

Inspection of a good school: Waddingham Primary School

The Green, Waddingham, Gainsborough, Lincolnshire DN21 4SX

Inspection date: 11 May 2022

Outcome

Waddingham Primary School continues to be a good school.

What is it like to attend this school?

Pupils 'thrive, flourish and believe' at this small and friendly school. Pupils report that they enjoy school. They say that they are happy and feel safe here. Incidents of bullying and low-level disruption are extremely rare. Pupils behave very well in classes and on the well-resourced playground and spacious field. Pupils say that adults are good at sorting out any disagreements. They use 'worry monsters' to share, and to help solve, their concerns with adults. Staff know pupils and their families very well.

Leaders and staff have high expectations for all pupils. This includes pupils with special educational needs and/or disabilities (SEND). Pupils are enthusiastic learners. They work hard. There are opportunities for pupils to develop their talents and interests. These include art, music and different sports clubs. The daily mile encourages pupils to keep fit. Lessons on mindfulness help pupils understand their feelings and emotions. Pupils enjoy these opportunities and say that they are useful.

Parents are overwhelmingly positive and supportive of the school. One typical comment is, 'All of the staff are willing to go above and beyond for the children. My child has excelled here.'

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

Leaders have ensured that there is a well-designed and sequenced curriculum in most subjects. In these subjects, the specific content that pupils, and children in the early years, will learn and when they will learn it is clear. In a small number of subjects the planned content is not as precise as it could be.

The teaching of mathematics is a strength. The mathematics curriculum clearly maps out the content that pupils should learn in each class. This starts with children in the early years. Here, the children enjoy the challenge of recognising the number of objects in a small group without counting them. In Year 3, pupils look for the links between decimals and fractions. The oldest pupils are introduced to geometry and the different angle types.

This approach ensures that pupils are being taught the content in a logical and sensible way.

Leaders have thought carefully about the teaching of phonics and early reading. There is a consistent approach that starts with the children in the early years. Staff have received appropriate training. This is effective in ensuring that pupils learn and remember new letter sounds and words. Frequent and accurate assessments mean that pupils who might be falling behind are easily spotted. Any knowledge gaps are filled quickly through extra phonics sessions. Pupils' reading books match the sounds that they are learning. They enjoy the challenge of receiving bronze, silver and gold awards for reading different books. This work is helping to ensure that pupils become confident and fluent readers.

Staff have good subject knowledge. They carefully plan appropriate lessons that take into account pupils' prior knowledge. This means that pupils are building their knowledge of different subjects as they travel through the school. A pupil remarked, 'Teachers work some sort of magic to help us understand things.'

Teachers assess pupils' knowledge and understanding frequently. This information helps teachers to improve their long and short-term planning. It helps to identify where pupils might have gaps in their knowledge. However, assessment procedures are not as robust as they could be in a small number of subjects.

The curriculum for pupils' personal development is strong. This includes children in the early years. Pupils learn about, for example, understanding differences, healthy relationships, dreams and goals and being healthy. There is a coordinated approach to this work. Parents attend celebration assemblies. These help to ensure that the messages around online safety, diversity and respect for others are given the importance that they deserve. Pupils are taught to be responsible citizens. Recently, they have raised funds for local and national charities. They have exchanged letters with a local residential home and created a food bank for the local community. Pupils are being prepared well for life in modern Britain.

Pupils with SEND are identified promptly. They receive effective support from staff. There are positive links with a range of outside agencies. These include the specialist and behaviour outreach teams, a speech and language therapist and an educational psychologist.

Leaders are focusing on the right areas of the school to improve. They have an accurate view of the school's strengths and development areas. The governing body receives appropriate information about the school from the headteacher. Governors also find out things for themselves. They ask challenging questions during meetings. The governing body is holding leaders to account for their actions.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have received effective safeguarding training. They are aware and vigilant of the latest statutory guidance around harmful sexual behaviours and peer-on-peer abuse. Staff know the signs of potential neglect and abuse to look out for. Safeguarding records are detailed. Actions taken following a raised concern are clear. Leaders know to contact outside agencies, such as the early help team, should the need arise. Pupils are taught how to keep themselves safe in a range of situations.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the curriculum content that leaders want pupils to learn and when is not as precise as it could be. This means that pupils can not always build on what they have previously learned. Leaders should ensure that the curriculum content in all subjects is planned and sequenced in enough detail so that all pupils achieve well.
- In a small number of subjects, the arrangements for assessing pupils' progress are not as robust as they could be. Teachers are not always aware of how well pupils are progressing through the curriculum. Leaders should ensure that assessment procedures are rigorous, yet not too burdensome on staff so that teachers accurately know how well pupils are progressing through the different subjects.

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 March 2017.

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	120485
Local authority	Lincolnshire
Inspection number	10227822
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	72
Appropriate authority	The governing body
Chair of governing body	Andrew Dunsmore
Headteacher	Claire Hanson-Church
Website	www.waddingham.lincs.sch.uk/
Date of previous inspection	14 March 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed in January 2020.
- The school does not use the services of any alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held various meetings with the headteacher, other school leaders and three representatives from the governing body, including the chair. A telephone conversation was held with a representative from the local authority.
- Inspectors carried out deep dives into phonics and early reading, mathematics and history. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke with leaders about some other subjects.

- To inspect safeguarding, checks were made on staff's training and staff's knowledge of the school's safeguarding procedures. Safeguarding records were scrutinised.
- Inspectors observed pupils during their lessons and during social times.
- The responses to Ofsted's parent, pupil and staff questionnaires were taken into consideration.

Inspection team

Peter Stonier, lead inspector

Her Majesty's Inspector

Jackie Stirland

Ofsted Inspector

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