

Inspection of a good school: Pollyplatt Primary School

School Lane, Scampton, Lincoln, Lincolnshire LN1 2TP

Inspection date: 20 October 2022

Outcome

Pollyplatt Primary School continues to be a good school.

What is it like to attend this school?

Pollyplatt Primary School is warm and friendly. Pupils enjoy attending. They are happy and feel safe.

Leaders and staff have high expectations of pupils' behaviour and achievement. The school has a calm, orderly and purposeful atmosphere. Pupils behave well and are respectful to each other and to adults. Behaviour is positive in lessons and around the school site. Pupils say that bullying is rare. They trust staff to resolve incidents quickly.

The school is inclusive. Leaders have high aspirations for all pupils, including those with special educational needs and/or disabilities (SEND). Staff commit to knowing each pupil individually. Pupils are well looked after.

Pupils benefit from a wide range of extra-curricular activities, including sports, gardening and coding club. They enjoy making a positive contribution to the life of the school. For example, they contribute as members of the school council or as 'value captains', playground leaders, junior road safety officers and 'eco warriors'. Many pupils said that being school leaders allowed them to 'help the school, the environment and people in need'.

Parents and carers are overwhelmingly positive about the school. A common view from a parent was, 'Pollyplatt is where children thrive and feel safe.'

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

Leaders have designed a broad and balanced curriculum. It centres on the school's three golden threads: for children to become explorers, active learners and critical thinkers. Leaders have thought about the important knowledge that they want pupils to learn and remember in most subjects. Teachers have strong subject knowledge.

In most subjects, the curriculum has been carefully planned and is suitably ambitious. Leaders want pupils to be subject experts, such as 'mathematicians in mathematics and historians in history'.

The history curriculum is a strength of the school. It is logically ordered so pupils build on what they know. Teachers regularly check what pupils have learned and recap their previous learning. Lessons start by considering 'Where have we been and where are we going?' Pupils understand chronology and can explain what came before Anglo-Saxons with confidence.

In mathematics, pupils are provided with many opportunities to recall key facts and use appropriate vocabulary. Teachers encourage pupils to discuss their thinking and reasoning with each other. Pupils work well in pairs and independently.

The curriculum has been designed to cater for mixed-age classes. In most cases, this is effective. However, some teachers do not consistently set work that is demanding enough. This means that pupils do not learn the curriculum as well as they could.

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. Frequent and accurate assessments mean that pupils who might fall behind are easily spotted. Teachers fill knowledge gaps quickly through extra phonics sessions. Pupils become capable readers who love books.

All pupils study the same curriculum, including those with SEND. Staff know these pupils well. They identify their needs and share appropriate information. Staff adapt the curriculum to help these pupils achieve. Additional adults provide the tailored support that is required. Relationships between staff and pupils are very positive.

Leaders have high expectations of pupils' behaviour. Pupils benefit from clear structures and routines. Their behaviour and attitudes to learning are consistently positive. Pupils are polite and courteous.

Leaders provide a wide range of experiences to enhance pupils' personal development. Pupils have a good understanding of diversity. They respect difference. Pupils told inspectors that 'all are welcome here'. Pupils learn how to be resilient and confident.

The governing body has a broad range of skills and experience. It supports and challenges leaders effectively. Leaders engage well with their staff. They provide regular training and consider staff's well-being and workload. Staff say that they are proud and happy to work at Pollyplatt Primary School.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff are well trained to recognise the signs that might indicate a concern. They know the procedures to follow if they are worried about a pupil.

Safeguarding leaders are knowledgeable about safeguarding risks in the local area. They liaise well with external agencies when a pupil needs extra help to keep safe.

The curriculum helps pupils to know how to keep themselves safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of lessons, teachers do not set work that is demanding enough. This means that pupils do not learn the curriculum as well as they could. Leaders should ensure that teachers consistently set work that is sufficiently demanding.

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 second ungraded inspection since we judged the school to be good in November 2011.

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	120472
Local authority	Lincolnshire
Inspection number	10211556
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	100
Appropriate authority	The governing body
Chair of governing body	Lesley Wolsey
Headteacher	Samuel Jackson
Website	https://pollyplattprimary.co.uk/
Date of previous inspection	4 October 2016, under section 8 of the Education Act 2005

Information about this school

- The school uses no 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 leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, other school leaders and members of the governing body.
- The inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to groups of pupils about their learning and looked at samples of pupils' work. An inspector listened to pupils in Years 1 and 2 read to a member of staff.
- An inspector reviewed the school's systems for keeping pupils safe. A meeting was held with the designated safeguarding lead. The lead inspector scrutinised the school's single central record.

- The inspectors observed pupils' behaviour in lessons and around the school site during playtime.
- The inspectors spoke with groups of pupils and staff. The lead inspector considered the responses to Ofsted Parent View, Ofsted's online survey, and the staff survey.

Inspection team

Dawn Ashbolt, lead inspector

His Majesty's Inspector

John Spragg

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022