

# Inspection of The Holbeach William Stukeley Church of England Voluntary Aided Primary School

Spalding Road, Holbeach, Spalding, Lincolnshire PE12 7HG

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Inspection dates: 30 April and 1 May 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

The school is a happy and caring place. Pupils enjoy learning here. Many parents said that their child loves coming to school. The school's '4 R's' principles (respect and care for ourselves, each other, the environment and our learning) are understood by all pupils. They said they help them to behave, treat others well and learn well.

There are positive and supportive relationships between staff and pupils. Pupils are polite and well-mannered. Most pupils have positive attitudes to learning. They show respect to each other. At playtime and lunchtime, pupils enjoy playing different games. Staff and pupil-playground leaders help to organise these. This helps pupils to develop their social skills.

Pupils feel safe in school. They know they can talk to a range of staff if they have any worries. They can also go to pupil well-being champions for support. Pupils benefit from an excellent personal development programme. They have many opportunities to contribute to the school and to develop their character. Pupils can be eco-warriors, reading rascals, reading buddies and part of the school council. Many pupils are proud to take on these roles. Many pupils also enjoy attending after-school clubs such as 'dotty art', dodgeball and football.

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

The school has designed a broad and ambitious curriculum for all pupils. The knowledge and vocabulary that pupils should learn has been carefully planned in most subjects. This helps teachers deliver the curriculum well. The school has ensured that pupils have opportunities throughout the day to improve their handwriting, spelling and recall of number facts. Pupils achieve exceptionally well, particularly in reading and mathematics. In a few subjects, the school has not precisely set out the most important knowledge pupils should learn. When this is the case, some pupils do not learn as well as they could.

Most teachers have good subject knowledge and deliver the curriculum well. They question pupils well to check their understanding. Teachers encourage pupils to debate and discuss key questions in lessons. This helps pupils to build on what they already know. In some lessons, teachers do not always implement the curriculum consistently well. The school is developing the monitoring of how well the curriculum is implemented so that inconsistencies can be addressed. This work is at an early stage.

The school has prioritised reading. Children in Reception start learning phonics as soon as they start school. Staff are well trained. They deliver phonics lessons consistently well. Teachers carefully track how pupils are progressing with their phonics knowledge. Pupils who struggle with reading get regular support. This ensures that gaps in learning are addressed. Pupils have regular story times and

reading lessons. Reading lessons are well-structured to develop pupils' comprehension. Pupils learn to read with confidence and accuracy.

The school supports pupils with special educational needs and/or disabilities (SEND) well. Teachers ensure that these pupils get the support they need to access the curriculum and achieve well. Some pupils with more complex needs get individualised support. This helps them progress well from their starting points.

Children in Reception learn in a secure and nurturing environment. There are clear routines that the children understand and follow. Well-planned activities support children in developing their knowledge and skills. For example, children could confidently talk about the continents, the equator and rainforests. Staff carefully track how well children are progressing in literacy and mathematics. They use this information well to address any gaps in learning. Children are well prepared for key stage 1.

The school has high expectations of how pupils should behave. Pupils meet these expectations. Pupils attend school well. The school ensures that pupils who attend less regularly get the support they need.

The school's provision for pupils' personal development is exceptional. Pupils have an excellent understanding of why fundamental British values and equality are important. They learn about different cultures and religions. Pupils know to treat others with kindness. They learn how to be healthy and how to be safe online. Staff encourage pupils to be 'agents of change'. Pupils enjoy participating in many community events and raising money for charity. Every year, the school plans a 'Stukeley University' event. This gives pupils rich and memorable experiences that develop their talents and interests and enhances the curriculum. For example, pupils experienced a yoga retreat, attended forest school and learned about engineering, animal welfare and baking. Pupils are well-prepared for their next steps.

The school is well-led. Staff are proud to work at the school. They feel well supported. Governors know the school well. They challenge and support leaders effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, the key knowledge pupils should learn is not always clear. As a result, some of the learning activities teachers use do not always support pupils in learning this important knowledge. Some pupils do not learn as well as they could. The school should ensure that the key knowledge pupils should learn is

clear so that teachers can plan activities to help pupils learn this important knowledge.

- At times, the school's monitoring of how well the curriculum is implemented is not as systematic and precise as it could be. This means that inconsistencies in how the curriculum is delivered are not always addressed. The school should ensure that it systematically checks how well the curriculum is implemented to identify exactly what needs to be improved.

## 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

<b>Unique reference number</b>	120596
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10267963
<b>Type of school</b>	Primary
<b>School category</b>	Community Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	312
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Richard Nicholas
<b>Headteacher</b>	Peter Bellamy
<b>Website</b>	<a href="http://www.williamstukeley.lincs.sch.uk">www.williamstukeley.lincs.sch.uk</a>
<b>Date of previous inspection</b>	21 February 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is a member of the Stukeley Federation.
- The headteacher was appointed in April 2024. He is an executive headteacher in the federation.
- The school does not use any alternative provision.
- The school received a section 48 inspection in October 2023
- The school runs a breakfast club.

## 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 executive headteacher and the assistant headteacher.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, English 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 collective worship.
- 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 pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's staff and pupil questionnaires. An inspector spoke with parents at the school gate.
- The lead inspector met with governors including the chair of governors.
- The lead inspector spoke with a representative for the local authority and the diocese.

## **Inspection team**

Paul Halcro, lead inspector	His Majesty's Inspector
Tim Leah	Ofsted Inspector
Jackie Thornalley	Ofsted Inspector

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