

Inspection of a good school: Tattershall Holy Trinity Church of England Primary School

Curzon Estate, Tattershall, Lincoln, Lincolnshire LN4 4LD

Inspection date:

14 September 2022

Outcome

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

What is it like to attend this school?

Pupils enjoy attending school and spending time with their friends. Most pupils are polite and kind to each other. However, some lessons and social times are disrupted by poor behaviour. This affects pupils' learning. Some pupils are unsure what bullying is. However, they know that they can speak to adults if they have any concerns. Pupils feel safe.

Pupils do not benefit from a good enough quality of education. Leaders want the best for pupils. Plans to improve the curriculum are at an early stage. Leaders know there is more to do to make sure that pupils learn well.

Pupils are proud to take on extra responsibilities, for example as prefects, play leaders and being part of the 'mini police'. They know that these are important roles. They appreciate how the school council allows them to share their views. Pupils enjoy taking part in competitive sports. They understand the need to keep healthy.

Some parents know who to go to if they are worried about anything. Others do not feel that their children with special educational needs and/or disabilities (SEND) get the help that they need.

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

There have been many recent changes at the school. Most pupils have settled well. Children in early years listen to each other, for example when they talk about what they might do with an apple core. Older pupils enjoy their science lessons. Pupils are encouraged to use the right words to describe how forces act on moving objects.

Leaders are working closely with a partner school to improve their curriculum. They have set out what pupils should know by the end of each unit or year. However, in some subjects, leaders have not identified precisely what pupils need to know and by when. The sequence of learning is not clear in all subjects. As a result, teachers are unable to ensure that pupils build on their prior knowledge when learning new things.

In mathematics, teachers know exactly what they want pupils to learn. Their explanations are clear. They develop and deepen pupils' understanding of key concepts. Children enjoy using their knowledge of number to work out how many would be 'left in the bed' if one rolled out. Younger pupils in key stage 2 can explain why zero is an important place holder. Older pupils successfully read larger numbers and understand the value of each digit. Pupils said that practising what they are learning really helps. They know more and remember more. During these lessons, expectations are high for all pupils, including for those with SEND.

Leaders introduced a new phonics scheme last year. All staff received training. Pupils are provided with high-quality reading books which are well matched to their ability. However, there is not yet a consistent approach to teaching the sounds that letters make. Misconceptions are not always addressed. Sometimes, they are reinforced by the adults. This is particularly true for pupils who are at the early stages of learning to read. Leaders are developing the reading culture within school and many pupils said that they enjoy reading. However, pupils do not have enough knowledge about books to discuss their favourite authors or books they have read.

While most pupils behave well, some struggle to be respectful towards others. Leaders have very recently implemented a new behaviour policy. Staff have been trained in the new approach. Teaching staff appreciate the support they have received to help them manage pupils' behaviour. However, this approach is not yet consistently used by all adults in school. Expectations of pupils' behaviour are not yet high enough. Leaders know that there is still work to do to ensure that their actions bring about the change that is needed.

Leaders have developed strong links with the wider community. Pupils value the 'open the book' assemblies delivered by the church. However, leaders have not yet ensured that all pupils develop a good understanding of equality. Pupils appreciate the visitors who come into school from the local Royal Air Force base. Leaders have ensured that there is a strong pastoral team in school to support pupils and families when they need help.

Leaders appreciate the support they receive from the trust and the diocese. Staff are proud to work here and feel well cared for by each other and by leaders. They said that leaders are considerate of workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Pupils said that they usually feel safe in school, and most parents agree. Some pupils told inspectors that, occasionally, the behaviour of others worries them. Pupils know what to

do if something is worrying them and said that they are supported. Pupils are taught how to keep themselves safe.

Leaders have ensured that all staff have been well trained in safeguarding matters. As a result, staff know how to spot the signs that a pupil may be at risk of harm. Occasionally, leaders do not record all their actions in response to safeguarding concerns raised. This leads to gaps in some pupils' safeguarding records.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not yet sequenced in all subjects. Pupils do not always have the chances that they need to revisit what they learned before and build on it. Leaders and other staff should identify the most important content that they want pupils to learn and when. They should check that pupils recall learning and have the chance to deepen their knowledge.
- Leaders have not yet embedded a consistent approach to the teaching of phonics. Pupils who find reading difficult do not get the right help to read accurately or fluently. Leaders should ensure that all staff use their subject knowledge with precision. They should make sure that pupils' misconceptions are consistently addressed. Leaders must ensure that pupils get the right help and are able to practise reading regularly.
- The new behaviour policy is not yet implemented consistently. Some staff do not always have high expectations of pupils' behaviour. Sometimes, pupils do not receive timely support to help them manage their behaviour. Pupils' behaviour disrupts learning for others. Sometimes, the action taken by leaders is not recorded sufficiently well. Leaders must ensure that all staff have consistently high expectations. They should make sure that pupils always get the help that they need. Leaders must ensure that all actions are recorded accurately to provide them with insight into any patterns or trends in behaviour that will allow them to reduce the number of incidents further still.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Tattershall Holy Trinity Church of England Primary School, to be good in March 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.

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	145436
Local authority	Lincolnshire
Inspection number	10240142
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	101
Appropriate authority	Board of trustees
Chair of trust	Jackie Waters-Dewhurst
Executive Headteacher	Stephanie Liley
Website	www.holytrinitytattershall.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Tattershall Holy Trinity Church of England Primary School converted to become an academy in April 2018.
- This is a Church of England school. The last section 48 inspection of this school took place in May 2019.
- There has been a significant turnover of staff. Three of the five teachers were new to the school in September 2022.

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 executive headteacher, the head of school and other leaders.
- The lead inspector met with two members of the trust, including the chair of the board of trustees. She met with the chair of the local council. She also spoke with a representative of the diocese.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and science. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at a sample of pupils' work. They also looked at the curriculum plans for history, geography and art and design.
- Inspectors spoke with parents. Account was taken of the responses to Ofsted's online questionnaire, Parent View. Inspectors also spoke to groups of pupils and staff.
- The lead inspector met with leaders to discuss safeguarding. Inspectors met with staff to discuss their understanding of the safeguarding risks and reviewed the school's procedures to keep pupils safe. Inspectors considered documentation relating to safeguarding, the school's single central record and the system for undertaking checks on new staff.

Inspection team

Heidi Malliff, lead inspector

Ofsted Inspector

Phil Abbott

Ofsted Inspector

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