

Cambridge  
Education  
Demeter House  
Station Road  
Cambridge  
CB1 2RS

T 08456 40 40 40  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 01223 578500  
Direct F 01223 578501  
risp.inspections@camb-ed.com



2<sup>nd</sup> December 2008

Mrs Heather Beeken  
Headteacher  
St Paul's Community Primary and Nursery School  
Queen's Road  
Spalding  
Lincolnshire  
PE11 2QJ

Dear Mrs Beeken,

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 24<sup>th</sup> November, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please would you thank the vice chair of governors and the school improvement partner for their help too.

At the time of the visit, there were 242 pupils on roll and eight classes. The proportion of pupils with additional learning needs and/or disabilities has risen during the last year and is now above the national average. Currently, a third of the pupils have English as an additional language and this also marks an increase since the last inspection.

This letter will be posted on the Ofsted website.

As a result of the inspection on 14<sup>th</sup> and 15<sup>th</sup> November 2007, the school was asked to:

- further improve rates of progress for all pupils but particularly the higher attaining, by challenging and expecting more of them in lessons.
- develop the curriculum to ensure all subjects are taught in sufficient depth and make appropriate links between subjects so that the curriculum is more thought provoking, enjoyable and interesting for pupils.
- further develop the role of subject leaders other than those of core subjects.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

The school's own records and the latest provisional national performance data for Year 2 and Year 6 pupils confirms that most pupils made faster progress last year, and that standards in English, mathematics and science are rising slowly. In 2008, although standards at the end of Key Stage 1 and Key Stage 2 were still below the national average, they were better than they had been for the last three or four years. They were nearer to the national average in Key Stage 1 than in Key Stage 2. There is a legacy of underachievement which means that pupils have a lot of catching up to do. It will take time for their better rates of progress to be reflected in improved scores in their end-of-key stage assessment tasks.

Pupils across the school make the best progress in reading and girls do considerably better than boys in English. Writing is an area for development and particularly boys' writing. The systematic teaching of phonics is having a positive impact on developing pupils' reading skills but it is not being exploited fully to develop pupils' writing skills. In Key Stage 2, the performance of higher attaining pupils in mathematics is also an issue. Pupils' progress and attainment is tracked but the data is not presented well enough to enable staff to undertake a sharp analysis. There has also been some slippage this term in assessing pupils' progress and attainment, which means that records are not fully up-to-date.

Although the school has made satisfactory progress in tackling the underperformance of higher attaining pupils, there is room for further improvement. In the short lesson observations conducted during the monitoring visit, pupils made at least satisfactory progress. Teachers set tasks in English, mathematics and science which are closely matched to pupils' needs and interests, and enable them to make progress. There is evidence in English books that pupils are given opportunities to write for different purposes and audiences, and that they have made satisfactory progress since the beginning of this term. However, on scrutinising pupils' topic and science books, it is clear that not all pupils, and particularly higher attaining pupils, are given sufficient opportunities to improve and practise their writing skills in other subjects. For example, in Key Stage 1 and the lower end of Key Stage 2, pupils are given too many worksheets in history, geography and science which lack challenge. This also hinders the presentation of their work.

The curriculum is enriched by outside visits and cross curricular theme weeks. For example, pupils enjoyed the recent science week, which was well planned to develop their investigative skills. Pupils enjoy school and they want to learn. Overall, the school has made satisfactory progress in broadening the curriculum and making it more interesting. However, the timetables reveal that literacy lessons for the younger pupils are sometimes too long. Classrooms are bright and welcoming. Wall displays reflect both the focus on phonics and on the wider curriculum. The language needs of pupils with English as an additional language are well met by additional support. Increasingly information and communication technology is being used to support teaching and learning across the curriculum. Teachers are confident

using interactive whiteboards during lessons and pupils have access to more resources, including laptop computers.

The roles and responsibilities of non-core subject leaders are developing satisfactorily. They now have two half days a year which they devote solely to their subjects. In humanities, a good start has been made on identifying progression in mapping skills throughout the school and, in information and communication technology, the subject leader has assembled a useful portfolio of examples of work. In line with core subject leaders, their role in monitoring teaching and learning is not so well defined. At present, there is not a consistent approach to monitoring lessons or scrutinising pupils' work. There is scope for the leadership team to agree focus areas, and to set out their expectations of how all subject leaders should monitor provision and report on the outcomes.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Tricia Pritchard  
Her Majesty's Inspector

Once the school has had 24 hours to report any factual inaccuracies, the post-visit letter is copied as appropriate to the following:

- Appropriate authority - chair of governors/Interim Executive Board (IEB)/ Proprietor – in independent schools
- LA – except for independent special schools and academies
- Secretary of State (i.e. Nina Curley at the DCSF [nina.curley@dcf.gsi.gov.uk](mailto:nina.curley@dcf.gsi.gov.uk) and [CausingConcern.schools@dcf.gsi.gov.uk](mailto:CausingConcern.schools@dcf.gsi.gov.uk) ) and the specialist schools section
- Contractor providing support services on behalf of the LA - where appropriate
- Diocese – for voluntary aided and voluntary controlled schools
- Learning and Skills Council where the sixth form is deemed to be inadequate.

The letters should also be copied electronically by the region to:

the regional ADM:SI

the regional HMI with responsibility for NtI/G3 [Jane Austin-North; Andrew Cook-Midlands; Carmen Rodney-South]

the LMI schools for the LA in which the school is located

[Siobhan.sherlock@ofsted.gov.uk](mailto:Siobhan.sherlock@ofsted.gov.uk)

A copy with editing marked up should be forwarded to the:

Lead inspector

regional SIQA. post box