

Inspection of a good school: The Butterwick Pinchbeck's Endowed C of E Primary School

School Lane, Butterwick, Boston, Lincolnshire PE22 0HU

Inspection dates:

11 and 12 January 2022

Outcome

The Butterwick Pinchbeck's Endowed C of E Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy attending their school. They told the inspector: 'We have so many amazing staff members who are always happy to offer their help.' Pupils like learning and playing with their friends. They say that they feel safe. Pupils know that staff are quick to sort out any worries for them.

The school's values of 'love, hope, forgiveness, service, respect and friendship', promote pupils' well-being. Pupils understand these values. They want to do their best. Pupils work hard and are resilient. Pupils told the inspector: 'If your plan A fails, then try plan B.' They like to achieve. They contribute positively to the life of the school.

Pupils respect each other. They are polite and caring. Pupils behave well. They told the inspector that if bullying does occur, then staff are quick to deal with it. Pupils have a very clear understanding of equality. They embody the school's values of respect and friendship.

Parents and carers are overwhelmingly positive about the school. One parent, typical of many, said: 'All staff are friendly, approachable, professional and very caring.' Parents appreciate the family feel to the school. They like that the staff know their children well and create a nurturing ethos.

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

Leaders have set out an ambitious curriculum, following a review of their curriculum plans. They have planned a curriculum that has been organised to ensure that pupils build their knowledge gradually. However, in some subjects, leaders have not identified precisely the key knowledge that pupils need to learn. Sometimes pupils are not clear about their learning. For example, some pupils are unable to remember what they learned

about the points of the compass. Other pupils struggle to recall what they learned about the surrounding seas and oceans of the United Kingdom.

Reading is a priority in the school. There is a strong focus on ensuring that pupils acquire a wide vocabulary in every class. Leaders ensure that there is a consistent approach to the teaching of phonics across the school. Pupils build up their phonics knowledge gradually. They use this knowledge to sound out unfamiliar words. Staff choose books which match the letters and sounds pupils are learning. They are quick to provide support if pupils fall behind.

Leaders have planned the mathematics curriculum carefully. It is set out so that pupils build their understanding and skills securely. Pupils use mathematical vocabulary precisely. For example, pupils identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Other pupils understand that per cent relates to number of parts per hundred. Teachers frequently check pupils' learning. They provide regular opportunities for pupils to recap their knowledge. Staff provide mathematical equipment to help pupils understand what they are learning. For example, some pupils use a number square to help them to calculate 40% of £1.00. Other pupils handle 3-D shapes, which helps them to become confident in being able to identify the properties of shape.

Leaders ensure that there is a sharp focus on developing children's communication and language in the early years. Children are confident in using vocabulary such as 'Antarctica' and 'South Pole'. Other children know that the equator is halfway between the North and South poles. Staff ask questions which deepen children's understanding, such as, 'Why would you take the boots to Antarctica?' The learning environment is very engaging for children. They work independently on tasks such as segmenting and blending unfamiliar words. This task matches the letters and sounds that children are learning. Other children recognise the number of snowflakes printed on a card without the need to count them. This builds their skills needed for calculating.

Leaders ensure that staff provide high-quality support for pupils with special educational needs and/or disabilities (SEND). They identify pupils' needs quickly. Leaders ensure that all pupils with SEND can access the full curriculum. Staff work well with external specialists to support pupils with SEND.

Pupils like their roles of responsibility in school. They like being eco warriors, playground leaders, school counsellors and mini police. Most pupils have a strong understanding of British values, such as liberty, and the need to show respect for people who are different. However, a few pupils' understanding of democracy and the rule of law is weak. Pupils know how to eat healthily and keep fit. They talk enthusiastically about attending extra-curricular clubs.

Governors and representatives of the local authority know the school well. They support leaders to develop the curriculum. Leaders engage very well with staff. They provide regular training and consider staff well-being.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of care at the school. Leaders provide support to vulnerable pupils. Staff pass on any concerns they may have promptly. Record-keeping is robust. Leaders ensure that they provide regular training for staff and governors. They check that staff know how to spot pupils at risk. Governors regularly check and review the school's safeguarding procedures.

Leaders have ensured that the curriculum provides opportunities for pupils to learn how to stay safe. Pupils understand how to keep themselves safe, including when learning online. Pupils told inspectors that they know who to go to if they have a concern. They know that their concerns will be taken seriously.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently well planned and sequenced in some subjects. However, it is clear that leaders have taken action to plan next year's curriculum and to train staff in how to deliver it. For this reason, the transitional arrangements have been applied.
- The key knowledge and content that pupils need to learn in some subjects, such as computing and modern foreign languages, is not sufficiently well planned or sequenced. It is not yet fully clear what pupils should learn or by when it should be learned, to build their knowledge over time. However, leaders have begun to review and plan the curriculum from the Reception Year to the end of key stage 2 in these subjects. Leaders should ensure that curriculum plans for all subjects set out the knowledge that pupils should know and by when.

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 second section 8 inspection since we judged the school to be good in November 2011.

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

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| Unique reference number | 120683 |
| Local authority | Lincolnshire |
| Inspection number | 10211621 |
| Type of School | Primary |
| School category | Voluntary aided |
| Age range of pupils | 5 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 274 |
| Appropriate authority | The governing body |
| Chair of governing body | Helen Dower |
| Headteacher | Samantha Towers |
| Website | www.butterwick.lincs.sch.uk |
| Date of previous inspection | 6 December 2016, under section 8 of the Education Act 2005 |

Information about this school

- The chair of governors took up her post in October 2020.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in the evaluation.
- The inspector met with the headteacher, deputy headteacher, curriculum leaders, the special educational needs and disabilities coordinator and a sample of teaching and support staff.
- The inspector met with representatives of the governing body and a representative of the local authority.
- The inspector carried out deep dives in reading, mathematics and geography. For each deep dive, he 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 a sample of pupils' work.

- The inspector examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- The inspector met with the designated safeguarding leader and the learning mentor. The inspector considered the safeguarding policy, training records and examples of safeguarding concerns.
- The inspector considered responses to Ofsted's online survey, Parent View, and the responses to Ofsted's free-text service. He also considered the responses to the staff's survey and the pupils' survey.

Inspection team

Damien Turrell, lead inspector

Her Majesty's Inspector

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Piccadilly Gate
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