



St Paul's Community Primary and Nursery School, Spalding

Inspection Report

Unique Reference Number 120423
LEA LINCOLNSHIRE LEA
Inspection number 280812
Inspection dates 24 January 2006 to 25 January 2006
Reporting inspector Mr. John Foster LI

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

Type of school	Primary	School address	Queen's Road
School category	Community		PE11 2JQ
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01775 723326
Number on roll	243	Fax number	01775 723326
Appropriate authority	The governing body	Chair of governors	Mr. Richard Lewis
Date of previous inspection	3 April 2000	Headteacher	Mrs. Heather Beeken

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized primary school is situated in an area of significant deprivation. Children start school with attainment that is generally well below average. Most pupils are of white British descent, but an increasing number come from minority ethnic backgrounds. A larger than average percentage of pupils is eligible for free school meals. The percentage of pupils with learning difficulties is a little above average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing and governing the school are not demonstrating the capacity to secure the necessary improvement in the school. This is a school where standards and achievement are much too low. The leadership and management are inadequate and monitoring procedures are insufficiently developed to move the school forward. As a result, the school gives inadequate value for money. The school has not improved enough since the previous inspection and the issues identified in that report have not been addressed. Governance is inadequate. The governors do not monitor the school's performance well enough and are unsure about the ways to improve its performance. Inspection findings do not support the school's view that its overall effectiveness is satisfactory. The inspection team's judgement is that the school's effectiveness is inadequate. The school caters for pupils' personal development and well-being satisfactorily overall. There are good procedures for making sure that pupils adopt safe practices and the pupils enjoy coming to school. The school has dealt effectively with the behaviour problems of the past. The procedures they have adopted have been successful in reducing the number of exclusions. Pupils relate well to each other. The quality of teaching has improved with the introduction of the Intensifying Support Programme (ISP) but is still inadequate overall. Whilst in some parts of the school the teaching is good, there are others where it is weak. In the Foundation Stage, pupils get off to a good start in the Nursery, but their progress slows significantly in the Reception class. The pupils make insufficient progress in Years 1 to 6. This has resulted in them attaining standards that, based on their previous learning, are significantly below those expected. This lack of achievement has not been tackled effectively. Assessment is inadequate. The procedures for identifying pupils' progress and future learning needs are not applied rigorously enough throughout the school. The setting of targets for pupils is inconsistent, and pupils are left unaware of what they need to do in order to improve their work.

What the school should do to improve further

- Raise standards and achievement in English, mathematics and science by improving the quality of teaching throughout the school, to reach at least satisfactory levels.
- Improve leadership and management at all levels by ensuring that the headteacher, senior management team and subject co-ordinators monitor the school's work more rigorously.
- Establish effective assessment and tracking procedures and use the data gained to provide challenging targets and work for all pupils.
- Establish and promote governors' involvement and influence so that they can contribute more effectively to monitoring and evaluating the school's performance.

Achievement and standards

Grade: 4

The children are taught well in the Nursery and make good progress. Their progress slows in the Reception class so that overall achievement through the Foundation Stage is satisfactory. Most children currently in Reception are likely to meet expectations in their personal development but very few are on track to reach the expected standards in other aspects of learning. National data shows that between Years 1 and 6, pupils, including those who find learning hard and those who do not have English as their first language, do not achieve well enough and, as a result, make inadequate progress. The results in the 2005 national tests for pupils in Year 6 show that their progress was significantly worse than in other schools with similar pupils. In English, mathematics and science their achievement was in the bottom 5% of schools nationally. Higher-attaining pupils make slower progress than other pupils. For example, of those who reached Level 3 in Year 2, significantly fewer than half of them attained the expected Level 5 by Year 6. Whilst the school sets targets for pupils, these are predominantly related to the expected standards for their age, rather than being individual targets based upon pupils' prior learning. This leads to insufficient challenge for most learners, particularly those of higher ability.

Personal development and well-being

Grade: 3

Pupils like coming to school. They are well cared for and they feel safe. Pupils enjoy their lessons and most take an active part in their learning. Their spiritual, moral, social and cultural development is satisfactory. Children in the Foundation Stage make good progress in their personal and social development. During the inspection most pupils' behaviour was good around the school and in those lessons which captured their imagination. In the past there have been instances of poor behaviour. The school has tackled the problem effectively through the appointment of learning mentors and behaviour improvement assistants. Behaviour has improved significantly and the number of exclusions has been reduced. Attendance is satisfactory and most pupils arrive punctually. Pupils have a satisfactory understanding of how healthy diets and regular exercise contribute to healthy lifestyles. The school prepares the meals for those pupils eligible for free school meals, in order to ensure that they have a nutritious lunch. The school supports a number of charities and this helps pupils to understand their social responsibilities. Pupils do not develop the necessary basic skills of literacy and numeracy at a fast enough pace to prepare them for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 4

