

# Spalding Primary School

## Inspection report

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<b>Unique Reference Number</b>	120678
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	339753
<b>Inspection dates</b>	24–25 November 2009
<b>Reporting inspector</b>	Doris Bell

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 of pupils on the school roll</b>	415
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Paul Sharman
<b>Headteacher</b>	Mrs Diane Scott
<b>Date of previous school inspection</b>	7 March 2007
<b>School address</b>	Woolram Wygate Spalding Lincolnshire
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons, and held meetings with governors, staff, pupils and parents. They observed the school's work, and looked at a wide range of documentation including teachers' planning, pupils' books, the school improvement plan, monitoring and evaluation records, assessment records, individual educational plans, minutes of meetings and the reports of the school improvement partner. The responses from the pupil and staff questionnaires were analysed, as were the responses from the 138 parents' questionnaires.

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

- progress in mathematics at both key stages to see if what the school has done is improving it
- provision for pupils arriving at the school with little or no English
- how effectively the school promotes community cohesion
- how effective leaders and managers are in improving teaching and learning
- procedures for safeguarding pupils.

## Information about the school

In this large primary school, the proportion of pupils with special educational needs and/or disabilities is average. The school has an above average proportion of pupils from minority ethnic backgrounds, mainly Polish, and for whom English is an additional language. A significant minority of these pupils are at the early stages of learning English. The school holds the Activemark award. A privately run pre-school group shares the school site and operates a breakfast and after school club for the pupils. It was inspected separately.

**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?**

**3**

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

**3**

## Main findings

The school provides a satisfactory quality of education for its pupils. Pupils make satisfactory progress in their learning in most lessons and the majority are working at the levels expected for their ages. They do best when teaching involves them fully in their learning, but that is not done sufficiently throughout the school. The school is working hard to accelerate progress in mathematics after the pupils' poor performance in the national tests in 2009 and there is evidence of improvement in pupils' work in class. Nevertheless, variations in the teaching of mathematics mean that pupils' progress is still not continuous throughout the school.

Pupils perform much better in English and science than in mathematics. In some lessons, especially in other subjects, more able pupils are not always given sufficiently demanding work to do. Nevertheless, like most other pupils, including those with special educational needs and/or disabilities, they make satisfactory progress. Pupils for whom English is an additional language make good progress in lessons.

In Years 1 and 2, subjects are brought together well, continuing the good practice that results in Reception children making good progress in their learning. In Years 3 to 6, subjects are taught separately from schemes of work that do not provide adequate guidance on progress. Subject leaders ensure that the content of each subject is covered, but neither they nor senior leaders check that pupils are also making progress in the skills required in each one. Additionally, pupils are not often enough given opportunities to find things out for themselves to help them become more independent in their learning. Senior leaders regularly monitor teaching and learning in English, mathematics and science and their evaluations in those subjects are accurate.

Pupils have a good understanding of the importance of following a healthy lifestyle. All other aspects of their personal development, including behaviour, are satisfactory. There is a marked difference between behaviour inside school, which is consistently good, and behaviour in the playground, which is overly boisterous and leaves some pupils reporting that they feel vulnerable. A significant minority of parents also voiced concerns about behaviour.

Pupils have a sound understanding of the school and local community, and the annual international weeks are developing their global awareness. Their understanding of cultural diversity in British society is underdeveloped, although they do know about cultures in their own school and have a working knowledge of the major world religions. The headteacher has a clear vision for the school based on her ambition to raise pupils' achievement. Variations in teaching, learning and subject leadership mean that not all staff are equally effective in supporting her drive to do this. Recent improvements in

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mathematics show that when the school puts its mind to something it can make a difference. It has already done this in information and communication technology, and by extending writing across the curriculum and introducing more rigorous assessment systems in English and mathematics. There has been good improvement in these areas since the previous inspection. The school's self-evaluation is accurate in identifying where improvements are needed but it has given the school an overly positive view of its effectiveness. Taken together, all of this demonstrates the school has satisfactory capacity for sustained improvement.

Partnerships with parents are satisfactory. The school listens to parents and seeks their views but it does not always communicate its findings or its actions clearly enough to avoid some parents feeling that it does not listen to them.

