

# The Wainfleet Magdalen Church of England/Methodist School

Magdalen Road, Wainfleet, Skegness, Lincolnshire PE24 4DD

## Inspection dates

7–8 February 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, supported well by the deputy headteacher and other senior leaders, has improved all aspects of the school. Rigorous systems which cover key aspects of school life are now in place. This ensures that all pupils receive a good standard of education.
- The headteacher has the overwhelming support of staff, parents and governors.
- Pupils' personal development, behaviour and welfare are outstanding. The school's positive ethos and 'Magdalen Values' are woven into everything that the school does. Pupils' behaviour in classrooms, corridors and on the playground is exemplary.
- The quality of teaching, learning and assessment is good throughout the school. Teachers monitor the progress of pupils rigorously and ensure that any pupils who fall behind receive extra support quickly.
- Pupils benefit from a wide range of extra-curricular and enrichment activities, including sports clubs, musical instrument tuition and educational and residential visits.
- Leaders and governors make regular checks on the standards of teaching, pupils' work and progress. They have an accurate view of the school's strengths and areas for development because the checks are robust.
- Leaders responsible for the early years and for those pupils who have special educational needs and/or disabilities are knowledgeable and ensure that these pupils make good progress.
- Pupils make consistently good progress from their often low starting points in a range of subjects. This is because teachers assess pupils accurately and are therefore clear about the next steps in pupils' learning.
- Pupils in lower key stage 2 are not given opportunities to use spelling, punctuation and grammar skills in extended pieces of writing across the curriculum.
- Pupils are not given opportunities to develop problem-solving and reasoning skills in mathematics.
- Senior leaders should continue to support the effective, new subject leaders in English and mathematics to ensure that standards in these subjects continue to rise.

## Full report

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

- Improve the quality of teaching and learning and thus raise pupils' achievement by ensuring that:
  - lower key stage 2 pupils are given increased opportunities to use spelling, punctuation and grammar skills in extended pieces of writing across a wide range of subjects
  - all pupils are challenged more than they are currently by giving them opportunities to develop mathematical reasoning and problem-solving skills.
- Improve the effectiveness of leadership and management by:
  - continuing to develop and support the good work of the new English and mathematics subject leaders so that they are fully equipped to continue to drive up standards in these subjects.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since his appointment shortly before the last inspection, the headteacher has made significant improvements across all areas of the school. Staff and governors are unanimous in their support and praise of him, with one commenting, 'It is now a completely different school'.
- The headteacher, governors and staff have created a caring and nurturing environment where pupils are at the heart of the school. The caring ethos and 'Magdalen Values' are evident in all aspects of the school's work. For example, the school aims to 'create a genuine balance between the highest academic standards and personal growth'. Pupils understand these values well and display them readily when learning in class or playing together on the playground.
- Leaders have ensured that teachers regularly track and monitor pupils' achievement. Half-termly pupil progress meetings are in place to discuss any pupil who may require extra support. This means that any pupil who is at risk of falling behind is identified quickly and given help to catch up.
- Leaders have made positive links with other schools in the locality. This enables subject leaders to share good practice and allows pupils' work to be moderated, therefore ensuring that the judgements teachers make are secure.
- The headteacher and governors set challenging targets for teachers as part of the performance management process. Governors and the trust monitor the headteacher's performance robustly, setting appropriate targets linked to pupil progress. Staff are provided with appropriate levels of training to ensure that they are up to date with new initiatives.
- Subject leaders in English and mathematics are new to the roles. They have written robust plans for improvement and have a good understanding of the weaknesses and areas for development in each subject. A monitoring timetable is in place to ensure that teachers' lessons, planning and marking and pupils' work are checked regularly and thoroughly. Senior leaders should ensure that these subject leaders continue to receive appropriate professional development and support to ensure that standards in the subjects for which they are responsible continue to rise.
- Leaders responsible for the provision of the early years and for pupils who have special educational needs and/or disabilities are also effective. They are knowledgeable and passionate about their areas of responsibility and ensure that governors are kept up to date with developments such as staff training and pupil progress.
- Leaders have developed a broad and balanced curriculum that provides equal opportunities for all and enables pupils to develop knowledge and skills in a wide range of subjects. There are numerous extra-curricular activities and educational and residential visits planned. For example, Year 3 visited Gibraltar Point, Year 2 visited 'The Deep' and Year 4 spent a day in Lincoln deepening their knowledge of the Romans.
- Governors monitor the pupil premium funding to ensure that it is allocated

appropriately. Disadvantaged pupils benefit greatly from a 'pupil premium champion', who supports pupils emotionally and with curriculum areas in which they require extra support. This ensures that disadvantaged pupils make good progress in reading, writing and mathematics from their various starting points.

