



Spalding Monkshouse Primary School

Inspection Report

Unique Reference Number 120425
LEA LINCOLNSHIRE LEA
Inspection number 280813
Inspection dates 19 September 2005 to 20 September 2005
Reporting inspector Mr. Martin Newell LI

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

Type of school	Primary	School address	Pennygate
School category	Community		PE11 1LG
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01775 722006
Number on roll	311	Fax number	01775 766300
Appropriate authority	The governing body	Chair of governors	Mrs. Maralyn Robinson
Date of previous inspection	6 December 1999	Headteacher	Mrs. Anne Platt

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This average sized primary school is situated just outside the town centre of Spalding. There are 311 pupils, most of whom live close to the school. Some year groups have a high number of pupils who did not start at the school in reception year. The number of pupils that are entitled to free school meals is below the national average. The school has an above average number of pupils with learning difficulties, including twelve pupils who attend the speech and language unit. Some of these pupils have statements of special educational need. Although most pupils are from white British families, there is a small number of pupils from different minority ethnic groups. A small percentage of these pupils are at an early stage of acquiring English. When children start school, their levels of knowledge and understanding are lower than are typical for three-year-olds. The headteacher has been in post since April 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The Spalding Monkshouse Primary is a satisfactory school which has the capacity to improve further. The recently appointed headteacher is particularly effective and together with the staff is committed to 'Strive for Excellence' and to move the school on at a good pace. Parents and pupils speak highly of the school and their work. The school is providing satisfactory value for money. Inspectors fully support the school's judgement that it provides a satisfactory quality of education but that there is still work to be done. Standards are below average by the end of the Foundation Stage and broadly at an expected level in English, mathematics and science by the end of Year 2 and Year 6. There are pockets of good and better teaching in the school where learning is exciting and fun and challenges pupils' thinking. However, these strong features are not always present. There are also times when work set does not allow more able pupils to make enough progress or achieve as well as they could. There are strengths in how well the school cares for pupils. They are listened to by adults and encouraged to be healthy and active. As a result of the school's good care, pupils behave well. Good links have been established with outside agencies to support pupils with learning difficulties. Particularly good provision is made for the pupils in the speech and language unit where pupils quickly become involved in the life of the school. The school is improving its monitoring of pupils' expected progress and is now checking the quality of teaching and learning in different subjects. Until recently, these areas have not been given sufficient priority to have impact on pupils' achievements.

What the school should do to improve further

- Ensure that good use is made of information to check pupils' progress and to set challenging and realistic targets for further improvement.
- Ensure that more able pupils do as well as they can by setting work that is sufficiently demanding.
- Give subject leaders stronger and effective roles in helping to improve teaching, learning and standards.

Achievement and standards

Grade: 3

Many children are at an early stage of learning when they start in the nursery. During their time there and in reception classes, children make satisfactory and at times good or better progress. By the time that they start in Year 1, standards are still a little below the expected level. By the end of Year 2 and Year 6 standards are currently at an expected level in English, mathematics and science and overall are better than in previous years. However, this positive picture of standards does not tell the full story, as the progress and achievement of pupils is only satisfactory. This is because the tasks that are set for the more able pupils are not consistently demanding enough to enable them to attain and achieve what they are capable of. The progress of pupils with learning difficulties, and the small number who are at an early stage of acquiring

English, is never less than satisfactory and at times better. This is particularly the case for the pupils that attend the speech and language unit. Over the last two years there has been some inconsistency in how well pupils in the infants and juniors have been doing. Some of this has been due to the differing natural ability of different groups of pupils and the varying quality of teaching.

Personal development and well-being

Grade: 3

Pupils behave well and at times very well. They are polite and friendly. Many pupils enjoy their learning and talk enthusiastically about the recently introduced curriculum enrichment sessions. Inspectors heard groans of disappointment as baking, musical, signing and origami lessons come to an end. Where teaching is at its best in other lessons, pupils contribute well and rise to the challenges set. When teaching lacks sparkle, pupils are more passive and show a reluctance to take initiative and responsibility for their own learning. Attendance and punctuality are satisfactory. The school provides good opportunities for pupils to learn about the importance of keeping healthy. The school has already gained a 'Healthy Schools Award.' Pupils have a good understanding of what makes a balanced and healthy diet. They are given good opportunities to contribute to the running of the school through the school council and through pupil questionnaires. Pupils say that they are glad that their views are listened to and they feel they can help make the school a better place. The pupils' spiritual, moral, social and cultural development is satisfactory overall. Spiritual development is promoted satisfactorily in assemblies and in lessons. Moral development is good because pupils have a good understanding of the need for respect for others, of fair play and the impact that their actions can have on others. Although pupils carry out some tasks and responsibilities around the school there is scope for further development in this area of school life. The pupils' cultural development is satisfactory and the headteacher has highlighted the need for the school to help make pupils more of the beliefs, traditions and cultures of different groups in society.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory overall and although no teaching is inadequate there is some variability. In the better lessons seen, teaching was lively well-paced and vibrant. As a result pupils were kept 'on their toes' throughout the lesson. Many of these good features are also present in the teaching in the speech and language unit where pupils are supported well and benefit considerably from learning and communicating with their friends in the mainstream classes. When teaching and learning are not as good, it is usually because the work that is set for the more able pupils is too easy. Across the school teaching assistants make a really telling contribution to pupils' learning and are constantly seen helping pupils to contribute to the lesson and to give of their best. Assessment is satisfactory. The school has good procedures in

place for checking pupils' progress. However, the school does not always use what it knows about all pupils to set challenging improvement targets for them or check whether they have been met. This is being tackled rigorously by the new headteacher. The school has also identified the need to involve pupils more in their own learning by making them more aware of what targets they need to work towards to improve. This is more established in the infant classes with plans in hand to extend this good practice to the junior classes.

