

Inspection of The St Gilbert of Sempringham Church of England Primary School, Pointon

West Road, Pointon, Sleaford, Lincolnshire NG34 0NA

Inspection dates: 23 and 24 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 Good

What is it like to attend this school?

St Gilbert of Sempringham Church of England Primary School is caring and inclusive. The school has high expectations of what pupils can achieve. Pupils say that teachers help them to learn new things. Pupils have positive attitudes to their learning. In lessons, they work well together.

There are clear routines that pupils follow. This ensures that the school is calm and orderly. Pupils behave well in lessons and at playtimes and lunchtimes. During playtime, they enjoy playing different games together.

Pupils feel safe in school. There are positive relationships between staff and pupils. Pupils know they have staff in school they can talk to if they have any concerns. Many pupils spoke positively about how the school has supported them. Bullying is rare. Pupils are confident that the school would deal with any issues if they did occur.

Pupils enjoy taking part in the school council. They know that the school will listen to their ideas to improve the school. Many pupils enjoyed being part of the school choir last term. The school has listened to pupils' views about the extra-curricular activities they would like. The school is planning to introduce these extra-curricular activities soon.

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

The school has created an ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). The curriculum is well-planned. The knowledge that the school wants pupils to learn is clearly detailed. This supports staff in delivering the curriculum well.

Teachers have secure subject knowledge. They explain new information clearly. They question pupils well to check their understanding and to address any misconceptions. In lessons, staff recap prior learning. This supports pupils in remembering what they have learned. In mathematics lessons, teachers ensure that pupils have time to practise multiplication tables. This helps pupils to recall these fluently. The activities that teachers use in lessons support pupils in learning the curriculum. Pupils achieve well in most subjects.

Sometimes, teachers do not check that pupils use correct punctuation and spelling or present their work well. This means some pupils repeat punctuation and spelling mistakes and do not always produce high-quality work. This means sometimes, some pupils do not achieve as well as they could.

The school has ensured that a clear process for identifying the needs of pupils with SEND is in place. Staff get clear information about how to meet the needs of these pupils. They support pupils with SEND well in lessons. SEND pupils access the same work as other pupils. They progress well through the curriculum.

The school has prioritised reading. Children start learning to read as soon as they start school. Staff are well trained. Pupils quickly learn the letters and sounds they need to read. Pupils who need extra help get daily support. Most pupils develop their confidence and fluency in reading. All pupils have daily guided reading and story times. This helps to develop pupils' vocabulary and a love of reading.

In Reception and Nursery, children learn in a settled and secure environment. They follow clear routines. They play and learn well together. Staff ensure that children develop their communication and language skills well. Children enjoy listening to stories and singing songs. The activities that the children do support their learning. For example, children learned about capacity and used containers in the water tray to reinforce their learning.

Staff have high expectations of how pupils should behave. Most pupils meet these expectations. Pupils show respect for each other and staff. Lessons are rarely disrupted. Staff support the few pupils who sometimes struggle to manage their behaviour effectively. Staff work well with families to address any barriers to regular attendance.

Pupils understand fundamental British values. They have meaningful opportunities to learn about democracy. Pupils learn about different cultures and religions. They know how to be healthy. Pupils learn about how to stay safe online and in the community. They enjoy taking part in charity fundraising activities. The school does not currently provide a range of extra-curricular activities. This means pupils do not always have opportunities to develop their talents and interests.

Staff are proud to work at the school. They feel well supported and appreciate the many opportunities they get for professional development. Governors provide effective oversight. They have worked hard to ensure that the school has leadership capacity. Some parents feel that the school sometimes needs to communicate better with them. The school is aware of this and is developing ways to enhance communication.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not always check that pupils use correct punctuation and spelling. This means some pupils repeat punctuation and spelling errors. Some pupils do not always produce high-quality work. This means some pupils do not achieve as well as they could. The school should ensure that all teachers model how pupils should present their work and make clear the expectations for using correct punctuation and spelling so that all pupils produce high-quality work.

- The school does not currently provide a range of extra-curricular activities for pupils. This means pupils do not always have opportunities to develop their talents and interests. The school should ensure that it provides a range of opportunities for pupils to nurture and develop their talents and interests.
- Some parents say that the school does not always communicate well with them. The school is aware of this and has started to develop more effective communication with parents. The school should ensure that it continues to improve how it communicates with parents.

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	120606
Local authority	Lincolnshire
Inspection number	10267927
Type of school	Primary
School category	Voluntary aided
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	110
Appropriate authority	The governing body
Chair of governing body	Matt Timings
Headteacher	Sophie Foston
Website	www.stgilbertspointon.co.uk
Date of previous inspection	8 February 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed in September 2023 as an interim executive headteacher.
- The school does not use any alternative provision.
- The school received a section 48 inspection in July 2023.
- The school runs a before and after-school provision.

Information about this inspection

The inspectors 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 met with the interim executive headteacher and the acting assistant headteacher.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum and visited lessons in some other subjects.
- Inspectors visited registration and an assembly.
- 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 met with groups of pupils from a range of year groups, including pupils with SEND.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's staff questionnaires. An inspector spoke with parents at the school gate.
- The lead inspector met with the representative of the local authority.
- The lead inspector met with governors including the chair of governors.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

Liz Moore

Ofsted Inspector

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