- Additional primary school sports funding has been used successfully to give pupils access to a specialist sports coach and to train staff in activities such as dance, gymnastics, touch rugby and athletics. All pupils have a pupil passport for recording their physical activities both in and out of school. Pupils have enjoyed competitions against other schools in hockey, basketball and volleyball. The school are current county goalball and inter-school indoor rowing champions.
- Parents are overwhelmingly supportive of the school. They told inspectors that their children are happy and safe and making good progress. Relationships with parents are rapidly developing as leaders are increasingly providing opportunities for parents to visit the school to learn more about its work.
- The trust has offered good support to the school by providing the knowledgeable and committed chair of governors. There has been appropriate training for the headteacher and senior leaders, opportunities for staff to share good practice and half-termly health checks to ensure that the school's self-evaluation of its own performance is accurate.

### **Governance of the school**

- The experienced and appropriately trained governing body are well placed to continue to fulfil their roles effectively. One governor passionately remarked, 'We have a relentless ambition to move the school forward.'
- Governors undertake a wide range of carefully timetabled monitoring activities, including closely examining pupil progress information and work in pupils' books. This ensures that leaders, including subject leaders, are held fully accountable for their actions.
- Minutes from meetings show that governors receive comprehensive information from the headteacher regarding the school and all aspects of its performance. This information is analysed carefully and discussed fully in meetings before any decisions are taken.
- Governors are developing their relationships with parents by regularly attending school events such as parents' evenings. As a result of this, governors are able to receive direct feedback from parents regarding the school and discuss any issues pupils may be experiencing.
- Governors carefully monitor the impact of the additional funding the school receives. This includes the pupil premium and primary sports funding. They are, therefore, well placed to assess the positive impact this funding is having on pupils.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders undertake appropriate checks before a member of staff starts working or

volunteering at the school. The single central record is well maintained, monitored and updated.

- The designated leads are highly trained and keep comprehensive, well-organised records of any concerns raised by staff regarding pupil welfare. There are timely referrals made to outside agencies should a child or family require extra support.
- All staff, including governors, have received appropriate safeguarding training, including the 'Prevent' duty, which helps them to protect pupils who are at risk from extremism and radicalisation.
- Governors and the trust regularly undertake comprehensive audits to check that the safeguarding procedures are being followed consistently. As a result, a strong safeguarding culture is evident throughout the school.

### Quality of teaching, learning and assessment

**Good**

- The quality of teaching, learning and assessment has improved since the last inspection and is now good across the school.
- Teachers have good subject knowledge and use accurate vocabulary and skilful questioning to help pupils think deeply about their answers. For example, in a Year 1 mathematics lesson, pupils were learning to use 'vertices' and 'faces' to describe 3D shapes and were asked to describe the differences between cubes and cuboids. Pupils are not given sufficient opportunities to develop their problem-solving and reasoning skills in mathematics.
- Teachers in Years 5 and 6 have ensured that there is a strong link between pupils' spelling, punctuation and grammar skills and pieces of extended writing. Evidence in pupils' books and from national tests indicates that standards in writing have improved rapidly. Pupils in lower key stage 2 are not given opportunities to practise spelling, punctuation and grammar skills in extended writing across the curriculum.
- Tasks set for pupils are appropriately challenging and teachers' clear explanations enable pupils to complete them confidently. Pupils told inspectors that their work was 'just about right' and they know adults will help quickly if they need extra support.
- The teaching of phonics is a strength. The sessions are fun and engaging for pupils. Teachers use a wide range of strategies that help to develop pupils' knowledge of letter sounds and widen their vocabulary. The activities used are challenging and stretch the most able pupils. This helps them to make good progress in developing early reading skills.
- Older pupils told inspectors that they enjoy reading. Teachers encourage pupils to read daily and to try a range of genres. This promotion of reading helps pupils to recognise its importance and that it is a pleasurable activity.
- Pupils are well supported in the nurture group. They make good progress academically, socially and emotionally. Adults provide a safe and caring environment where pupils progress well in English and mathematics.
- Teaching assistants are a strength. They support all pupils' learning by intervening appropriately should extra help be required and by promoting independence by

allowing pupils to complete some activities independently.

