

Inspection of an outstanding school: West Butterwick C of E Primary School

School Lane, West Butterwick, Scunthorpe, Lincolnshire DN17 3LB

Inspection date: 14 September 2021

Outcome

There has been no change to West Butterwick C of E Primary School's overall effectiveness judgement of outstanding as a result of this inspection.

However, the evidence gathered does not suggest that the school would receive as high a grade if a section 5 inspection were carried out now. The school's next inspection will be a section 5 inspection.

What is it like to attend this school?

Leaders told inspectors, 'We're a small school, but we can achieve big things.' How right they are. Pupils in this school achieved second place in a national schools' competition last year by designing something that could change the world for the better.

Leaders did not let the COVID-19 (coronavirus) pandemic interfere with the rich curriculum on offer. They found creative ways to make sure that pupils continued to have experiences that enriched their learning. Leaders have identified that pupils do not acquire early reading skills well enough and are doing something about it. The Christian ethos in this school sits behind everything they do. Pupils understand and appreciate this.

All adults in this school know every pupil by their name. Staff also know pupils' families very well. Staff and families work closely together to make sure that pupils are happy and safe. Pupils' behaviour in lessons and around the school is exemplary. Pupils told inspectors that poor behaviour never disrupts their learning. There is no bullying. Pupils are kind and caring. Younger pupils trust older pupils to look after them, including at breaktimes.

There are after-school clubs every day except Friday, and these are open to all pupils who would like to attend. Almost all pupils jump at the chance to stay at school until 4pm.

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

Staff in the early years team have quickly and successfully settled children into the Nursery Year. Children already know the routines and behave as if they have been at school for weeks rather than days. Parents commented on how well their children learn and thrive in the early years.

Inspectors noticed how well pupils behave in lessons. Pupils told inspectors that this is typical. Leaders provide effective support for pupils who have special educational needs and/or disabilities (SEND). This includes helping pupils who sometimes find it hard to control their emotions. Parents told inspectors about the excellent strategies that teachers suggest to help pupils stay calm. Parents appreciate these ideas and use them at home too.

Teachers also help pupils with SEND achieve well. Routinely, teachers give each pupil with SEND extra resources in mathematics lessons. This helps pupils with SEND keep up with their peers.

Leaders have carefully designed a well-sequenced mathematics curriculum. They have made sure that the curriculum is ambitious for each year group in mixed-age classes. Teachers assess pupils' mathematical knowledge and understanding frequently. This helps teachers to identify gaps in pupils' learning. Pupils are quickly recovering their skills. For example, pupils could use and apply their knowledge of percentages when solving mathematical problems.

When schools were partially closed last year, staff in all three schools within the federation worked closely together to adapt the curriculum for remote learning. Leaders realised the full potential of this collaboration for subject leadership, and they have built on this. Leaders are now working much more closely together in all three schools. Subject specialists are improving curriculum plans further in subjects like art and design for all three schools. Teachers appreciate this support as it reduces their workload.

The curriculum for pupils' personal development is very effective. Leaders go above and beyond to raise aspirations and widen pupils' interests. Leaders use a range of strategies to develop pupils' knowledge of careers, and they challenge gender stereotypes. For example, pupils met with a range of men and women, including a museum curator, a solicitor, an engineer and members of the armed forces. Pupils had to guess who did which job. This challenged some pupils' assumptions.

Leaders ensured that curriculum enrichment opportunities continued despite COVID-19 restrictions. For example, instead of an educational visit to a windmill, pupils took part in a 'farm in a box' project. Pupils made bread using locally grown resources. They learned how farming links to food production. Pupils can remember what they learned.

Children are not learning to read as well as they should. Leaders know this. They accurately evaluated the curriculum for early reading and phonics as not good enough. A phonics programme is in place, but teachers dip into lots of other phonics programmes and resources too. Some of these resources contain sounds that pupils do not know, and this causes confusion. Some reading books are matched to pupils' phonics knowledge, but this is not always the case. When teachers give those reading books out, pupils cannot read them. This means that pupils cannot gain the confidence they need to become fluent readers. Leaders have evaluated several new phonics programmes, and they have chosen one that they plan to introduce as soon as possible.

In discussion with the headteacher, the inspectors agreed that the quality of education, including early reading, may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained. They quickly identify if pupils are at risk. Leaders work with other agencies to make sure that pupils get the extra help they need.

Leaders make all the necessary recruitment checks.

Governors have read Ofsted's 'Review of sexual abuse in schools and colleges'. Several governors have attended training about this research evidence and guidance to schools. Leaders undertook an audit to identify staff training needs and raise awareness.

Pupils in Year 6 could answer age-appropriate questions, including in single-sex groups, that confirmed the safeguarding culture in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum for early reading and phonics is not as effective as it should be. The phonics programme is not taught systematically and with fidelity. Reading books do not consistently match the sounds that pupils know. Leaders should ensure that all staff adhere to the school's preferred phonics programme. This will ensure that pupils quickly gain the knowledge and skills they need to become confident, fluent readers.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be outstanding on 12 and 13 January 2016.

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.

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	118018
Local authority	North Lincolnshire
Inspection number	10199489
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	43
Appropriate authority	The governing body
Chair of governing body	Susan Coggon
Headteacher	Jo Buckle
Website	www.trentsidefederation.co.uk
Dates of previous inspection	12 and 13 January 2016, under section 8 of the Education Act 2005

Information about this school

- This is a very small school. It is part of the Trentside Federation of Haxey, St Martin's and West Butterwick C of E Primary Schools.
- The executive headteacher is the executive headteacher over all three schools.
- This is a Church of England voluntary controlled school within the Diocese of Lincoln. The last section 48 inspection took place on 18 March 2016. The next inspection should take place within the prescribed period. Section 48 inspections (or the equivalent inspection of an academy) are usually carried out every 3 to 5 years (and usually within 2 to 3 years of a new voluntary-aided school or academy/free school opening). Section 48 inspections have been suspended during the COVID-19 pandemic, and will restart in September 2021. The first inspection will be within 8 years of the last, rather than the usual 3 to 5.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors met the headteacher and other senior leaders. This included the reading leader.
- A telephone interview was held with a representative of the local authority.
- Inspectors met three foundation governors, including the chair of the governing body.
- Inspectors carried out deep dives in early reading, mathematics and religious education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with senior safeguarding leaders and evaluated written safeguarding records.
- Inspectors reviewed the eight Parent View responses and the responses from 11 staff and 11 pupils to our survey of their views. Inspectors also spoke to six parents informally at the end of the school day.

Inspection team

Tracey Ralph, lead inspector

Her Majesty's Inspector

Andrew Cummings

Ofsted Inspector

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