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

- Improve pupils' progress in all subjects, and especially mathematics, by:
  - teaching pupils in different ways to involve them more in their learning
  - giving pupils more opportunities to find things out for themselves and become more independent in their learning
  - ensuring that pupils' systematically develop the skills needed in all subjects to help them make the best possible progress in their learning at all times
  - setting challenging work for the most able pupils in all subjects.
  - Extend the role of senior and subject leaders to include checking on the progress pupils make in all subjects and in their personal development.
  - Improve communication with parents so that they are clear about what the school does to follow up their concerns, particularly about behaviour, and improve pupils' behaviour in the playground throughout the school day.
  - Raise pupils' awareness of the diversity of cultures in the United Kingdom.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

In most years, pupils start Year 1 at the levels expected for their age, although boys' writing is well behind that of girls. Teachers build well on Reception outcomes and pupils currently in Years 1 and 2 are making good progress. The Year 2 pupils started Reception with levels of attainment below those expected for their age and are on course to reach average standards by the end of Year 2. Standards slipped to significantly below average in 2009 because of changes in the cohort after Reception, involving the arrival of several pupils with very little English.

In Years 3 to 6, pupils' progress varies from satisfactory to outstanding, related closely to how well they are taught. Pupils say they like best what they describe as 'active,

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doing' subjects, for example, art, design and technology and physical education. Their least favourite lessons are religious education, 'Because we mainly listen to stories', mathematics and science, yet pupils in Year 6 do particularly well in science. In 2009, boys outperformed girls to reach significantly above average standards in English. Pupils do better in mathematics in Year 2 than in Year 6, although the proportion reaching the higher levels was significantly below average in both year groups in 2009. Pupils' current work shows that progress is beginning to accelerate in mathematics. It is now satisfactory, showing that strategies aimed at raising attainment are working.

The good progress made by pupils for whom English is an additional language is the outcome of carefully targeted support from well-deployed teaching assistants. These pupils quickly learn to speak English, they participate well in lessons and they are fully integrated into the life of the school.

Substantial numbers of pupils readily participate in activities designed to promote healthy lifestyles in and beyond the normal school day. Most pupils feel safe in school but a significant proportion feel threatened by some of the behaviour in the playground. However, they report that 'things do get sorted out' if they tell an adult. Pupils make a satisfactory contribution to the school and wider community, for example, through raising money for different charities. When given the opportunity, they readily accept responsibility, for example, as school councillors or as buddies for newly arrived pupils. Attendance is satisfactory. Overall, pupils leave the school adequately prepared for their future, although there are significant gaps in their knowledge of different faiths and cultures in the United Kingdom.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</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>3</b>

<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>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

Teaching is consistently good in Years 1 and 2. It is satisfactory in Years 3 to 6, although there is some good and outstanding teaching in Key Stage 2. Where they have the greatest impact on pupils' learning, lessons include a good mix of whole-class, group and individual teaching that matches pupils' learning needs at different points in the lesson. This good use of assessment to support learning was exemplified in an outstanding mathematics lesson. Here, the high level of pupil participation in a practical demonstration moved their understanding of fractions on considerably. In other mathematics lessons, pupils sometimes plough silently through workbooks with little opportunity to discuss and share ideas, help each other, or engage in practical activities to deepen their understanding. Teachers track and assess pupils' progress carefully in English, mathematics and science. They use the information in their planning and to set targets for pupils. Pupils know their targets but are not always sure about what they need to do to reach them. Teachers' marking does not always provide enough guidance on this.

A good range of visits, visitors and well attended extra-curricular activities enhances the curriculum and contributes to pupils' personal development and well-being. In Years 1 and 2, the curriculum is made interesting, enjoyable and relevant for the pupils, with subjects brought together where possible. In Years 3 to 6, all subjects are adequately covered but, except in English, mathematics and science, schemes of work are not translated into planning that focuses on developing skills or meeting pupils' different learning needs. Training is imminent for all staff to further the school's aim of working towards a more creative curriculum.

Pastoral care is good and initiatives to improve attendance are proving successful. Staff provide good care for pupils and ensure that they are helped to settle into school, and to move from one year group to the next and on to high school. Pupils arriving in school with little or no English are supported well, for example, by teaching assistants and pupil 'buddies'. The school is vigilant in respect of pupils who might be vulnerable for whatever reason. Within this positive picture, while the school records incidences of unacceptable behaviour, it does not have robust enough procedures to track incidents of bullying, or the actions taken to prevent it happening again. This affects the partnerships it has with parents, a significant minority of whom voiced concerns about how the school deals with unacceptable behaviour.

*These are the grades for the quality of provision*

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<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

Senior leaders focus the school on its well considered priorities. They are committed to improving pupils' progress in English, mathematics and science. They recognise, for example, that, although there are examples of good and outstanding teaching in Years 3 to 6, teaching is too variable in that age group to ensure pupils make consistently good progress in all classes. They do not apply the same rigour to evaluating pupils' personal development, especially in relation to behaviour.

Governors set challenging targets, which the school has sensibly revised upwards in the light of the pupils' improving progress in mathematics this term. Individual governors are linked to classes and, together, the governing body ensures that all statutory requirements, including those for safeguarding pupils, are met. Governors have a satisfactory understanding of the school's strengths and areas for improvement but do not always hold the school to account sufficiently for all of its outcomes.