Curriculum and other activities

Grade: 3

The curriculum in Years 1-6 is satisfactory overall and improving. The curriculum on offer for children in the Foundation Stage is good. It provides a good balance of practical activities and teacher-led tasks which enable them to learn basic skills well. The school recently introduced weekly enrichment sessions for pupils. These provide a wide range of activities including baking, origami, construction tasks, physical activities, signing, sculpting and music. These popular and well planned activities are helping to raise pupils' and staff enthusiasm whilst promoting enjoyment and improved standards Pupils' learning is enhanced by a wide range of visitors to the school and through the well-developed links with the community and other schools. Parents are very positive about the range of activities that are offered to their children. The provision that is made for the more able pupils is not always planned well enough to have the best impact on how well these pupils do. Good provision is made for pupils with special educational needs and it is particularly good in the speech and language unit. However, not all teachers take enough account of pupils' needs when planning work for them.

Care, guidance and support

Grade: 2

The care provided for pupils' health, safety and well-being is good. Staff know pupils well and celebrate their individuality. All adults in school react quickly and sensitively to any concerns that pupils may have. Pupils say that they feel happy and confident in approaching staff because they know that they will be listened to. Pupils are very aware of what to do if they feel bullied or if they spot racism happening. They are quick to point out that 'these are not problems at our school.' The school provides good support for all pupils' learning and personal development, including those who have considerable difficulties or are vulnerable. There are strong links with many different support agencies which helps to ensure that these pupils take a full role in all that the school has to offer. Child protection procedures are good and all staff know what they have to do to highlight and deal with any concerns. The high priority placed on pupils' well-being is reflected in the way in which the school encourages pupils to follow healthy lifestyles and to be 'always there' for classmates when they need help. Whilst staff know their pupils well, there is still work to be done in how well the academic progress of pupils is tracked, so that pupils can be better supported.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher's leadership and management are particularly effective. In her short time in post, she has very quickly, astutely and convincingly identified the areas that the school needs to tackle to improve. She has wasted little time in tackling the issues with determination and rigour. New initiatives such as the creation of a senior management team and the introduction of better target setting with pupils are just some examples which are reaping good rewards rather than just intentions written on paper. She is also realistic in recognising that there is still much work to be done but evidence indicates that the school is well placed to continue to improve. The school knows itself and where it is at well. It has produced a school evaluation that is honest and very accurate in outlining what is needed to make the school a better school. Important to this is the role played by subject leaders in seeing how good teaching and learning is and then tackling any weaknesses. This role has not been effective enough over recent years. Governance of the school is satisfactory. Governors are supportive and many are keen to play a more active role in evaluating how well the school is doing. Such opportunities have not always been available in the past due to a lack of readily available information but this issue is now being addressed well. There is a satisfactory commitment to equality of opportunity, which is lessened because of the provision made for the more able pupils. However, a far more positive aspect is the manner in which the school goes more than the extra-mile to include pupils from the unit and the small number of pupils from minority ethnic groups in all aspects of the curriculum and all that the school has to offer as a community.

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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	3	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	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?	2	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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	Yes
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

Following our visit to the school we would like to let you know what we found out about your school. But first of all we would like to say a great big thank-you to each and every one of you for making us so welcome. Everywhere we went we were met with smiling faces and children that were so eager and keen to tell us all about school and all the different things that you do there. It was really good to hear how you feel that all the teachers and other adults take good care of you, are always ready to listen if you are worried about anything and how much you enjoy all the different activities that you can take part in - on Tuesdays in particular. It was great to see you having such a good time in the singing assembly! You probably saw quite a lot of the inspectors in classrooms, around the school and in the playground and we were all very impressed with how well behaved you were. We have told the teachers and other staff and they are very proud of you. We know how much you like school and so we have asked the school to look at ways of making it even better. Whilst many lessons are fun and exciting there are times when the work is a bit too easy for some children and sometimes the targets that teachers set for you could be a little harder. We know that teachers want to look more closely at how well you are doing through sometimes looking at teaching in different classes or looking at your books and this is something that they are going to do more regularly. All the staff at the school want you to do as well as you can and your new headteacher has got lots of ideas to make learning more fun and to make the school an even better place. We know that you too can play a part by continuing to work as hard as you can and to continue to behave as well as you do. Keep it up and all our best wishes for the future. It was a pleasure to meet you all.