

# Spilsby Primary School

## Inspection report

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<b>Unique Reference Number</b>	120477
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	313632
<b>Inspection dates</b>	8–9 May 2008
<b>Reporting inspector</b>	Kenneth Thomas

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	239
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs B McGivern
<b>Headteacher</b>	Mrs P J Powell
<b>Date of previous school inspection</b>	12 January 2004
<b>School address</b>	Woodlands Avenue Spilsby Lincolnshire PE23 5EP
<b>Telephone number</b>	01790 752503
<b>Fax number</b>	01790 754207

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Spilsby Primary School is about the same size as most other primary schools. Many children start school with knowledge and skills that are below those expected for their age. Almost all pupils are from White British backgrounds, with a very small number from minority ethnic backgrounds. All pupils have English as their first language. The proportion of pupils with learning difficulties and/or disabilities is above average as is the percentage of pupils with a statement of special educational need. The proportion of pupils eligible for free school meals is below average. The school holds Artsmark, Healthy School, Activemark and Eco Bronze awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The school rightly judges its effectiveness to be good. Concern for each child is leading to pupils' good personal development. The carefully planned curriculum promotes academic achievement and social development well and meets the wide range of pupils' needs, extended by an excellent range of enrichment activities.

On entering the school, children make satisfactory progress academically and good progress socially. Attitudes to learning become increasingly positive. By the end of Year 2, this has a significant impact on pupils' behaviour, which improves as they get older and contributes to accelerating rates of progress. This results in good achievement by the time pupils leave in Year 6 and standards rise to broadly average, preparing pupils well for the next stage of their education. Nevertheless, girls outperform boys by a wide margin. While successful action has led to a significant improvement in boys' reading skills, their writing and numeracy skills remain weaker. Teaching and learning are mostly good and include well-planned tasks that stimulate pupils' interest and develop learning well. However, there is inconsistency in teachers' use of assessment to gauge the extent to which the purpose of the lesson is being achieved and the next steps in learning planned.

Pupils make good contributions to the school and wider community. Good care, support and guidance help pupils to feel safe and act safely. They understand the value of healthy lifestyles and large numbers participate in the excellent range of sporting activities. Very effective support for vulnerable pupils and those who struggle with learning has a significant impact on progress.

Leadership and management are good. The well focused leadership of the headteacher and strong teamwork amongst all staff provide the impetus for continued improvement. Systems for checking the school's performance are increasingly rigorous, and have contributed to improvements in boys' reading. All staff recognise the need for greater consistency in the monitoring and evaluation of work by subject leaders to sustain the drive for improvement. Parents fully support the work of the school. One captured the views of many by writing, 'My child is extremely happy, works well and is gaining confidence.' The school has good capacity for continued improvement and gives good value for money.

## Effectiveness of the Foundation Stage

### Grade: 3

When children enter the Nursery, the language and social skills of many are below those usually seen. Good progress occurs in personal, social and emotional development because a welcoming and purposeful environment is created. In this atmosphere children feel secure and happy. This helps to develop their ability to work and play together constructively and provides a useful foundation for future learning. In Nursery and Reception classes alike, teaching is satisfactory, which leads to satisfactory progress across other areas of learning. As a result, because of often low starting points, many children do not reach expected goals by the end of the Foundation Stage. The main reason is that, while adults make perceptive observations of children's learning, not enough use is made of this information to set up activities to promote faster learning.

## What the school should do to improve further

- Raise the standard of boys' writing and numeracy skills to match the improvements in reading.

- Ensure greater consistency in teachers' use of assessment information to plan appropriately challenging next steps in learning.
- Develop the skills of subject leaders so that there is more consistency in monitoring, evaluating and developing the quality of provision in their areas.