Sound partnerships with external agencies and other schools promote pupils' learning and well-being satisfactorily, as do the school's promotion of equality of opportunity and its procedures for tackling any form of discrimination. As a result, pupils from different backgrounds, including those joining from overseas, generally get on well together, although a small number of parents and pupils reported some minor incidents.

International links and annual international weeks raise pupils' understanding of different cultures across the world but their understanding of cultural diversity in the United Kingdom is limited mainly to what they learn in religious education about different world faiths.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>3</b>
	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>



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<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>3</b>

## Early Years Foundation Stage

Children start school in Reception with skills that are below expectation for their age. Good planning and provision, supported by effective leadership and management, ensure their good progress. Children leave Reception working securely within the levels expected for their age, although some weaknesses remain in writing.

Personal, social and emotional development, communication skills and number work permeate all activities. The good focus on speaking and listening helps all children to communicate confidently with adults and with each other. New arrivals with very little English are well supported through the use of signals, pictures and contact with adults who speak or understand their language. Children mostly play and learn happily with or alongside each other, sharing equipment and readily taking part in the many exciting activities planned for them.

Adults assess and record children's learning well. They use the information well in planning and to adjust their teaching during lessons. Children's behaviour is consistently good when there is adult contact but, when left too long without it, they sometimes squabble, for example, in the role play area. Children have ready access to all activities in and out of doors and there is a good balance between adult led activities and those the children select for themselves. All of this contributes to their good progress and personal development and prepares them well for their work in Year 1.

*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

Most parents and carers who responded to the inspection questionnaires were positive about the school's work and the efforts of the staff. Some parents commented positively

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about the school but several voiced concerns about their children's progress and behaviour, and about the school's communication with them. Inspectors found pupils make satisfactory progress and that behaviour inside the school is good. They noted that, at playtime and lunchtime, behaviour is overly boisterous and some pupils are not happy with it. They also noted that the school communicates regularly with parents via newsletters but concluded that despite the school thinking parents understood what it was doing, they were not clear about a number of things.

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

Ofsted invited all the registered parents and carers of pupils registered at Spalding 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 138 completed questionnaires by the end of the on-site inspection. In total, there are 415 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	45	69	50	5	4	2	1
The school keeps my child safe	70	51	60	43	5	4	0	0
The school informs me about my child's progress	32	23	72	52	25	18	7	5
My child is making enough progress at this school	44	32	69	50	15	11	7	5
The teaching is good at this school	46	33	71	51	15	11	2	1
The school helps me to support my child's learning	42	30	76	55	14	10	4	3
The school helps my child to have a healthy lifestyle	53	38	78	57	2	1	1	1
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)	30	22	80	58	11	8	1	1
The school meets my child's particular needs	39	28	80	58	14	10	1	1
The school deals effectively with unacceptable behaviour	33	24	67	49	23	17	7	5
The school takes account of my suggestions and concerns	21	15	80	58	20	14	5	4
The school is led and managed effectively	29	21	77	56	17	12	5	4
Overall, I am happy with my child's experience at this school	46	33	44	32	16	12	4	3

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 pupil's 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.**



26 November 2009

Dear Pupils

Inspection of Spalding Primary School, Spalding PE11 1PB

Thank you for the warm welcome you gave us when we visited your school. It was a delight to talk to you and particularly good to hear that you enjoy lessons, especially when you get to do things rather than just listen to stories. We judged your school to be satisfactory and this letter summarises what we found.

You get off to a good start in Reception and are well prepared for your work in Year 1. Staff take good care of you and most of you feel safe in school as a result. You behave well in lessons. We agree with those of you who say there is some rough play in the playground that leaves some of you feeling vulnerable.

You make better progress in English and science than in mathematics but the school is working hard to help you improve your mathematical skills.

Those who lead and manage your school do so satisfactorily.

We have asked the school to do some things to help you make faster progress in your learning, and encourage you to behave well at all times. They are to:

- ensure you make progress in all subjects by varying the ways in which you are taught so that you are more involved in lessons, have more opportunities to find things out for yourselves, and make continuous progress in all subjects
- make sure those responsible for leading different subjects check that you are making at least the required progress in them
- communicate better with your parents so that they are clear about what the school does in response to their concerns, particularly about behaviour, and improve your behaviour in the playground
- improve your knowledge and understanding of different cultures in the United Kingdom.

You can help in all of this but especially by thinking about how you behave in the playground so that other pupils do not feel threatened by what you do. We hope that you continue to enjoy school and wish you well for the future.

Yours sincerely

Doris Bell

Lead inspector

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