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Judith Bentley
Headteacher
Heckington St Andrew's Church of England School
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Dear Mrs Bentley

Requires improvement monitoring inspection of Heckington St Andrew's Church of England School

This letter sets out the findings from the monitoring inspection of your school that took place on 4 May 2023, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school has received two successive judgements of requires improvement at its previous graded (section 5) inspections.

During the inspection, I discussed with you and your assistant headteacher, governors and the local authority the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also visited lessons, met with teachers and pupils, looked at pupils' work and scrutinised a range of documents. I have considered all this in coming to my judgement.

Heckington St Andrew's Church of England school continues to require improvement. Leaders have made progress to improve the school, but more work is necessary for the school to become good.

The school should take further action to:

- ensure that assessment consistently assists teachers in determining clear next steps for pupils in the wider subject areas.

Main findings

Since the last inspection, there have been changes to the senior leadership team. Two key stage leaders were appointed in January 2023. This has increased the capacity of leaders to make the necessary improvements.

You and your leaders acted quickly to address some of the areas for improvement identified during the last inspection. You have sought the advice from an education specialist and have worked hard to implement the changes required. You have ensured that the curriculum, including reading, is well sequenced and builds on the knowledge pupil should know over time. Teachers say that the changes to the curriculum have helped them to plan their lessons, as they now know what has been taught previously and what is coming next. Not all wider subjects are planned from the early years.

Leaders have reviewed how they promote reading for pleasure to all pupils. They have purchased new books. They have mapped out the texts they want each year group to listen to or read each year. Leaders are now working on developing reading areas for all classes.

Leaders have ensured that, in lessons, pupils have regular opportunities to think about knowledge they have learned previously. Training on how pupils learn has helped teachers understand how best to help pupils to retain knowledge. This is having a positive impact in terms of pupils knowing and remembering more of what they learn. However, the use of assessment in the foundation subjects does not yet help teachers to identify what pupils need to learn next. Leaders have identified those pupils who have been adversely affected by the pandemic. They have ensured that these pupils receive the support they need to catch up.

Pupils speak confidently about their learning. They are beginning to make connections between their current and previous learning. For example, pupils understand that their knowledge of units of time can help them with mathematical word problems. Pupils use key vocabulary and understand that the different sections of their lessons encourage them to think more deeply.

Leaders have sought specialist advice to improve the provision for pupils with special educational needs and/or disabilities (SEND). They have started to introduce pupil passports, the aim of which is to provide information about pupils' additional needs and the support that will best help them to learn. These passports are not yet in place for all pupils with SEND. Leaders have ensured that teachers have received training on how to make these pupils' targets more precise. Teachers ensure that the activities they set pupils with SEND match what they want these pupils to learn. They are beginning to adapt their teaching to meet the needs of all pupils with SEND.

Leaders and those responsible for governance have an accurate view of the strengths of the school and the areas for improvement. Governors have supported leaders to improve the quality of education. There are robust plans in place to ensure that leaders continue

to make the required improvements. Governors monitor these plans to check the impact of leaders' actions.

Leaders value the support of representatives of the local authority who have assisted with curriculum development and implementation, subject leadership and the early years provision.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of the Church of England, the Department for Education's regional director and the director of children's services for Lincolnshire. This letter will be published on the Ofsted reports website.

Yours sincerely

Anita Denman
His Majesty's Inspector