

# Inspection of a good school: Lulworth and Winfrith CofE VC Primary School

School Lane, West Lulworth, Wareham, Dorset BH20 5SA

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Inspection date:

12 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?**

The school is on two sites. Pupils are taken by bus to and from the surrounding villages, with key stage 2 pupils at West Lulworth and Reception and key stage 1 at Winfrith.

Expectations are not high enough. There is a lack of acceptable accountability structure in place, so issues are not picked up regularly. As a result, standards stay too low in some areas. The headteacher is aware of this and, with governors, is putting better systems in place.

Pupils' attendance is high and they enjoy coming to school. They say that they feel safe and have an adult with whom they can talk if they have any concerns. Most pupils understand right from wrong, but there are a few who are not yet aware of how to be respectful consistently.

Both school sites are calm and orderly places. Pupils conduct themselves well at social times. Any deviance from good behaviour when learning is because the curriculum is weak.

There are several extra-curricular opportunities for pupils. They enjoy these and engage with them well. Pupils benefit from a swimming pool at the key stage 1 site. This enables pupils to learn to swim, in line with national curriculum expectations.

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

There is breadth in the curriculum, but it lacks ambition. Too few subject curriculums reflect a considered approach to the key knowledge that pupils need to learn over time. Some curriculum areas are stronger than others, such as mathematics, English, physical

education and science. However, some teachers lack secure subject knowledge, which leads to pupils' learning being too variable.

Teachers' assessments do not provide accurate and specific details about what pupils remember over time. Pupils' misconceptions are not rectified frequently. Therefore, pupils continue to make basic errors in spelling, punctuation and calculation.

There is little or no adjustment to the curriculum for pupils with special educational needs and/or disabilities (SEND). Therefore, some pupils with SEND are struggling to keep up with their studies. Their work is illegible, which does not help them to recall learning. There is a strategy for the spending of pupil premium funding, but its impact varies. Most disadvantaged pupils' understanding of the curriculum is getting better, but they are not keeping up with their peers. Where teaching assistants have had the necessary training, support for pupils leads to better learning. However, the expertise of teaching assistants is inconsistent.

Reading has been a recent focus in the school. Leaders have ensured that, in Reception and key stage 1, books match the sounds that pupils know. However, the training of staff in phonics is not thorough, so children receive different messages about sounds and the spelling of words. Some pupils do not become fluent in a timely way as a result. Leaders have considered ways to deepen pupils' understanding of what they read, as well as widen pupils' vocabulary. However, the weaknesses in subject knowledge of some staff mean that many pupils still do not understand the basic terms introduced to them.

Leaders provide pupils with a personal, social and health curriculum that prepares them well as citizens for the future. Pupils have many opportunities to understand about tolerance and respect for diversity. They learn about religions other than Christianity. However, the curriculum for relationships education is not yet strong enough.

Governors challenge and support school leaders appropriately. They are keen to build on their current links with subject leaders so that the evaluation of curriculums can be more precise. With school leaders, they are mindful of staff's workload. Staff appreciate this and are happy and proud to work in the school.

In discussion with the headteacher, the inspectors agreed that the quality of subject curriculums and accountability of subject leaders for them may usefully serve as a focus for the next inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive annual training but do not receive regular enough updates. They know how to identify and report any concerns about pupils who may be vulnerable. The designated safeguarding lead makes sure that external support is provided at the right level to keep pupils safe.

Recruitment checks are undertaken thoroughly. The school has suitable policies in place to raise awareness among staff and parents about the dangers of sexual harassment, online sexual abuse and sexual violence. Pupils are aware of safeguarding risks.

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

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

- Leaders have curriculums in place but, in some subjects, these need further revision. As a result, pupils are not learning the key concepts nor building effectively on prior learning. Subject leaders need to consider how to build cumulatively towards the knowledge necessary for the next stage of a pupil's journey in education.
- Some pupils with SEND are not able to follow the full curriculum. Their learning is hampered by this. Teaching staff must consider making reasonable adjustments for pupils with SEND so they can follow the curriculum in every subject.
- Sometimes, teachers' subject knowledge is weak. As a result, some pupils receive curriculums that are not specific enough and do not focus on the core content needed. Leaders need to ensure that teachers' subject knowledge is of a high standard.
- Some teachers' expectations are too low. When this happens, pupils' work of a poor standard is accepted. Leaders need to ensure that teachers' expectations are consistently of a high standard.

## **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 school to be good in May 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

<b>Unique reference number</b>	135323
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10240733
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	105
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Joy Allan
<b>Headteacher</b>	Richard Skinner
<b>Website</b>	<a href="http://www.lulworthwinfrith.dorset.sch.uk/">www.lulworthwinfrith.dorset.sch.uk/</a>
<b>Dates of previous inspection</b>	3 and 4 May 2017, under section 5 of the Education Act 2005

## Information about this school

- The headteacher was appointed in September 2017.
- The chair of governors was appointed in September 2021.
- The school is on two sites, with key stage 2 pupils at West Lulworth and Reception and key stage 1 at Winfrith.
- The school does not use alternative provision.
- The school is a voluntary-controlled Church of England school in the Diocese of Salisbury. The previous section 48 inspection took place in November 2016.

## 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 met with the chair of governors, a co-opted governor, the headteacher, the school evaluation partner, staff and pupils.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and physical education.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at the curriculum in some other subjects.
- Inspectors looked at the single central record and discussed case studies of vulnerable pupils with the designated safeguarding lead. They spoke to staff and pupils about the training and education they had received about how to keep safe.
- Inspectors took account of the Ofsted survey, Ofsted Parent View, and the results of the staff and pupil questionnaires.

### **Inspection team**

Kathy Maddocks, lead inspector

Her Majesty's Inspector

Bradley Murray

Ofsted Inspector

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