

Inspection of Market Deeping Community Primary School

Willoughby Avenue, Market Deeping, Lincolnshire PE6 8JE

Inspection dates: 21–22 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

The school provides pupils with a well-cared-for learning environment. Pupils are polite and well mannered. They enjoy coming to school and their attendance is good. Many pupils have positive attitudes towards their learning. They understand the new behaviour policy and most staff use it well. Pupils told us that they can concentrate, most of the time, on their work. Pupils feel safe and know that if they have any worries, whom they can talk to.

Leaders are improving the quality of education for pupils. Expectations of what pupils can achieve are rising. Most pupils achieve well in reading, writing and mathematics. They do not learn as well as they should in subjects such as history and geography.

Pupils learn how to be respectful and tolerant. They enjoy experiences that help them learn new skills. There are a variety of trips that link to learning. For example, when learning about India, pupils visit Indian restaurants. They have also visited the Houses of Parliament. Despite leaders' work to help pupils get along, a few pupils told us that bullying sometimes happens. Staff work with care and attention to prevent bullying from recurring.

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

Leaders and staff have worked hard to improve the quality of education in some subjects. They have designed an effective curriculum in reading, writing and mathematics. Here, teaching plans are clear, and pupils learn new content and skills in a sensible order.

Leaders place a high priority on pupils being able to read. Effective training supports staff in delivering the school's phonics and reading programmes. Leaders make sure that pupils read books matched to the words they are learning. Pupils read different kinds of books, especially in the older year groups. This helps pupils to apply their reading skills in different contexts. Most pupils enjoy reading and do so often. Leaders have created well-presented and cared-for reading spaces. Pupils have good phonics skills. They become fluent readers.

Leaders have not planned other subjects well enough. Plans do not have sufficient detail about what pupils need to know and be able to do. Pupils do not learn new content and skills, or remember them, as well as they should. Leaders have not established effective ways to check what pupils are learning in these subjects. Teachers' plans do not meet the needs of some pupils with enough precision.

The curriculum makes an effective contribution to pupils' personal development and behaviour. Pupils learn how to be good citizens. Some pupils lead activities in school, such as taking care of the environment. Other pupils engage with older members of the local community. Pupils have opportunities to follow their interests.

For some, this is singing in the choir or learning how to cook. For others, designing robots is a more attractive activity.

Children get off to a good start in early years. Leaders have thought carefully about what children should learn. Indoor and outdoor areas are well resourced and very inviting. Adults show children how to learn and use questions well. They make regular checks on children's learning and fill any gaps they find. Clear routines help children to be independent from a young age. Children enjoyed choosing activities linked to the 'Alien Underpants' theme during the inspection. Adults build strong relationships with the children and their families. They provide effective support for the children's emotional development.

Leaders are improving the education for pupils with special educational needs and/or disabilities (SEND). Pupils with SEND access the full curriculum. Expectations of what they can achieve have, until more recently, not been high enough. Leaders are introducing approaches that target pupils' specific learning needs. Staff, pupils and their parents and carers now know what to do to bring about the required improvement. It is too soon to know how effective these approaches will be in helping pupils with SEND to achieve well.

Governors' commitment to improving the school is clear. They have improved their procedures to check on the impact of leaders' actions. Leaders check the quality of education in reading, writing and mathematics. They do not know about the quality of education in other subjects. Leaders and governors do not have a thorough understanding of pupils' learning across the full curriculum.

Parents are supportive of the school. They told us how the school has improved since the last inspection. Staff morale is high and there is a strong desire to improve the school further.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the pupils and their families well. They understand what they need to do to help pupils keep safe. Leaders check on the suitability of staff to work with pupils. Staff attend regular safeguarding training. They know how to raise any concerns that they may have about a pupil. Leaders follow up any concerns reported to them. They make effective use of external agencies to get any extra support that pupils need. Pupils learn how to look after themselves. They know how to stay safe in a wide range of situations.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not planned the curriculum for foundation subjects sufficiently well. Teachers are unclear about the knowledge and skills that pupils need to know.

Pupils do not gain enough knowledge or develop essential skills in foundation subjects. Senior leaders should support subject leaders to improve these plans, so that sequences of lessons build up pupils' knowledge and skills over time.

- In the foundation subjects, teachers do not check that pupils have understood the learning well enough. They do not have a secure understanding of what pupils know and can remember. Leaders should ensure that teachers make sure that pupils know and remember enough of the things they have been taught.
- Leaders have not ensured that the needs of pupils with SEND are well met. These pupils do not achieve the best possible outcomes. Leaders' actions to rectify this are recent. Leaders should check that the curriculum for these pupils is adapted appropriately so that pupils with SEND achieve consistently well.
- Leaders do not check on how well teachers are implementing some of the curriculum. At times, teachers do not follow agreed plans or meet pupils' learning needs as well as they should. Leaders should make sure that teachers are implementing effectively the planned curriculum across all subjects.

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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

| | |
|--|---|
| Unique reference number | 120398 |
| Local authority | Lincolnshire |
| Inspection number | 10121199 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 294 |
| Appropriate authority | The governing body |
| Chair of governing body | Susan Bryers |
| Headteacher | Mark Ratchford |
| Website | www.mdcpc.org.uk |
| Date of previous inspection | 3–4 October 2017, under section 5 of the Education Act 2005 |

Information about this school

- Since the last inspection, the school has increased the number of pupil admissions in each year group.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with the headteacher, senior leaders and other staff. We met with five representatives of the governing body, including the chair of governors. We also spoke with a member of the local authority.
- In order to judge the quality of education, we looked in detail at particular subjects. We did deep dives in reading, mathematics, science and history. We also looked at other subjects, but in less depth. We visited lessons, some with leaders. We met with teachers, subject leaders and pupils, and looked at a sample of pupils' work. We also listened to pupils reading and observed pupils' playtimes.
- We looked at a range of other documentation, including that relating to safeguarding, behaviour and attendance. We also looked at leaders' evaluation of

the school's performance and their planning documentation. We reviewed and considered the information on the school's website.

- We spoke with parents and considered their responses to Ofsted's online survey, Parent View and the school's own surveys.

Inspection team

| | |
|-----------------------------|------------------|
| Vondra Mays, lead inspector | Ofsted Inspector |
| Rob Gooding | Ofsted Inspector |
| Jackie Thornalley | Ofsted Inspector |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020