

# Surfleet Primary School

Station Road, Surfleet, Spalding, PE11 4DB

## Inspection dates

15–16 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Achievement is not good in writing and mathematics. Pupils do not progress as fast as they could in these subjects because the quality of teaching is too variable.
- Teachers do not always ensure that work is closely matched to the stage that pupils have reached in their learning.
- Teachers do not set, share and review targets with pupils effectively so that they know how to improve.
- Other adults in the classroom sometimes provide too much support for pupils. Consequently, they are not encouraged to think for themselves.
- The federation has not helped the school to bring about improvements to pupils' achievement quickly enough because the roles and responsibilities of leaders have not been clearly defined.
- Some subject and senior leaders do not know how well pupils are doing in their subject and have not made the improvements necessary to raise standards.
- Until recently, governors have not challenged senior leaders effectively to ensure that teaching is good enough for pupils to achieve as well as they should.

### The school has the following strengths

- The school has accurately identified what it need to do to improve and has appropriate plans in place to bring about improvement.
- The consistently good teaching of reading ensures that all pupils make good progress in this key skill.
- Some teaching and teaching assistant support is of good quality.
- The interim headteacher has quickly provided stability and is already accelerating the rate of improvement.
- Pupils' behaviour is good and they enjoy coming to school. This is reflected in their good attendance.

## Information about this inspection

- This inspection was carried out at the same time as the inspection for Weston St Mary Church of England Primary School, which is federated with the school.
- The inspector observed eight lessons. One was observed jointly with the interim headteacher.
- Meetings with members of the governing body and senior leaders working across both schools were held jointly with both lead inspectors.
- Meetings were also held with the interim headteacher, assistant headteacher based at the school, and a representative from the local authority.
- The inspector looked at pupils' work and listened to pupils read.
- Account was taken of the school's information about pupils' attainment and progress, its view of itself and plans for future improvement. The inspector also looked at documents and policies concerning school management, including minutes of governing body meetings, records relating to behaviour and attendance, and information on keeping pupils safe.
- The inspector took account of the 11 responses to the online questionnaire (Parent View) and also met with parents informally. Consideration was also given to the 11 responses to the staff questionnaire.

## Inspection team

Sue Rath, Lead inspector

Additional Inspector

# Full report

## Information about this school

- The school is a much smaller than average-sized primary school.
- The school has been federated with another primary school since September 2009 and shares the same headteacher, leadership team and governing body.
- Pupils are taught in four classes in the morning and three in the afternoon.
- Most pupils are of White British Heritage and few pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion supported at school action plus or with a statement is above average.
- The percentage of children for whom the school receives the pupil premium (additional government funding for particular groups, including those known to be eligible for free school meals) is average.
- There have been a number of changes in leadership since the last inspection. The headteacher has been absent over the past year, during which time one of the assistant headteachers was on maternity leave. The remaining assistant headteacher took on the role of acting headteacher. An interim headteacher started in May 2013 when the assistant headteacher also returned from maternity leave. The Early Years Foundation Stage leader has been in post since September 2013.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

## What does the school need to do to improve further?

- Make teaching consistently good or better, so that progress in Years 1 to 4 is at least good in writing and mathematics, by ensuring that:
  - teachers give pupils work that is closely matched to pupils' ability
  - other adults in the classroom have the appropriate skills to support pupils' learning
  - set, share and review individual targets with pupils so that they know how to improve.
- Strengthen leadership and management by ensuring that:
  - the leadership structure provides for consistency of leadership across both schools in the federation, and roles and responsibilities are clearly defined
  - subject leaders analyse data to check on pupils' progress in their subjects across the federation and identify how this can be improved
  - leaders and managers, including governors, check the achievement of pupil groups within the school regularly and often
  - subject leaders analyse and track progress in their subject across the federation and identify how it can be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' overall achievement requires improvement because, as pupils move through the school, the progress they make varies too much.
- Although pupils make rapid progress in Years 5 and 6, they only make expected progress in writing and mathematics across the school because they did not learn as much as they should lower down the school. Analysis of the school's records of pupils' attainment and progress, pupils' work and lesson observations show that pupils are not making as much progress as they should in Years 1 to 4.
- Attainment at the end of Year 2 in 2012 declined in writing and mathematics from above average to broadly average. It also declined in reading but remained above average. Although staff believe that attainment in Key Stage 1 is set to rise in 2013, leaders have expressed concerns about the accuracy of these assessments and whether they reflect pupils' actual attainment.
- In 2011 and 2012, standards at the end of Year 6 in English and mathematics were above average. Standards in 2013 declined in writing and mathematics and were broadly average because not all pupils made the progress they should in writing.
- Disabled pupils and those who have special educational needs are making the progress they should.
- The school uses the pupil premium funding mainly to provide additional support for pupils. The gap between pupils eligible for the pupil premium and their classmates narrowed in 2013 and is now one term in reading and two in writing and mathematics.
- Attainment and progress in reading is good. The standard of reading at the end of Year 6 was high in 2012 and 2013, and the school's records of pupils' attainment shows that they make good progress in reading throughout the school. Pupils have a good knowledge of phonics (linking letters with the sounds that they make) and know how to break words down when they are unsure of new vocabulary. In the national screening of pupils' reading skills in Year 1 in 2012 and 2013, the school's results were above average. Pupils of all ages read regularly and often and say that they enjoy reading.
- Children join the Nursery and Reception class with levels of skills, knowledge and understanding that are typical for their age. They make good progress in this class and, by the time they join Year 1, their attainment is above average.

