

Inspection of St Paul's Community Primary and Nursery School, Spalding

Queens Road, Spalding, Lincolnshire PE11 2JQ

Inspection dates: 18 and 19 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Outstanding
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Selina Ratchford. This school is part of the Community Inclusive Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Peter Bell, and overseen by a board of trustees, chaired by Stephen Hopkins.

What is it like to attend this school?

The school is caring and supportive of all pupils. Staff and pupils said that the school has improved significantly. The school has high expectations of what pupils can achieve and how they should behave. Most pupils consistently meet these expectations.

Pupils feel safe at school. They know there are staff they can talk to if they are worried about anything. Most pupils enjoy attending school. They said that teachers make lessons interesting. Some pupils join the school at different times during the year. These pupils settle in quickly. They are well supported, and other pupils make them feel welcome.

Pupils said that bullying happens occasionally. They know staff would deal with any issues if they did happen. Most pupils have good attitudes to learning and behave well in lessons. At playtime and lunchtime, staff organise games, so pupils learn how to play well together. Pupils are polite and respectful.

Pupils have a range of opportunities to be involved in school life. For example, they enjoy being part of the eco-club, reading buddies and class representatives. They also attend various extra-curricular activities. Many pupils make good use of these. They enjoy attending football, choir, computing club and fitness.

What does the school do well and what does it need to do better?

The school has significantly improved the curriculum offered to pupils. There is an ambitious, broad and well-planned curriculum in place. The school continually reviews the curriculum to ensure that it meets pupils' needs. The impact of the improved curriculum is not yet fully evident in all outcomes at key stage 2. However, the work that pupils produce shows that they are achieving well.

Reading is at the heart of the curriculum. The school is committed to ensuring that every pupil has the knowledge and skills to read fluently and confidently. Pupils start to learn to read as soon as they start in school. Staff are experts in teaching phonics. They teach phonics consistently well. Staff use assessment to identify pupils who need extra help to read. These pupils get effective daily support. As a result, most pupils learn to read well.

Staff use daily guided-reading sessions to develop pupils' comprehension skills. Pupils develop a love of reading through regular visits to the library and daily story times.

Teachers have good subject knowledge. Most deliver the curriculum consistently well. They explain information clearly. Staff use questioning well to check pupils' understanding and to address gaps in learning. Teachers ensure that pupils' writing

is of a high quality. Staff use time in registration to help pupils improve their handwriting, spelling and number skills.

The school ensures that pupils with special educational needs and/or disabilities (SEND) are well supported. Staff adapt their teaching and use carefully selected resources so that these pupils can access the curriculum and achieve well. Some pupils with SEND get individualised support. The school has planned this support exceptionally well so that these pupils get an effective personalised curriculum that meets their needs.

Children in the early years get off to a strong start. They learn in a supportive and nurturing environment. There are clear routines that the children follow. Staff use well-planned activities that support children's learning. They use every opportunity to develop the children's communication and language skills. Children and staff regularly enjoy reading books together. Children are well prepared for key stage 1.

The school has ensured that there is a clear and effective system for dealing with any behaviour issues. Staff deal with any conduct issues consistently well. Pupils understand how they should behave in school. They enjoy being rewarded for meeting the school's expectations. Pupils who need help to behave well get well-thought-out support. This helps them to improve their behaviour. The school regularly reminds pupils and their families of the importance of good attendance. The school quickly and effectively addresses any issues with poor attendance. Attendance has significantly improved.

The school has planned effectively for pupils' personal development. Pupils learn how to stay safe online and about the risks they may face out of school. They learn about different religions and cultures. Pupils have an excellent understanding of fundamental British values and equality. They are well prepared for their next steps.

Staff are proud to work at the school. They feel well supported and benefit from high-quality professional development. The school provides many meaningful opportunities for parents to engage with the school. Leaders at all levels are committed to ensuring that pupils get the best education possible. They have taken highly effective action to improve all areas of the school. The trust and those responsible for governance provide excellent support.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has significantly improved the curriculum that pupils receive. Some of these improvements are recent. This means the impact of the improved curriculum is not yet evident in all outcomes at key stage 2. The school should

ensure that staff continue to deliver the planned curriculum consistently well and address gaps in learning quickly.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147727
Local authority	Lincolnshire
Inspection number	10324215
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	Board of trustees
Chair of trust	Stephen Hopkins
CEO of the trust	Peter Bell
Headteacher	Selina Ratchford
Website	www.spaldingstpauls-cit.co.uk
Date(s) of previous inspection	Not previously inspected

Information about this school

- This school is part of the Community Inclusive Trust.
- The headteacher was appointed in April 2021.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and the assistant headteachers.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, music and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors reviewed curriculum planning documentation and visited lessons in some other subjects.
- Inspectors visited registration and assemblies.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with groups of pupils from a range of year groups, including pupils with SEND.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at playtime and lunchtime.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's staff and pupil questionnaires.
- The lead inspector met with trustees, including the chair of the board of trustees.
- The lead inspector met with trust leaders, including the CEO and the director of primary education.
- Inspectors considered the views of parents through discussions conducted throughout the inspection.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

Tim Leah

Ofsted Inspector

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