

Inspection of Market Deeping Community Primary School

Willoughby Avenue, Market Deeping, Lincolnshire PE6 8JE

Inspection dates: 30 and 31 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are flourishing at Market Deeping Community Primary School. It is a safe, happy place. Pupils get the right support at the right time. Pupils say, 'The teachers are always there for you, whatever you need.'

Four core values are woven into the fabric of the school. Pupils strive to be 'confident communicators', 'resilient learners', 'aspirational citizens' and 'community champions'. The school has ensured that every subject contributes towards the achievement of these aims.

Pupils are well behaved. They are cheerful and polite. They open doors for one another, and they play nicely on the playground. They like being rewarded for showing skills that are linked to the school's values.

Pupils enjoy the wide range of extra-curricular experiences that are available to them. Pupils told inspectors, 'There are so many opportunities for us and so many great things to do.' Pupils are particularly passionate about 'LEGO Club'. They are proud of all the trophies they have won for designing, constructing, and programming robots.

Parents and carers are unanimous in their appreciation of the school. They recognise the high-quality education and care that their children receive. They praise the support given to pupils with special educational needs and/or disabilities (SEND).

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

The curriculum at Market Deeping Community Primary School is a real strength. It is rich and ambitious. Curriculum plans set out exactly what pupils need to know at each stage of their education. The school has given careful thought to the sequence of learning in mixed age classes, as well as how subjects build on children's experiences in the early years. However, the curriculum is not yet having the full impact that the school intends. In some subjects, pupils do not remember what they have learned before in sufficient detail.

Staff are experts in teaching pupils how to read. They show pupils how to use their 'blending hands' to combine letter sounds into whole words. Staff go over words that are harder to read and spell. The books that pupils take home to read are matched to the letter sounds they recognise. Older pupils learn how to extract hidden meaning from the texts they read. All classes have timetabled sessions in the school library so that pupils can immerse themselves in a world of books. They listen with bated breath when teachers read to them at the end of each day. Pupils look forward to seeing if their class gets to look after 'Paige the Python', a weekly award for showing a love of reading.

Children in the early years benefit from high-quality interactions with adults. Reception staff take part in imaginary play so they can develop children's

communication and language skills. The early years is enriched by regular forest school sessions.

Staff have good subject knowledge. They model learning well. They make sure that learning is adapted to meet pupils' needs. In physical education (PE) lessons, for example, staff display images alongside activities to remind pupils of the movements they need to do to be good at running, jumping, and throwing. There are consistent, school-wide systems in place for checking on pupils' learning. However, assessment information is not always used to address specific gaps in pupils' knowledge. Occasionally, staff do not pick up on pupils' misconceptions in lessons.

Pupils with SEND thrive. They have full access to the curriculum and the school's wider offer. Staff know how to support pupils with SEND in all subjects. They make sure that learning is tailored to meet their specific, individual needs.

There are effective procedures in place for managing and improving attendance. The school intervenes early if pupils have too much time off school.

The school's personal development offer is equipping pupils well for their lives beyond the classroom. Pupils know how to stay safe online. They understand why it is important to exercise often and make healthy eating choices. Pupils make good use of playground equipment to be physically active at break times. All pupils can represent the school in one of its numerous sports teams. They can also take on leadership positions, such as anti-bullying ambassadors. Pupils have a well-developed understanding of British values. However, their knowledge of world faiths is less secure.

Staff value the supportive ethos at the school. They appreciate the consideration that is given to their workload and well-being. They benefit from time to carry out their subject leadership roles.

The school is well led. It is ably supported by a very effective governing body.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has a rich and ambitious curriculum. However, in some subjects, pupils do not have a secure grasp of the important content they need to remember. The school must refine its systems for checking on learning so that any gaps in pupils' knowledge are addressed, and pupils gain the deep and detailed understanding of the curriculum that is intended.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	120398
Local authority	Lincolnshire
Inspection number	10288314
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	318
Appropriate authority	The governing body
Chair of governing body	Sue Bryars
Headteacher	Mark Ratchford
Website	www.mdcg.org.uk
Date of previous inspection	21 and 22 January 2020 under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, science, history, and PE. For the deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- Inspectors also discussed the curriculums for religious education and music.

- Inspectors met with the headteacher, the deputy headteacher, subject leaders and a sample of teaching and support staff. Inspectors met with the leaders with responsibility for pupils with SEND, behaviour, attendance, and personal development.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils, and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, the school development plan, and documentation relating to behaviour, attendance, and governance.
- The lead inspector listened to a sample of pupils in Years 1, Year 2 and Year 3 read to a familiar adult. Inspectors met with groups of pupils from across the school.
- The lead inspector met with governors, including the chair of the governing body. He also spoke with a representative of the local authority.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and the results of the Ofsted staff survey.

Inspection team

Shaun Carter, lead inspector

His Majesty's Inspector

Elizabeth Mace

Ofsted Inspector

Ian Toon

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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