effectively. The local authority has provided significant support to the governing body through training, links with another local school's governing body, and in successfully recruiting a new headteacher to lead the school on its journey to good.

I am copying this letter to the Chair of the Governing Body and The Head of Service for South Holland District in Lincolnshire local authority.

Yours sincerely

Jane Melbourne  
**Her Majesty's Inspector**