

Inspection of a good school: The Potterhanworth Church of England Primary School

Main Road, Potterhanworth, Lincoln, Lincolnshire LN4 2DT

Inspection date:

30 March 2023

Outcome

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

What is it like to attend this school?

This is a happy and nurturing school. Staff know their pupils well. Relationships between adults and pupils are positive. As one pupil said, 'All the teachers at school are very considerate and help us with all our worries.' Pupils are polite. They hold doors open for everyone and care for each other. The school lives out its vision to prepare pupils for a 'life full of opportunities, excitement, learning and respect'. This is an inclusive school.

Pupils behave well in lessons and at social times. Learning is not disrupted by others. Pupils understand and value the 'Warning, Chance and Action' behaviour system. Pupils highly value the reward systems. As one pupil said, 'It is an exciting school, and we do lots of cheering on of each other when we do well.'

Pupils enjoy playtimes. They use different equipment that supports their play and helps them to lead a healthy lifestyle. They say that bullying is rare and when it does happen, staff deal with any issues swiftly. Pupils look forward to a range of enrichment activities, such as a 'Mental Health Workshop' and the local history 'Wow and Time to Shine' visits. They enjoy being part of the school and the Collective Worship Council.

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

Leaders have prioritised reading across the school. Staff are well trained in phonics. The school's approach ensures that the books pupils read foster a love of reading. Pupils have access to a wide range of texts. This ensures that all pupils read a variety of genres. Books are mostly well matched to the pupil's ability. Regular assessments are in place to move pupils on to the next stage in their reading when they are ready. This ensures that they support pupils well to read fluently and confidently. Pupils value their reading and describe it as 'really good to escape into another world'.

Leaders have designed the curriculum around the 'golden threads' of oracy, diversity and independence. Teachers use recall activities to support pupils knowing more and remembering more. Leaders have ensured that knowledge they want pupils to know is carefully mapped out. However, in some lessons it is unclear what key knowledge teachers want pupils to learn. Leaders have not ensured that assessment is always used well in some subjects. For example, in a mathematics lesson on reading time, it was unclear if there had been sufficient checks to assess prior knowledge or the required learning. As a result, some pupils do not achieve as well as they could.

Pupils say their learning 'is built upon'. They appreciate the opportunity to build on previous learning. Pupils use the curriculum topic 'Road Maps' and 'Six Big Questions' to support them in learning new knowledge. Most pupils achieve well. Occasionally, repeated spelling and grammatical errors are not identified. As a result of these errors, some pupils do not achieve as well as they could.

The early years curriculum is well sequenced and ambitious. Children are enthusiastic and get off to a strong start to their school life. Children play and learn in a secure and welcoming environment. The outdoor areas have been carefully designed to support the delivery of the curriculum. Staff work well between different phases to ensure that children have a smooth transition.

Leaders have ensured that there are clear routines. These are well established. Low-level disruption is rare. Pupils value and celebrate diversity and difference. They can describe the importance of British values. Pupils learn about different world faiths. They learn about a range of different cultures and countries. This extends their understanding of the world and prepares them well for life in modern Britain.

Leaders are knowledgeable about special educational needs and/or disabilities (SEND). Pupils with SEND have their needs spotted quickly and receive support. The inclusive curriculum supports pupils with SEND. Staff use different interventions and adaptive teaching strategies to meet the needs of these pupils.

Governors have a clear and comprehensive view of the school. They fulfil their statutory duties. They have clear roles and responsibilities and have had appropriate training. They prioritise staff well-being and know the next steps for the school to improve further.

Staff are overwhelmingly positive about the school. They all share the same high ambition for every pupil to succeed. They value leaders, particularly the headteacher, and the school's teamwork approach.

Parents and carers are extremely positive about the work of the school. As one parent said, 'I feel my voice is valued as a parent and am very lucky to have such a wonderful and nurturing school for our children.' Nearly all would recommend the school to others.

Safeguarding

The arrangements for safeguarding are effective.

Leaders always prioritise safeguarding in the school. All staff and governors have received comprehensive up-to-date training. They understand the importance of their responsibilities. The single central record is clear and checked regularly by leaders and governors. Safer recruitment checks are thorough. Safeguarding records are comprehensive and demonstrate clear and robust actions.

Pupils say that they feel safe and can approach any staff if they have a concern. Leaders ensure that the curriculum teaches pupils to stay safe and understand risk. This includes the importance of staying safe when they are online and with road and water safety. Pupils value these learning experiences.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes in lessons, teachers do not check pupils' prior knowledge before they engage pupils in the planned learning. This can mean that some pupils do not build upon what they already know and do not achieve as well as they could. Leaders should ensure that teachers use appropriate checks in lessons, so they can adapt their teaching to address any gaps in pupils' learning.
- The school has rightly identified the key vocabulary that pupils need to learn using the school's 'Road Maps' for each curriculum area. At times, incorrect spelling, punctuation and grammar are not corrected. Consequently, pupils do not acquire the knowledge and skills that they need. Some do not write with precision. Leaders must ensure that teacher's expectations of the accuracy of spelling, punctuation and grammar is higher and that pupils are taught the knowledge and skills needed to write with fluency and accuracy.

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 October 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.

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	120534
Local authority	Lincolnshire
Inspection number	10241701
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	130
Appropriate authority	The governing body
Chair of governing body	Richard Gilding
Headteacher	Debbie Challinor
Website	www.potterhanworth.lincs.sch.uk
Date of previous inspection	12 September 2017, under section 8 of the Education Act 2005

Information about this school

- The school uses no alternative provision.
- The school is part of the Diocese of Lincoln. The most recent section 48 inspection of The Potterhanworth Church of England Primary School, which is an inspection of the school's religious character, took place on 22 September 2017. 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.
- Since the last inspection, the school has taken over the governance and leadership of Potterhanworth Pre-school catering for children aged two to four years. This is under Section 27 of the Education Act 2002. The pre-school was included in the routine inspection activities.

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 held meetings with the headteacher, the senior teacher, the early years and foundation stage and pre-school leaders, curriculum leaders and the special educational needs coordinator. They also met with a range of other staff.
- The inspectors carried out deep dives in three subjects: early reading, mathematics and science. For each deep dive, the inspectors met with subject leaders, visited lessons, looked at pupils' work and met with teachers and pupils. One inspector listened to pupils read. An inspector also looked at curriculum documentation for religious education and history and reviewed a variety of school policies.
- An inspector met with representatives of the governing body, including the chair of governors and reviewed minutes of some governor meetings. The lead inspector also spoke with a representative from the local authority on the phone.
- The inspectors visited collective worship and observed pupils during breaktime and lunchtime.
- An inspector met with the school's safeguarding leaders and reviewed the single central record. An inspector also reviewed school documents concerning safeguarding, safer recruitment, and behaviour and attendance.
- An inspector reviewed the responses to the Ofsted Parent View survey, including the free-text comments and considered the responses to Ofsted's staff survey.

Inspection team

Jon Brown, lead inspector

Ofsted Inspector

Jayne Ashman

His Majesty's Inspector

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