

# Inspection of The St Peter and St Paul C of E Primary School

Wainfleet Road, Burgh-le-Marsh, Skegness, Lincolnshire PE24 5ED

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Inspection dates: 29 and 30 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils enjoy attending this school. They understand and celebrate their locality through projects such as 'why the world needs Lincolnshire'. All pupils know the importance of the three school values. Teachers encourage pupils to demonstrate respect, courage and compassion in their daily lives.

Teachers have high expectations of pupils' behaviour and there is little to no disruption in the classrooms. Pupils say that bullying does not happen at this school. They are very confident that teachers would not tolerate any form of bullying.

Leaders at the school create a caring ethos. The school is calm and orderly at all times. Everyone looks out for one another in the school community. Pupils who act as 'mini police' help pupils who look upset or lonely. Pupils say that they feel safe in this caring environment.

In assemblies, pupils use British sign language to sing songs and take part in events such as World Afro Day. Pupils say that the school teaches them to be inclusive.

Parents and carers are overwhelmingly positive about the work the school does to support and educate the pupils that attend. As one parent put it: 'Children go from buds all the way through to blossoming at this school.'

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

Leaders have ensured that the curriculum is broad. Pupils study all the subjects that make up the national curriculum. In many subjects, leaders have ensured that teachers know what they need to teach and when. In these subjects, teachers understand how pupils build their knowledge over time. They support pupils to develop an appropriate depth of knowledge. In a few subjects, however, subject leaders are still identifying the precise knowledge pupils need to learn. Pupils do not yet build a sufficient depth of knowledge in these subjects.

Teachers have good subject knowledge in most subjects. They choose resources well to help pupils to understand important concepts. Teachers ask appropriate questions in some lessons to check if pupils know and remember important vocabulary. For example, in science, teachers check that pupils understand the difference between insulators and conductors. In some subjects, teachers do not use assessment well enough. They do not always check that pupils remember the most important vocabulary and knowledge. Pupils sometimes have gaps in their knowledge when this occurs.

Children start to learn the sounds that letters make as soon as they start Reception. Leaders have made sure that every teacher and teaching assistant is an early reading expert. All those who teach reading use a consistent approach. Teachers match reading books to the sounds that pupils know. Pupils become confident and

fluent readers. Teachers check with precision that pupils are remembering the sounds that letters make. When pupils fall behind, teachers intervene swiftly to help them keep up.

Pupils with special educational needs and/or disabilities (SEND) are extremely well supported. They access the full curriculum. Teachers adapt teaching so that pupils with SEND can take part in the same activities as other pupils. Pupils with SEND achieve well at this school.

Language and communication are at the heart of the curriculum in Reception. Children learn to take turns and share. They engage in role play around planned themes such as 'people that help us'. In doing so, children learn about the police and fire brigade. The birdwatching hide supports children's understanding of the world as they observe birds gather food to feed their young. Staff use the outside area well to support children to learn across all seven areas of learning.

The curriculum goes beyond the academic. Teachers ensure that pupils learn about online safety and how to stay healthy. Many pupils and teachers take part in '5 a day'. This is 5 minutes of physical activity during the school day, reminding pupils to stay active. Pupils have a good understanding of healthy relationships. Leaders state that competing in sports is an important part of school life. Many pupils enjoy representing the school in cross country and other sporting events. All pupils benefit from at least one residential trip and other trips, including to the National Space Centre in Leicester.

Governors understand their roles and hold leaders to account. They challenge effectively when leaders need to improve the school. All staff are proud to work at this school. Many staff acknowledge that leaders consider their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders create and maintain a strong culture of safeguarding at this school. All staff fully understand that they must record any concerns they have about pupils' welfare and bring it to the attention of the designated safeguarding leaders.

Leaders have detailed knowledge of the concerns about each pupil. They maintain up-to-date records and actions taken to safeguard pupils. Leaders work closely with external agencies to support the most vulnerable pupils and families.

Pupils all know they can talk to any member of staff about a worry or a problem.

Governors regularly check the school's safeguarding procedures.

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

### (Information for the school and appropriate authority)

- Leaders have not identified the key knowledge and content that pupils need to learn across all subjects. In a few foundation subjects, teachers do not know exactly what pupils should know by when. Consequently, pupils do not gain a depth of knowledge in these subjects. It is clear from leaders' actions that they are in the process of reviewing these foundation subjects. For this reason, the transitional arrangements have been applied. Leaders should ensure that there is clarity around the precise knowledge that pupils should know and by when in all subjects.
- In some foundation subjects, there is no consistent approach to how teachers assess what pupils learn. This means that pupils can have gaps in their knowledge which teachers do not address. Leaders should ensure that assessment in all subjects enables teachers to identify and address gaps in pupils' knowledge.

## 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

<b>Unique reference number</b>	120566
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10212263
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	207
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Colin Bowden
<b>Headteacher</b>	David Hurdman
<b>Website</b>	<a href="http://www.burghschool.org.uk">www.burghschool.org.uk</a>
<b>Date of previous inspection</b>	19 and 20 June 2018, under section 5 of the Education Act 2005

## Information about this school

- A new deputy headteacher has been appointed since the last inspection.
- The governing body has undergone significant change since the last inspection. This includes the appointment of a new chair.
- A section 48 inspection took place on 3 March 2016.
- The school does not use any alternative provision.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in history, reading, mathematics and science. For each deep dive, the inspectors discussed the curriculum with leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.

- The lead inspector listened to a sample of pupils in Reception and key stage 1 read to a familiar adult.
- Inspectors also visited a range of lessons in other subjects. For these subjects, they checked the work pupils had produced, spoke to subject leaders, looked at subject plans, and spoke to teachers and pupils.
- Inspectors met with leaders responsible for: behaviour; personal development; pupil premium; and the provision for pupils with SEND.
- Inspectors met with groups of pupils from key stages 1 and 2.
- The lead inspector met with the designated safeguarding leader and child protection officer to discuss the actions taken to keep pupils safe. He reviewed a range of documents, including the school's single central record.
- Inspectors reviewed a range of documents, including the school's self-evaluation and improvement plan. Inspectors also reviewed documents related to the external quality assurance of the school.
- The lead inspector met with a group of teaching staff. An inspector met with a group of support staff.
- The lead inspector met with governors, including the chair. He also met with representatives of the local authority.
- Inspectors considered the responses to Ofsted's online questionnaire, Parent View, and considered the results of the Ofsted staff and pupil questionnaires.

### **Inspection team**

Rakesh Patel, lead inspector

Her Majesty's Inspector

Jon Brown

Ofsted Inspector

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