

Inspection of a good school: Welford Sibbertoft and Sulby Endowed School

West Street, Welford, Northampton, Northamptonshire NN6 6HU

Inspection date:

25 November 2021

Outcome

Welford Sibbertoft and Sulby Endowed School continues to be a good school.

What is it like to attend this school?

A nurturing ethos runs throughout this school. Everyone is well looked after. Pupils are polite and well mannered. Staff are positive role models. Pupils told inspectors that, when they all returned to school after the first two national lockdowns, they realised how much they had missed their teachers. Both pupils and staff are proud to be part of this small school.

Pupils behave well in lessons and around the school. They enjoy being with their friends. They are kind and supportive of each other. Older pupils take pride in looking after the younger ones, for example through the school's buddy system. Pupils learn about bullying and understand how to stay safe online. They know what to do if they are worried about themselves or a friend. They learn different ways to communicate, such as using a worry box, if something upsets them.

There is a strong sense of community in the school. Most parents and carers value the support that their children receive. They praised the school's response to the global pandemic. One parent commented, 'The whole school team have bent over backwards to support families during the pandemic.'

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

The school provides a good quality of education. Leaders have designed the curriculum from the early years upwards. They ensure that pupils build on the strong start they make when they start school. Staff quickly identify gaps in pupils' learning and plan lessons with these in mind. Teachers provide work that matches pupils' needs and abilities. However, leaders have not ensured that new learning is always explained clearly enough to pupils. Sometimes, pupils' mistakes or misunderstandings are not corrected.

Leaders have developed the mathematics curriculum to help pupils build their learning over time. They have ensured that pupils gain a secure understanding of numbers. Pupils think about how numbers work and can confidently explain their thinking. One pupil, explaining that he could not change his answer into a decimal, said, 'You can't halve people!'

Teachers support pupils to link new learning to prior learning. Older pupils do this particularly well. For example, pupils connect different periods in time by comparing the Mayans to the ancient Greeks. They remember many historical facts in detail. However, pupils are not consistently encouraged to record their ideas independently.

Leaders support all staff to deliver the new reading programme effectively. Children begin to learn phonics early on. This good start is then carried through into Year 1. Staff make regular checks to confirm what pupils have remembered. They make sure that pupils who struggle with reading get the right help. Pupils read books that are well matched to their ability. They enjoy reading. Younger pupils like discussing their favourite books and are beginning to recognise some famous authors.

Pupils with special educational needs and/or disabilities (SEND) are well supported in lessons. Their parents agree. The teachers and teaching assistants know the needs of pupils. They use resources and questioning to support pupils' needs.

Leaders ensure that visitors and educational visits support pupils' understanding of life in modern Britain. The curriculum helps pupils develop an understanding of relationships, difference and diversity. Pupils have opportunities to enjoy sport and the arts.

Most pupils attend well. Systems are in place to make checks on pupils who are absent. However, some disadvantaged pupils do not attend school as regularly as they should.

Teachers appreciate efforts made by leaders to manage and reduce their workload. Staff say they enjoy the teamwork ethos at the school. Staff feel that they are well cared for by each other and leaders.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive training and regular updates on safeguarding. Staff know how to report concerns. Leaders respond to concerns quickly and work with external agencies to provide support for pupils and families who may need it.

Pupils say that they feel safe in school and the vast majority of parents agree. Staff teach pupils how to stay safe both inside and outside school. Pupils learn how to stay safe when using the internet and social media. They say that cyber-bullying is rare. They know what to do should it happen to them or a friend.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have a clear intent for the curriculum. They have outlined what they want pupils to learn and when. However, there are some inconsistencies in the implementation of the curriculum. Teachers do not consistently correct pupils' errors and misconceptions. Pupils are not supported to become as independent as they could

be. These inconsistencies mean that not all pupils achieve as highly as they could. Leaders should ensure that all teachers consistently check pupils' errors. Teachers should ensure that the activities they plan for pupils help to develop their independence and prepare them for the next stage of their education.

- Some disadvantaged pupils do not attend school regularly enough. This means that they miss too much of the curriculum, and this is leading to gaps in their knowledge. Leaders should work closely with parents to overcome barriers to securing pupils' attendance.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 evidence that a school would now receive a higher or lower grade, 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 predecessor school, Welford Sibbertoft and Sulby Endowed School, to be good in December 2012.

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	144319
Local authority	West Northamptonshire
Inspection number	10199527
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	75
Appropriate authority	Board of Trustees
Chair of governing	Margaret Holman
Interim Headteacher	Barbara O'Brien
Website	www.wsses.com
Date of previous inspection	Not previously inspected

Information about this school

- An interim headteacher has been in place since September 2021. The substantive headteacher is due to return to school in January 2022.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The inspectors met with the interim headteacher as well as the other leaders.
- The lead inspector met with two members of the local governing body, including the chair. She also met with two representatives from the Peterborough Diocese Education Trust, including the CEO.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at a sample of pupils' work.

- The lead inspector met with the coordinator for pupils with SEND about the provision for these pupils.
- The inspectors spoke with parents. Account was taken of the responses to Ofsted's online questionnaire, Ofsted Parent View, and the responses to the staff survey. Inspectors also spoke to groups of pupils.
- The lead inspector met with the interim headteacher and a senior teacher to discuss safeguarding. The inspectors also met with staff to discuss their understanding of the school's procedures to keep pupils safe. They also considered documentation relating to safeguarding, the school's single central record and the system for undertaking checks on new staff.

Inspection team

Heidi Malliff, lead inspector

Ofsted Inspector

Susan Hughes

Ofsted Inspector

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