The quality of teaching and learning is inadequate. The school's view that teaching is satisfactory is inaccurate. Whilst the quality of teaching has improved very recently as a result of the support given from outside agencies, it is still too variable throughout the school. Evidence suggests that without continued support, this improvement would prove difficult to maintain. In the good lessons seen, the pace of learning was brisk and activities were varied and interesting so that pupils were keen to learn and they made good progress. Too often, however, the pace was slow and lessons did not challenge the pupils sufficiently to enable them to make enough progress. In the Nursery class, procedures for recording pupils' achievements are detailed and are used well to ensure that the children are making good progress. Elsewhere in the school, assessment procedures are not sufficiently developed and are inconsistent. The data is not used well enough to plan lessons that challenge pupils. As a result, some teachers have a poor understanding of the progress made by their pupils and do not set appropriate work for their needs. The assessment of pupils who find learning hard lacks rigour. Insufficient account is taken of their difficulties when planning for their specific needs.

Curriculum and other activities

Grade: 3

The school considers that the curriculum it provides is good. Inspection findings, however, are that the range of work and activities is satisfactory. There are weaknesses in the provision for numeracy, literacy and science, where opportunities to tackle interesting work are often restricted, resulting in pupils making too little progress. The range of activities beyond the school day is satisfactory and includes netball, recorders and chess. There are satisfactory opportunities for pupils to take on responsibilities around the school and in the community beyond. The curriculum is enriched satisfactorily by visits and visitors. For example, dance and theatre groups visit the school, which encourages pupils to perform on stage in front of parents and others in the neighbourhood. Teachers from the local secondary school work with pupils from Year 6 to support their learning in design and technology. This arrangement helps to prepare the pupils for transition to their new school.

Care, guidance and support

Grade: 3

The school is welcoming to all pupils, including those for whom English is not their first language and those with learning difficulties. The appointment of learning and behaviour mentors and the introduction of 'Focus Group' sessions are helping to raise pupils' self-esteem. Arrangements for promoting pupils' safety and welfare are good. Child protection procedures are followed accurately. Pupils are confident about taking

any problems to adults in school and know that any incidents, such as bullying or racism, will be dealt with firmly. The school works effectively with outside agencies to support pupils' personal needs. The few parents who returned questionnaires say that they are happy with the school's provision. Whilst there are comprehensive systems for assessing how well children are learning in the Nursery, throughout the rest of the school procedures for identifying pupils' learning needs are not rigorous enough. The setting of individual targets for pupils is inconsistent and where targets are set, these are not challenging enough for them to make adequate progress.

Leadership and management

Grade: 4

The leadership and management are inadequate. In the period since the previous inspection and the five years since the headteacher's appointment, the school has failed to remedy the weaknesses identified in that report. The rate of progress is still slow and attainment in English, mathematics and science remains below average. The management of subjects is not well enough developed and the assessment data is not used effectively to promote high achievement. Each of these areas is currently still identified as a priority for improvement in the school's self-evaluation document. The recent introduction of the ISP has given the school a platform from which to develop, but improvement in the past has been slow and not well established. Whilst there is evidence of improvement by some members of the leadership team, this is too little and too late to have had an impact on standards or achievement. As a result, the school by itself is not well enough equipped to make the necessary improvements to raise standards and achievement. The school's evaluation of its performance is largely inaccurate. It judges teaching, achievement, and leadership and management as satisfactory, whereas they are inadequate. The curriculum is satisfactory but the school considers this to be good. Governance is inadequate. Although the governors are aware of the strengths and weaknesses of the school they do not monitor the school's performance well enough. They accept the need for improvement. However, the governors need external support to achieve rapid and sustainable progress required. Finances are planned for and spending monitored, but because the standards and achievement are too low, the school gives inadequate value for money.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	No
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

As you know, Mrs Yates and I came to your school recently to carry out an inspection. This letter is to thank you for the welcome you gave us, for helping us with our work and to let you know what we found out about your school. It was clear to us that most of you enjoy attending the school and that you are well looked after by the staff. Many of you help around the school when, for example, you answer the telephone at dinner times. Your behaviour in classes and around the school is generally good, though sometimes a few of you do not behave as well as you could. The work that you do, particularly in English, mathematics and science, is not as good as it could be. We think you are capable of learning at a faster pace and making better progress during your time at the school. We have asked Mrs Beeken, the staff and the governors to make sure that they check carefully what you know and understand, and set you targets that will challenge you in your work. When this happens the teachers will be able to give you the right sort of tasks to help you all make faster progress.