

Inspection of a good school: Tattershall Primary School

Clinton Park, Tattershall, Lincoln, Lincolnshire LN4 4QZ

Inspection dates: 4 May 2023

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. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

This school sits at the heart of its local community. Decisions taken by leaders always consider what is in the best interests of the pupils. Parents repeatedly praise the school for the care shown to their children. As one parent typically explained, 'This school puts the children at the centre of everything it does.'

Pupils attend school well and feel safe. They enjoy being with their friends. They often demonstrate the school's values, for instance by being kind or working together as a team. Pupils nominate their peers as 'values champions'.

Pupils know how to behave well, and most do. However, a small number of pupils sometimes disrupt the learning of others. Most pupils say that bullying is not an issue in school, although some are uncertain about what bullying means.

Pupils know that staff want them to do well. Most pupils are keen to engage with their learning. They love receiving 'success stars' for their positive achievements. However, the curriculum is not planned and implemented consistently well in every subject.

A wide range of enrichment activities develop pupils' talents and interests. Pupils talk excitedly about taking part in sports and music clubs, visiting local attractions or performing at the Royal Albert Hall.

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

Leaders know the school's strengths well and understand exactly what needs to get better. They are working with staff to review the school's curriculum. These actions have had a positive impact on some subjects, including reading and mathematics. However,

adjustments to school leadership responsibilities have slowed the pace of this important work.

Making sure that pupils can read well is a high priority. A consistent approach to teaching phonics has made a positive difference. Children in the early years follow well-established routines to secure their knowledge of letters and sounds. Pupils read books that are well suited to their phonic knowledge. They use their skills effectively to decipher unfamiliar words. Some children in the early years provision follow a modified phonics programme that is appropriate to their needs.

Leaders have introduced a new strategy to promote pupils' ongoing love of reading. Pupils are getting better at analysing texts. Leaders intend to increase the variety of genres and authors that pupils read. However, this approach is not yet embedded. Pupils in key stage 2 enjoy choosing books from the school's newly stocked library.

In mathematics, pupils learn new knowledge in a logical order. They revisit what they know already. Children in the Reception Year count to 20 with confidence. Older pupils use their mathematical reasoning and problem-solving skills accurately to answer questions. Occasionally, pupils make mistakes that teachers do not spot or their work lacks ambition.

Curriculum reviews in other subjects are at different stages of development. In some subjects, leaders have spotted missing knowledge and included it in their subject plans. However, in other subjects, leaders are still identifying exactly what pupils must learn. This has led to pupils' learning not always following a logical order in these subjects. They struggle to remember what they have learned. Curriculum leaders do not always check closely enough that teachers are delivering the intended curriculum.

Leaders have high expectations of all pupils, including pupils with special educational needs and/or disabilities (SEND). They identify obstacles that could hinder pupils' learning and try to resolve these. Most pupils enjoy learning and want to do well. Leaders provide support to a small minority of pupils who need help to improve their behaviour. Pupils are rarely suspended from school.

Leaders take every opportunity to broaden pupils' horizons and develop their character. Pupils visit the local pantomime and cinema. They learn to play a brass instrument and pupils in key stage 2 enjoy swimming lessons during the summer term. Pupils enjoy roles as well-being ambassadors, play leaders and water bottle monitors. They share teddies with pupils whose parents are posted away from home due to being in the armed forces. One pupil spoke for others by saying, 'School helps us think about what life will be like when we grow up.'

Staff work together closely as a team. They say leaders listen to them and value their views. Staff appreciate how leaders work with them to find solutions when they have a lot of work to do.

Governors support leaders well, particularly during this period of leadership and staffing changes. They are well informed about leaders' work to improve the school. However,

they are not always sharp enough when holding leaders to account. Leaders benefit from guidance from the local authority on what needs to get better.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know the pupils well and appreciate the issues their families may face. When necessary, leaders work closely with external organisations to get pupils the right support, often before a concern escalates. Leaders carry out appropriate checks before adults start working at the school.

Staff are alert to any signs that pupils' circumstances may have changed. They know how to report their concerns promptly.

Pupils have adults at school who they can talk with. They know how to stay safe online, near to water or a road, or if there is a fire.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some non-core subjects, leaders have not identified precisely enough the subject knowledge that pupils need to know and when they learn it. As a result, pupils do not always learn the key knowledge and skills they need at the right time. They struggle to recall what they have learned or make links to what they know already. Leaders should ensure that curriculums in these subjects are coherently planned across all years, so that teachers deliver these subjects consistently well.
- Some leaders have recently taken over responsibility for a specific subject or a particular aspect of the school. These leaders are only just beginning to develop the knowledge and skills they need to carry out their new roles effectively and with confidence. Leaders need to ensure that staff who have new leadership responsibilities have the necessary knowledge and skills to be effective in their roles.
- Governors' oversight of the school is not as sharp as it should be. While they are knowledgeable about the school, they do not always challenge leaders sufficiently well about their work to improve the school. Governors also lack knowledge about some key aspects for which they are responsible, for example the Equality Duty 2010. Governors need to ensure that they have the necessary knowledge and expertise to hold leaders closely to account.

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 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	120493
Local authority	Lincolnshire
Inspection number	10286993
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	138
Appropriate authority	The governing body
Chair of governing body	Gillian Shaw
Headteacher	Catherine Richardson (Interim headteacher)
Website	www.tattershallprimary.lincs.sch.uk
Date of previous inspection	8 March 2018, under section 8 of the Education Act 2005

Information about this school

- The interim headteacher, who was previously the school's deputy headteacher, took up the role in January 2021. She is also the school's designated safeguarding leader. The interim deputy headteacher was appointed at the same time.
- A new headteacher has been appointed to join the school in September 2023.
- Most of the school's governors have been appointed to their positions since the previous inspection.
- The school does not make use of the services of any alternative providers.

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 interim headteacher, the interim deputy headteacher and other school leaders.

- The lead inspector met with the chair of the governing body and spoke with a representative of the local authority on the telephone.
- Inspectors did deep dives in three subjects: reading, mathematics and geography. For each deep dive, inspectors met with leaders to discuss the curriculum, visited a sample of lessons, and considered pupils' work. They spoke with pupils and teachers. The lead inspector listened to some pupils in Year 1 and Year 2 read with an adult.
- Inspectors met with groups of pupils. They spoke with pupils informally and observed the behaviour of pupils during social times.
- Inspectors evaluated the effectiveness of safeguarding arrangements by reviewing the school's record of pre-employment checks, holding discussions with leaders, staff and pupils and reviewing documentation relating to safeguarding.
- Inspectors took note of the responses to the online survey, Ofsted Parent View, and Ofsted's staff and pupil surveys. Inspectors also spoke with some parents at the start of the school day.
- Inspectors reviewed a range of documentation, including the school's self-evaluation audit and school improvement plan. They considered information about behaviour, pupils' attendance and the wider curriculum.

Inspection team

Rachel Tordoff, lead inspector

His Majesty's Inspector

Lea Mason

Ofsted 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 2023