

# The St Peter and St Paul C of E Primary School

Inspection report

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<b>Unique Reference Number</b>	120566
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	339723
<b>Inspection dates</b>	14–15 December 2009
<b>Reporting inspector</b>	Terry Elston

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Caroline McKendrick
<b>Headteacher</b>	Sarah Smith
<b>Date of previous school inspection</b>	5 March 2007
<b>School address</b>	Wainfleet Road Burgh-le-Marsh Skegness
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eight lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school improvement plan, the tracking of pupils' progress, curriculum planning documents, examples of the ways the school promotes community cohesion, evidence of lesson observations and information from questionnaires completed by pupils, staff and 62 parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the teaching and curricular provision promotes good progress in writing
- the effectiveness of the leadership at all levels at helping teachers improve their skills
- the extent to which the school promotes pupils' awareness of the diversity of faiths and cultures in the world.

## Information about the school

This is a school of average size with the vast majority of pupils coming from White British families. None of the pupils speaks English as an additional language. The proportion of pupils with statements of their special educational needs and/or disabilities is higher than average. There are more boys than girls. The school has recently gained the Healthy Schools, Eco Schools and Activemark awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school that fully justifies its local reputation for pupils' good standards of work and behaviour. Pupils are rightly proud of their school and the good progress they make. Standards by the time they leave are above the national average and improving year on year. The highlights are in pupils' achievements in mental mathematics, scientific investigations and in the way they read so fluently. Writing has been a weakness for some time and, while there are some signs of improvement, standards continue to lag behind other aspects of pupils' work.

Pupils develop well as young citizens. They show respect for others and take good care of their school. They persevere with tasks they find difficult, and are given the confidence to ask questions to make things clearer. Pupils' excellent spiritual development is evident in the way they think deeply about issues such as the tragedy of war and the death of a loved one, and how sensitively they write moving poems to express their thoughts. Their cultural development is satisfactory, but they have too few first hand opportunities to gain a thorough grasp of the rich diversity of faiths and cultures outside their local area.

Pupils appreciate the way teachers consider their needs, and listen to what they say. As one put it, 'We have our own ideas, and our teachers take notice of them.' In nearly all lessons teachers plan work carefully to ensure that pupils of all ability have work that is challenging but achievable. They value all pupils' efforts, and give them the confidence to tackle difficult work. As a result, pupils' hands shoot up whenever the teachers ask a question.

The school has developed an interesting curriculum that captures pupils' imagination. It has a strong focus on literacy and numeracy while providing good opportunities for pupils to develop their artistic talents. The many extracurricular clubs are popular, and help pupils develop their skills in sport and creative activities.

Parents feel well-informed about their children's work at school, and appreciate the good quality of care provided by all staff. They know that their children are kept safe and always have someone to turn to if they have problems.

The school is led well by a headteacher committed to raising standards while ensuring that pupils develop as caring, well-rounded citizens. The headteacher is supported well by other staff with management responsibilities, who play an important part in school improvement. There are rigorous self-evaluation systems and challenging targets for pupils to aim towards; this explains why the school has made such good improvement since the previous inspection. It is well set to build on its successes.

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

- Raise standards in writing by:
  - giving pupils more practice at writing at length
  - including more opportunities for pupils to write in all subjects.
  - Develop provision for community cohesion by giving more opportunities for pupils to experience different faiths and cultures at first hand.

## Outcomes for individuals and groups of pupils

2

Data from national test results and the evidence of pupils' learning in lessons show that they make good progress. In Key Stage 1, while standards are broadly average, those in writing are consistently below those in reading and mathematics. Pupils enjoy reading, and many read for pleasure at home and school. Throughout Key Stage 2, pupils make good progress in reading, mathematics and science and their standards in the national tests in Year 6 have improved significantly over the last four years. Again, writing is the weaker subject and, although pupils have some good ideas for their writing, their work is sometimes careless when writing in subjects other than English.

Pupils with special educational needs and/or disabilities make good progress. They are supported well in class by teachers and skilled teaching assistants, and are delighted when they are able to answer questions in class discussions.

Pupils enjoy school and concentrate hard in lessons. Attendance rates are above average, and much improved since the time of the last inspection. Their good awareness of how to live healthy lives is evident in the way they talk knowledgeably about the best foods to eat and how regular exercise strengthens the heart. They say how safe they feel at school because bullying is rare and there is always an adult they can turn to. Pupils' economic well-being is well provided for because of their good progress, strong sense of teamwork and the way they take responsibility so well. The very active school council represent the views of other pupils very well and have been instrumental in providing a peace garden in the playground and non-slip mats throughout the school.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teachers make every effort to make lessons fun so that pupils enjoy learning. Year 6 pupils, for example, were thrilled with their outstanding achievements in a national mathematics competition that involved complex calculations over a long period of time. It was like a game to them, and they can hardly wait to move on to the semi-finals next year. Teachers are very skilled at using interactive whiteboards to help pupils understand difficult concepts, and this strategy really makes things clear to them. For example, one group grasped the idea of equivalent fractions in ten minutes because the teacher used the whiteboard to great effect to divide an imaginary bar of chocolate into quarters and eighths. When the penny dropped, one pupil shot his hand up to exclaim, 'Wow - we didn't learn that yesterday!' In the vast majority of lessons, teachers provide tasks to challenge pupils at their own level of ability and all groups do well. Occasionally, however, the pace of teaching is too slow and the work is not sufficiently challenging for the most able pupils.

