

# Inspection of a good school: Whaplode Church of England Primary School

Mill Lane, Whaplode, Spalding, Lincolnshire PE12 6TS

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Inspection dates:

17 and 18 May 2022

## Outcome

Whaplode Church of England Primary School continues to be a good school.

## What is it like to attend this school?

Pupils are proud of their school. They speak highly of adults and know that they can get help when they need it. As one pupil said: 'Staff help us with everything. They are really supportive.'

Pupils are proud of the roles they play in school, including pupil principals, librarians, ambassadors and play leaders. They enjoy the extra-curricular activities that are on offer, including the pupil-led chess club, calligraphy and cross-country.

Pupils know that the school is fortunate to have a swimming pool. They appreciate the work of the swimming committee, which helps them to retain this resource. Pupils enjoy fundraising for this.

Behaviour is positive. Pupils understand the behaviour policy. They relish the wide range of rewards that are available, including star of the week, golden tickets and the golden spatula at lunchtimes. Pupils understand the consequences of poor behaviour.

Pupils describe the school as welcoming and inclusive. As one pupil said: 'It doesn't matter where you are from, the colour of your skin, your religion; everyone is perfect in their own way.'

Pupils understand what bullying is, and the different forms that it can take. They say that it doesn't happen at their school.

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

Pupils get off to a good start in reading. The school's phonics programme sets out the sounds that pupils should know at each stage of their education. Teachers make phonics lessons fun and engaging. Pupils enjoy learning new sounds and use these to help read unfamiliar words. The books that pupils read are closely matched to the sounds that they know. This helps them to become fluent readers quickly. Teachers use assessment well.

They ensure that pupils who begin to fall behind are identified quickly and receive help to keep up.

Over time, pupils develop a love of reading. They read widely and often. They enjoy listening to their teachers read to them. As one pupil said: 'It's like watching a film in your head.' The curriculum for reading, beyond phonics, sets out what pupils should know and be able to do by the end of each year. It has not yet been fully sequenced to make clear what pupils should know and be able to do at each part of the school year. Leaders are in the process of addressing this.

The rest of the school's curriculum, across all subjects, is well planned and sequenced. It builds cumulatively over time. Parts of the curriculum are revisited periodically to help pupils remember content long term. It makes clear the most important content that pupils need to know and remember. However, there are some inconsistencies in how well the curriculum is implemented. Some teachers plan lessons that do not match the intent of the curriculum. This means that some pupils miss out on some of the content that is set out in the curriculum.

The early years curriculum is well planned and sequenced. It sets out what children should achieve across each of the areas of learning, at each stage of their time in the Reception Year. The new classroom and outdoor area have been carefully designed to support the delivery of the curriculum. Staff in the early years make good use of this.

Pupils with special educational needs and/or disabilities (SEND) get on well in their learning. The special educational needs coordinator (SENCo) has a comprehensive understanding of these pupils' needs. She has ensured that plans are in place to help pupils learn the curriculum. These plans set out what progress is expected and how this will be achieved. All adults understand their role in this.

Pupils' personal development is well catered for. This is underpinned by a comprehensively planned and sequenced curriculum for personal, social and health education (PSHE). Pupils understand British values and know why these are important.

Senior leaders are highly ambitious for all pupils in the school. They have created a motivated and skilled team who are committed to the school's values of inspire, achieve and believe. However, some parents are dissatisfied with some aspects of the school's provision. Concerns shared with the inspector included bullying, behaviour and provision for pupils with SEND. These concerns do not reflect what the inspector found during the inspection. A small minority of parents have raised concerns about other aspects of the school's work, particularly during a period when the school has needed to use temporary classrooms while building work is completed. Senior leaders have engaged with parents closely and have worked hard with staff to address all of their concerns.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their safeguarding responsibilities. They are alert to any signs that indicate that pupils might need help. All concerns are recorded and passed to leaders. Records are accurate and detailed. Leaders take swift action to ensure that pupils get the help that they need.

Pupils know whom to turn to if they have a worry or concern. They know that they can put a message in one of the school's 'rainbow boxes' if they need help. Pupils know how to stay safe online, in the community and near water.

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

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

- The curriculum for reading, beyond phonics, is not fully sequenced. This means that leaders cannot be certain that content is being delivered in the most effective order. Leaders should ensure that the reading curriculum is well planned and sequenced.
- Overall, the school's curriculum is well planned and sequenced. It sets out the most important things that pupils need to know and remember at each stage of their education. However, the curriculum is implemented inconsistently. Some lessons do not match closely enough to the intent of the curriculum. This means that pupils do not learn and remember the curriculum as well as they should. Leaders should ensure that all lessons closely match the intent of the curriculum.

## 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, Whaplode Church of England Primary School, to be good in July 2014.

## 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>	144119
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10226925
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	189
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jerry Woolner
<b>Headteacher</b>	Alison Flack (Executive Headteacher)
<b>Website</b>	<a href="http://www.whaplodeprimary.co.uk">www.whaplodeprimary.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school opened as an academy on 1 December 2017. When the predecessor school, Whaplode Church of England Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is part of the Diocese of Lincoln. The most recent section 48 inspection of Whaplode Church of England Primary School, which is an inspection of the school's religious character, took place on 12 November 2015. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next inspection will be within eight years of the last section 48 inspection.
- The school uses one registered alternative education provider.

## 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 leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the executive headteacher, the head of school, curriculum leaders and the SENCo.

- The inspector carried out deep dives in three subjects: reading, mathematics and history. For each deep dive, the inspector met with subject leaders, visited lessons, looked at pupils' work and met with teachers and pupils. The inspector listened to pupils read. He also looked at curriculum documentation for PSHE, geography and design and technology.
- The inspector met with five members of the local governing body, including the chair. He held a meeting with the deputy chief executive officer and a school effectiveness adviser from the Lincoln Anglican Academy Trust.
- The inspector took account of the 42 responses to the Ofsted Parent View survey and 20 written comments from parents. He also considered the 20 responses to Ofsted's staff survey.
- The inspector met with safeguarding leaders. He reviewed school documents relating to safeguarding and attendance.
- The inspector briefly visited an assembly, the playground during breaktime and the school's swimming pool facility.

### **Inspection team**

Vic Wilkinson, lead inspector

Her Majesty's Inspector

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