## **Achievement and standards**

### **Grade: 2**

In Years 1 and 2, pupils' progress is satisfactory, although standards remain below average. Nevertheless, much good personal development takes place and this contributes to more rapid progress as pupils grow older. By the end of Year 6, pupils' achievement is good, including those who find learning harder than most. As a result, standards at the end of Year 6 have been on a rising trend since 2004. In 2007, results of national tests met the school's challenging targets. In English, mathematics and science these were a little above average and included a third of pupils who reached the higher level. Nevertheless, girls' achievement was better than that of the boys in reading, writing and mathematics. Effective support programmes have begun to improve boys' reading, but a similar rise in standards in writing and mathematics has yet to be seen.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. They respond particularly well to the school's clear code of conduct and their good behaviour contributes much to the positive atmosphere in lessons. Pupils willingly accept responsibilities in the school and wider community. They are polite and friendly, and enjoy being at school. They know how to keep healthy and safe. In assembly, the array of certificates and awards for sporting activities confirms the view that many pupils are energetic and physically active. They are confident that they can approach adults in school with any problems and that these will be taken seriously. They say that rare instances of bullying are dealt with rapidly. Despite trying hard, staff are only partially successful in dissuading parents from taking their children on holiday during term time. Pupils' otherwise good attendance is thereby reduced to simply average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers' skills in classroom management are very effective, ensuring good behaviour and increasingly positive attitudes to learning as pupils move through the school. As a result, rates of progress accelerate in the upper years. The pace of lessons is usually brisk and pupils are often given the opportunity to talk to a partner about their work. This encourages pupils to develop their ideas before working independently. Teaching assistants provide effective support for those who are struggling. Senior leaders are strengthening procedures for assessing pupils' attainment and this information is being used well to track pupils' progress. However, planning of lessons is not based consistently enough on either this information or daily assessments of what pupils already know. Therefore, the level at which learning activities are pitched is not always matched closely to pupils' needs.

## **Curriculum and other activities**

### **Grade: 2**

The staff adopt a creative approach to what is taught, so that pupils experience highly enriched learning opportunities. For example, a wealth of sporting and creative activities enhances pupils' learning every week, boosting their confidence and self-esteem. A wide range of visits and events add further to pupils' achievement and enjoyment. The curriculum is well organised, accommodating the school's mixed-age classes effectively. An appropriate emphasis is placed on the development of literacy and numeracy skills and better provision for information and communication technology is currently being introduced. Active participation in a wide range of community links is adding to opportunities for developing pupils' musical appreciation and skills.

## **Care, guidance and support**

### **Grade: 2**

The school provides a secure and caring environment. As one parent commented, 'The school always feels to have a family atmosphere.' Statutory procedures for keeping pupils safe, child protection, and health and safety are all in place. Pupils new to the school are supported exceptionally well, as are those who find learning more difficult or who are particularly vulnerable. Pupils who are gifted or talented also receive good guidance. Arrangements to prepare pupils for secondary school are very good. Although in the early stages of development, assessment information is being used increasingly effectively to set pupils individual targets, track their progress and to identify underachievers. The school tries very hard to involve parents and carers in their children's education, and works successfully with a range of external agencies. All of this helps to accelerate pupils' learning and progress.

## **Leadership and management**

### **Grade: 2**

The headteacher, with good staff support, leads a very cohesive and friendly school. A strong team spirit underpins a clear commitment to continued improvement. The school's self-evaluation is accurate, through rigorous analysis of pupils' performance and checking the quality of teaching and learning. This has produced success in raising the standard of boys' reading. Nevertheless, some inconsistency in the use of monitoring by subject leaders means that teachers do not always receive guidance of sufficient quality to improve performance. Governors are very supportive and aware of the need to develop their roles in making sure that the school is doing as well as it can. The issues raised in the last inspection have been successfully tackled and the school is in a good position to undertake further improvement.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

12 May 2008

Dear Children

Inspection of Spilsby Primary School, Spilsby, Lincolnshire, PE23 5EP

Following our visit to inspect your school I am now writing to tell you what we found out. Before I do, I would like to say thank you for making us feel so welcome and making our visit one that we will remember for a long time. We have told your teachers how helpful and polite you all were. It was good to hear how much you enjoy school, the after-school clubs, and many other activities that are available for you. We particularly enjoyed seeing the way you celebrated each other's achievements in assembly.

Our main finding is that your school is good. It is helping you to do well. You told us how in most of your lessons, teachers and other staff make learning challenging but fun, and how this helps you to make good progress. We agree with you. One of the ways in which your teachers help you is by checking that you understand everything as lessons go along. As this does not always happen though, we have asked them to make sure it happens all the time. We were really pleased to see how much improvement there has been in boys' reading and we have asked the school to do the same in their writing and numeracy skills.

You know that your headteacher, governors and all of the adults who work with you want you to do as well as you possibly can and help the school to become even better. To help this, we have asked that those staff with responsibility for particular subjects make regular checks on how well work is developing.

You have a very important part to play in the school's success. Having met you, we know you will all want to try your very best to help your teachers. Through your good behaviour, hard work and the care you show each other, together with willingness to take on responsibility, you all help to make this such a happy school.

With our best wishes for your future success.

Dr Kenneth C Thomas

Lead inspector