- Teachers universally apply the school's marking policy. This enables pupils to know clearly what they have done well and where they need to improve. Pupils have the necessary skills to assess their own work and that of their friends, therefore enabling them to correct any errors themselves, before handing it in to the teacher.
- Parents are provided with comprehensive information regarding pupils' progress. End-of-year reports explain clearly if pupils are achieving at the required level and targets are shared with parents, explaining what the next steps in learning are.
- Homework tasks are set every half term and are welcomed by pupils and parents. These wide-ranging activities are completed by the vast majority of pupils and are displayed proudly around the school.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are confident, resilient and eager learners. They thrive and work together extremely well in a calm and harmonious atmosphere that is evident in all classrooms.
- The 'Magdalen Values' underpin the caring ethos that is clearly woven throughout the school. For example, one value enables pupils to deepen their understanding of 'respecting and valuing difference and diversity in others'. Consequently, pupils are prepared well for life in modern Britain.
- Pupils are regularly encouraged to write prayers and add these to the school's 'prayer jar'. These prayers are shared with the school in assemblies and with governors at the beginning of meetings.
- Pupils' knowledge of religions other than their own is very good. Pupils spoke confidently regarding different places of worship and described how a recent visit to a mosque had helped to develop further their understanding of Islam.
- Pupils have an extremely strong understanding of how to keep themselves safe when online, including the risks associated with social networking. The 'Junior Police School Cadet Officers' remind pupils in assemblies how to stay safe when on the playground and when crossing roads.
- Pupils have an excellent understanding of how to keep themselves healthy. They spoke knowledgeably regarding the benefits of eating a balanced diet and taking regular exercise.
- Pupils have access to a well-organised, healthy breakfast club. This ensures that they are prepared and ready to learn at the start of the day.
- A democratically elected school council meets with senior leaders every two weeks to discuss any current issues and plans. A recent example is the new 'jungle gym' outdoor equipment that the school council were instrumental in fundraising for and designing.
- Pupils told inspectors that there was no bullying at school, only the occasional falling-out. Both parents and staff endorsed this view. The playground 'Peace Tree' helps

pupils to reconcile any issues, which rarely occur, without the need for adult intervention.

## Behaviour

- The behaviour of pupils is outstanding in classrooms, corridors and on the playground. Staff consistently use the 'Golden Rules' to ensure that pupils understand what is expected of them. Pupils know that there are consequences should they choose to behave poorly.
- Instances of low-level disruption in classrooms are extremely rare. Pupils work harmoniously together and positive relationships exist between adults and pupils. As a result of this, pupils work hard and make strong progress in a wide range of subjects.
- Pupils show good manners when talking to each other, staff and visitors. They often hold doors open for one another and respectfully allow adults to go first. They greeted inspectors politely and spoke maturely about their learning and the school.
- Classrooms and corridors are awash with examples of pupils' work and reminders of the 'Magdalen Values'. Displays are bright and stimulating, encouraging pupils to take pride in their work and reminding them to have high aspirations.
- Pupils show respect for equipment and resources that belong to the school. Consequently, classrooms and shared resource areas are kept neat and tidy.
- Attendance rates have risen sharply over recent years and are now in line with national figures. These improvements are a result of clear policies and procedures that are in place, along with good support provided to families by the education welfare officer.

## Outcomes for pupils

## Good

- Evidence seen in pupils' books and in lessons and information provided by the school indicate that pupils, including disadvantaged pupils, make good progress from their low starting points in reading, writing and mathematics.
- Inspection evidence and current assessment information provided by the school indicate that a large proportion of pupils, including disadvantaged pupils, are currently working at age-related expectations in reading, writing and mathematics.
- Leaders and teachers carefully analyse assessment information. Any pupils who fall behind, including those pupils who have special educational needs and/or disabilities, are identified quickly and given the support they need in order to catch up.
- The proportion of pupils, including disadvantaged pupils, who achieved the expected standard in the Year 1 phonics screening check rose to above the national average in 2016.
- In 2016, by the end of key stage 1, a higher proportion of pupils achieved the expected standard than other pupils nationally in reading, writing and mathematics.
- In 2016, by the end of key stage 2, pupils, including disadvantaged pupils, had made progress in writing that was much faster than that of other pupils nationally. Pupils' progress in reading and mathematics was broadly in line with that of other pupils

nationally.