Teachers assess pupils' work rigorously, and use the information well to identify those whose progress is too slow. Their marking is helpful, and shows pupils clearly what they need to do to improve.

The curriculum planning that links subjects together helps pupils explore topics in some depth. For example, the Tudor theme had pupils building their own Tudor house from wood, and then conducting their own research into the lives of people in those times. The well-planned personal, social and health education provision ensures that pupils gain a good awareness of health and safety issues and learn the importance of considering the feelings of others. A wide range of visits, visitors and after school

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activities enrich the curriculum and help to make subjects come to life.

Parents are quick to say how well the school cares for their children. They fully

- appreciate the 'family atmosphere' that makes their children feel secure and valued. Pupils whose circumstances make them vulnerable benefit from sensitive support and flourish as a result. One parent echoed the views of many when writing, 'The fantastic care and support have helped my child through a very difficult time.'

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has helped create a team of staff committed to providing equal opportunities for all pupils, irrespective of their background or ability. The leaders tackle any form of discrimination rigorously and this, together with the robust safeguarding systems, helps to make the school a happy and secure place. The leaders analyse individual pupils' performance rigorously, and their actions to rectify weaknesses are mostly effective. This can be seen in the way they have raised standards in mathematics by placing greater emphasis on mental calculations. However, strategies to raise standards in writing have yet to yield big improvements.

The leaders observe teachers' work regularly, and give good opportunities for less experienced staff to learn from others. This helps to explain the improvements in the quality of teaching and learning since the last inspection and pupils' higher standards. The leadership benefits from effective partnerships with the church, other schools and local organisations that help to raise standards and enhance provision for activities such as drama, music and sport.

Community cohesion is promoted adequately through teaching pupils about different faiths and cultures in religious education lessons and inviting visitors representing different cultures to school. However, the school is only just beginning to establish links outside the local area that would give pupils a better understanding of the diversity of faiths and cultures in the wider world.

The governors support the school well and have a good understanding of its strengths and weaknesses. They contribute well to the setting of the school's priorities, and recent training has given them the confidence to hold the school to account.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The provision for children in the Early Years Foundation Stage is good. Although their attainments on entry to the reception class are typical of their ages in most areas, their early reading and writing skills are weak. They make good progress in their reception year and leave well prepared to tackle the work in Year 1. The good care and support mean that they develop their personal and social skills particularly well. Their behaviour is good, and they soon grow into confident, independent learners.

Parents speak highly of the good teaching that makes children want to come to school every day. Adults are very good at making learning fun, which is why children do so well. For example, one group of children thoroughly enjoyed practising writing by forming letters in sticky shaving foam, while others excitedly acted out the story of the Big Bad Wolf gobbling up Little Red Riding Hood. Staff observe and record children's progress carefully, and use this information well to plan the next steps in their learning. The curriculum is planned well to provide children with a good balance of work and play. Adults use the outdoor area creatively so that children continue their learning outside. The staff work very closely as a team to enable children to develop a love of learning. The effective leadership and management mean that the staff have a clear understanding of how to improve the provision to enhance children's progress.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The overwhelming majority of parents are happy with the provision for their children. They speak highly of the teaching and curriculum that helps their children do well at school. They feel their children are safe, and well prepared for the future. Nearly all believe that behaviour is good. They are adamant that the school is well led, and that the headteacher makes a significant contribution to the school's effectiveness. These comments reflect the inspection findings.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The St Peter and St Paul C of E Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 62 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	71	15	24	1	2	0	0
The school keeps my child safe	50	81	12	19	0	0	0	0
The school informs me about my child's progress	28	46	33	54	0	0	0	0
My child is making enough progress at this school	34	55	27	44	1	2	0	0
The teaching is good at this school	40	66	21	34	0	0	0	0
The school helps me to support my child's learning	35	56	24	39	3	5	0	0
The school helps my child to have a healthy lifestyle	35	56	27	44	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	53	26	43	1	2	1	2
The school meets my child's particular needs	35	56	27	44	0	0	0	0
The school deals effectively with unacceptable behaviour	26	42	32	52	3	5	1	2
The school takes account of my suggestions and concerns	20	33	40	67	0	0	0	0
The school is led and managed effectively	42	69	19	31	0	0	0	0
Overall, I am happy with my child's experience at this school	46	74	16	26	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



16 December 2009

Dear Pupils

Inspection of The St Peter and St Paul C of E Primary School, Burgh-le-Marsh, PE24 5ED

Thank you for making the inspectors so welcome when we visited your school. We really enjoyed seeing you work hard in lessons and play so happily outside. A highlight for us was hearing you sing so beautifully in assembly. You are looking forward to your presents, but you never forget the real meaning of Christmas. You think yours is a good school, and you are right.

What we found out about your school.

You make good progress, but you could do better in writing.

You behave well and make good friends.

You know a lot about how to live healthy lives and stay safe.

You think a lot about people in the world who are poor or sad.

Your leaders run the school well and know how to improve things.

The activities provided for you are interesting, and you enjoy the many clubs after school that teach you important skills in things like music, and sport.

Your teachers make learning enjoyable and help you when you find things difficult.

All staff at the school take good care of you and keep you safe.

What we would like your school to do now.

Help you to do better in writing. Your job is to do your best writing in all subjects, and not just in English lessons.

Provide more opportunities for you to learn about the lives and beliefs of other people in this country and elsewhere in the world.

Good luck for the future and make sure you come to school every day.

Yours sincerely

Terry Elston

Lead inspector

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