### The quality of teaching

### requires improvement

- Teaching over time has required improvement. Although teaching across the school has begun to improve, it is not enabling pupils to make good progress in Years 1 to 4.
- Teachers do not always give sufficient consideration to ensuring that the work that they set is matched closely enough to the stage and level that pupils have reached. Consequently, there are times when pupils find work either too easy or too hard. When this happens, the pace at which they progress slows down.

- Individual learning targets are not set, shared and reviewed with pupils so that they know what new skills, knowledge and understanding they need to develop. There are examples of helpful marking that recognises what pupils have done well and identifies some specific areas for improvement. However, pupils are not given time to respond to this marking and act on the advice they are given.
- Teaching assistants often provide too much help for pupils in lessons so that they become over reliant on adult support. They give praise and encouragement but do not use questioning as well as they could to deepen pupils' thinking.
- The best teaching is well planned and imaginative, and exciting lessons motivate and engage pupils. In the Year 5 and 6 class, pupils were eager to write their newspaper articles about the beheading of Anne Boleyn. They quickly settled to their writing, worked hard and produced excellent newspaper reports. Very clear guidance from the teacher ensured that they all successfully achieved what was expected of them.
- Teaching in the Nursery and Reception Years is typically good. Children enjoy the range of activities that are provided for them and have opportunities to improve in many different aspects, including learning letters and the sounds they make, number work and physical development. Adults support their learning well through conversation and questioning.
- In all classes, relationships between pupils, and between pupils and adults, are good and pupils are keen to learn.

#### **The behaviour and safety of pupils** are good

- Pupils behave well. Around the school they are considerate, polite and friendly. They are kind to each other, and play and work well together. There is a friendly and welcoming atmosphere that pervades the school.
- Pupils have consistently good attitudes to learning. They are particularly enthusiastic about the range of topic work which links different subjects together in a meaningful way. In lessons, they show positive attitudes to the teacher and to each other.
- Pupils contribute well to many aspects of school life. They are willing to take responsibility. For example, they are proud to be part of the school council.
- Pupils say they feel safe and this is supported by the views of parents.
- Pupils have a good understanding of the different types of bullying. They say there is no bullying in school, only minor fallings out, and that these disagreements are dealt with well by all the adults. Pupils know what to do to keep safe when using the internet.
- A number of parents who responded to the school's survey of their views were concerned that bullying is not dealt with effectively. These concerns were not born out when talking to pupils or by the school's records of bullying incidents.
- Attendance has improved since the last inspection and is now consistently above average. The school works hard to promote the importance of regular attendance. Pupils enjoy being at school and are punctual.

**The leadership and management****requires improvement**

- The reason that leadership and management requires improvement is that the prolonged absence of the permanent headteacher has adversely affected the capacity to bring about rapid improvement across the federation.
- During this period, the strong leadership of the assistant headteacher, based mainly in the school, maintained the school's position. However his role as acting headteacher across the federation meant that he was not able to focus sufficiently on bringing about improvements to teaching, learning and pupils' achievement quickly enough.
- The recent strong and decisive leadership by the interim headteacher has provided stability and ensured that the school and federation now have the capacity to improve rapidly. She has put systems in place to ensure that pupils' progress is checked more often and data has been analysed to identify where additional support is needed to help pupils catch up. This information has been shared with teachers so that they know what each child is expected to achieve.
- Systems for checking the work of the school now ensure that self-evaluation is honest and accurate. The school improvement plan identifies the correct priorities for improvement and precisely what needs to be done to bring about further improvement.
- Subject leader roles cover both schools in the federation. While this means that strengths are shared, roles are not always clearly defined and some leaders do not know enough about progress in the school in which they are not based. This means that support for those pupils is less effective.
- The curriculum is organised to enthuse pupils, and a range of exciting experiences ensure that pupils enjoy their learning. For example, writing letters to an author encouraged pupils to read carefully and consider how a story could be improved. However, not enough opportunities are provided for pupils to develop their physical skills across areas such as dance and gymnastics. The school is considering how it will use the new sports funding provided by the government to improve opportunities for sports development for pupils.
- The school's spiritual, moral, social and cultural education work is good improving. This is shown through the respect that pupils have for each other and in the successful way in which they work together.
- Teachers' performance targets are appropriate and relate to what the school needs to do to improve. The staff feel that they have been provided with appropriate support to help them develop their practice, particularly through working with other teachers in the school and with local authority consultants.
- The local authority has provided good support for the school. It has enabled teachers to develop their skills, provided support for senior leaders and trained governors. The local authority has also provided an interim headteacher to lead the federation until a substantive executive headteacher is appointed.
- **The governance of the school:**
  - The governors have only recently developed the skills to challenge the leaders to ensure that progress throughout the school is good enough. An external review of governance identified what they needed to do to improve and they have acted swiftly on these recommendations.

The result is that governance is much improved. Two new and experienced governors have been recruited. Governors are beginning to ask challenging question of leaders and hold them to account for school improvement. They now visit the school regularly to check on pupils' work and the progress they are making. Finances are managed well and governors know how the pupil premium money is spent, but not the difference that this is making for the progress of the eligible pupils. Governors are familiar with the appraisal of the school's staff and how pay progression is linked to their performance. They are aware of the funding that the school receives to promote sporting activity, but not how this will be spent. Governors ensure that safeguarding and child protection requirements are met.

## 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

<b>Unique reference number</b>	120419
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	425048

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	82
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary Hurst
<b>Headteacher</b>	Dawn Neal (Executive Headteacher)
<b>Date of previous school inspection</b>	27 September 2011
<b>Telephone number</b>	01775 680373
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