- Despite making good progress from their low starting points, a lower proportion of pupils achieve at the higher levels in reading and mathematics than seen nationally.
- Teachers have started to moderate their assessments of pupils' achievement in reading, writing and mathematics with other schools. This ensures that assessments are an accurate reflection of pupils' abilities and, therefore, the next steps in pupils' learning are planned carefully.

## Early years provision

**Good**

- The majority of children enter Reception with knowledge and skills that are below, and sometimes well below, those of other children nationally. Staff make home visits before children start school and there are strong links with the Nursery and other outside agencies, for example the speech and language team. Consequently, staff have a good knowledge of children before they start school and this helps children to settle quickly and make rapid progress.
- Attainment has improved over the last three years. The proportion of children, including disadvantaged children, who achieved a good level of development in 2016 was just below that of other pupils nationally. This indicates good progress from children's relatively low starting points and that leaders are ensuring that the pupil premium funding is used effectively.
- Achievement teams meet every half term to identify any children who require extra help. As a result, children who are falling behind are quickly identified and given the extra support they need.
- Staff have a clear and detailed knowledge of the learning of each child. Specific assessments are undertaken frequently and parents make regular contributions to the assessment process through an online tool. These contributions help staff to maintain an up-to-date knowledge of each child and ensure that adults are clear as to the next steps in a child's learning.
- Leadership in the early years is good. Leaders have ensured that the recently updated equipment in the outdoor area helps to promote pupils' physical development well.
- The behaviour of children while completing activities is good. This is because the activities are interesting and stimulating and the highly competent staff ask skilful questions in order to deepen children's knowledge and understanding.
- Children work and play happily together, sharing the resources and taking turns when necessary. They enjoy school and develop positive attitudes to learning.
- Children in the early years are well prepared for the next stage in their education because the quality of teaching provided by teachers and teaching assistants is consistently good. Transition between Reception and Year 1 is carefully planned in the summer term to ensure that children are fully prepared for the fresh challenge of the Year 1 curriculum.
- Safeguarding is effective. Children are cared for well and kept safe and secure in school. Parents are as extremely positive about the provision in the early years as they

are about the provision in the rest of the school.

## School details

Unique reference number	140185
Local authority	Lincolnshire
Inspection number	10023073

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	188
Appropriate authority	The governing body
Chair	Carol Acheson
Headteacher	Gareth Smith
Telephone number	01754 880 371
Website	<a href="http://www.magdalenwainfleet.co.uk/">www.magdalenwainfleet.co.uk/</a>
Email address	<a href="mailto:rachel.street@magdalen.lincs.sch.uk">rachel.street@magdalen.lincs.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The Wainfleet Magdalen Church of England/Methodist School is a school sponsored by the Lincoln Anglican Academy Trust.
- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish online.
- The school is smaller than the average-sized primary school.
- The proportions of pupils from minority ethnic backgrounds and who speak English as an additional language are lower than average.
- The proportion of pupils who have special educational needs and/or disabilities is above average.

- The proportion of disadvantaged pupils supported by the pupil premium is well above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

## Information about this inspection

- Inspectors observed lessons in all year groups and examined a wide variety of pupils' books from a range of subjects. Senior leaders sometimes accompanied inspectors on inspection activities.
- Inspectors held a range of meetings with the headteacher and deputy headteacher, subject and other leaders, a group of governors and representatives from the trust. They spoke with pupils in groups, in lessons and around the school and listened to them read.
- Inspectors scrutinised a range of documents, including minutes of governing body meetings, current assessment information provided by the school, the school development plan, plans written by English and mathematics subject leaders and records relating to safeguarding.
- Inspectors talked with parents before school and took into account a recent parental survey carried out by the school. There were no responses to the parent text service and too few responses on Parent View to generate any results.

## Inspection team

Peter Stonier, lead inspector

Her Majesty's Inspector

John Lawson

Her Majesty's Inspector

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