

Inspection of a good school: Lovington Church of England Primary School

Lovington, Castle Cary, Somerset BA7 7PX

Inspection date: 13 July 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils are happy at Lovington school. They enjoy learning and attend well. Pupils of different ages get on well together. Breaktimes are a purposeful and fun part of the school day. Pupils say that adults are caring and supportive. Parents agree. One parent described the school as 'like a big family', a view typical of many.

Leaders are ambitious about what pupils will learn. The curriculum has improved. However, pupils do not learn and remember the curriculum well enough in some subjects.

Pupils benefit from a wide range of experiences to enrich the curriculum. They enjoy regular trips in the local area and further afield. There are strong links with the local community. Pupils participate enthusiastically in assemblies and fundraising events.

Pupils feel safe and cared for. They say that bullying is very rare. Pupils know that staff will sort out any concerns quickly. Leaders have established 'golden rules' for good behaviour. Most pupils are keen to stick to the rules. They usually work hard and try their best. However, some adults' expectations of pupils' behaviour are not high enough. A few pupils do not behave as well as they should, and this disrupts learning.

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

Leaders have high expectations of what pupils will achieve. They have redesigned the curriculum for all subjects. Leaders have made it clear which content and vocabulary pupils need to learn and when. This ambitious curriculum begins in the early years. In mathematics, for example, children learn to count and recognise numbers in the early years. This prepares them well to learn addition and subtraction in Year 1.

Some staff do not have strong subject knowledge across the curriculum. Subject leaders have not checked that staff deliver the curriculum well. Some staff do not plan sequences of learning which build on what pupils know and can do. In some areas of the curriculum, such as reading, teachers check that pupils know and remember more. However, teachers do not check pupils' understanding effectively in some other subjects, including mathematics. As a result, the gaps pupils have in their learning have not been identified.

Leaders prioritise reading. Pupils enjoy hearing a class book each day. Older pupils learn to think more deeply about texts in guided reading lessons. Reading is a priority as soon as children enter Reception Year. Pupils hear and join in with a range of stories and songs. Staff are clear about the sounds that younger pupils should know each term. Pupils receive extra help if they fall behind. However, these pupils, including some with special educational needs and/or disabilities (SEND), do not get the precise support needed to become fluent readers. Teaching methods are not always effective. Some pupils who are behind with their reading do not practise with reading books that contain sounds they know. This prevents them from catching up quickly.

Pupils with SEND learn alongside their peers. Leaders increasingly identify pupils' needs accurately. They provide staff with extra guidance and resources to remove barriers to pupils' learning. However, some pupils with SEND do not yet receive the support they need to access the curriculum well alongside their peers.

Leaders have raised their expectations of behaviour. Pupils understand the school rules and the consequences of poor behaviour. Some staff do not, though, apply the school's behaviour policy consistently. A few pupils distract themselves and others in lessons. Staff do not always deal with disruptive behaviour quickly enough, including for those pupils who need extra help to behave well.

Pupils' personal development is a strength. Leaders enhance the curriculum with a broad range of visits and visitors. Older pupils enjoy additional responsibilities as house captains and play leaders. Breaktime activities develop teamwork and cooperation. Pupils learn how to keep fit and stay healthy, both physically and mentally. They recognise why it is important to be tolerant and know some of the dangers of discrimination.

Governors understand their duties. They know what needs to improve and use their visits to check leaders' work. Governors know that they need a better understanding of the quality of education in some subjects. Staff are all proud to work at the school. They say that leaders care about their well-being and help them to manage their workload.

In discussion with the headteacher, the inspectors agreed that subject leadership, support for weaker readers and improvements to pupils' behaviour may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure safeguarding pupils is their highest priority. Staff receive up to date training. Leaders know the local community well. They understand the challenges that pupils may face. Staff keep a close eye on pupils' welfare. There are clear procedures for reporting concerns. All staff understand and follow these procedures. Leaders keep detailed records of their actions to support pupils at risk.

Pupils learn how to keep themselves safe. For example, pupils learn about the risks of taking drugs and drinking alcohol, and how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' have not identified weaknesses in the curriculum. Some staff do not check pupils' learning effectively. As a result, some pupils, including those with SEND, have gaps in their knowledge and understanding. Leaders need to ensure that the curriculum is implemented effectively and accurate assessment checks that pupils know and remember more.
- Some weaker readers do not get the help they need to develop their early reading. Pupils practise reading with books that are not well matched to their needs. This prevents them from building their fluency and catching up quickly. Leaders need to make sure that all staff have the expertise to deliver the early reading curriculum well and those pupils that need to catch up do so quickly.
- Some pupils do not always behave well enough. This results in disruption to learning. Leaders need to ensure that all staff use the behaviour policy consistently and ensure appropriate support is in place for pupils who need additional help to manage their behaviour.

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 on 24 May 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	123766
Local authority	Somerset
Inspection number	10227062
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	49
Appropriate authority	The governing body
Chair of governing body	Tony Dalby-Welsh
Headteacher	Norma Anselm
Website	www.fossefederation.co.uk
Date of previous inspection	21 February 2017, under section 8 of the Education Act 2005

Information about this school

- The school is a voluntary controlled Church of England school in the Diocese of Bath and Wells. Its last Section 48 inspection took place in February 2017, when this aspect of the school's work was judged as good.
- The school does not currently use alternative provision.

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 the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, head of school, subject leaders, the special educational needs and disabilities coordinator and groups of staff. The lead inspector met with representatives from the governing body, including the chair and spoke with a representative of the local authority on the telephone.
- An inspector spoke to some parents at the start of the day.
- The lead inspector observed pupils from Years 1, 2 and 4 read to an adult.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics and art and design. They talked to teachers who lead these subjects. They visited lessons and looked at pupils' work. Additionally, inspectors reviewed curriculum documentation and spoke with leaders about the curriculum in some other subjects.
- The lead inspector met with the designated safeguarding lead and deputy designated safeguarding lead to evaluate the effectiveness of safeguarding.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors considered nine responses to the online survey, Ofsted Parent View, including nine free-text responses, parental correspondence and 13 responses to the staff survey.

Inspection team

Claire Mirams, lead inspector

Ofsted Inspector

Jen Edwards

Ofsted Inspector

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