

Inspection of a good school: Wootton St Andrew's C of E Primary School

6 High Street, Wootton, Lincolnshire DN39 6SG

Inspection dates:

27 November 2019

Outcome

Wootton St Andrew's C of E Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy. They enjoy coming to school. The headteacher and governors are proud of their small, calm, peaceful school. Staff, parents and pupils describe Wootton St Andrew's as 'one big happy family'.

Pupils, staff and volunteers get on well together. Pupils of all ages are sensitively supported to work and play together with respect and care. They enjoy being together in mixed-age classes. Just before lunch was served, all staff and pupils joined together in saying their school prayer. It made everyone smile.

Staff encourage pupils to do their best and to learn new things. Pupils enjoy many trips and activities. These help to bring their learning to life. Staff reward pupils' good behaviour. Pupils love to receive special rewards and certificates, especially from the headteacher.

Pupils are kind to one another. They play well together. Pupils enjoy the sporting events and activities that staff organise. They said that bullying does happen, but it is dealt with quickly by the adults.

Relationships with parents and carers are very strong. They value the dedication of the headteacher and her hardworking staff. Most pupils attend regularly.

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

Pupils are keen to learn. Leaders have thought carefully about what pupils need to learn and in what order. Teachers follow plans that are sequenced to help pupils to gain secure knowledge and skills. It is clear from the actions already taken that leaders are making similar improvements across all subjects. Teachers' assessment in other subjects is also improving. At times, teachers do not challenge pupils sufficiently well. This limits the depth of learning.

Leaders prioritise reading. This is especially true in the Reception class. Staff are developing their understanding of the phonics programme. They are clear about what they expect pupils to know and do each term. Well-trained staff provide extra help to the small number of pupils who need to catch up quickly. By the end of Year 1, almost all pupils are confident readers. In the older classes, pupils deepen their reading skills as they study a wide range of good-quality books. Staff are united in encouraging pupils of all ages to develop a love of reading.

In mathematics, teachers plan effectively to meet the needs of all pupils. This includes pupils with special educational needs and/or disabilities (SEND). The mathematics leader provides training and support for staff. This has resulted in a well-sequenced, consistent approach to teaching mathematics throughout the school. Pupils from a range of classes told inspectors how much they enjoy mathematics and feel confident in lessons. The work in their books is accurate. Some pupils did say they would 'like to have harder work in mathematics'.

Pupils with special educational needs and/or disabilities (SEND) receive effective support. Staff help pupils to enjoy and take part in all subjects. Teachers adapt plans and tasks appropriately. Pupils' work shows how well they are supported to achieve. Leaders make sure that all pupils can take part in all the activities on offer, including the after-school clubs.

Staff promote pupils' wider development well. There is a range of breakfast and after-school clubs. The school takes part in many local events. This includes pupils leading local church services and the choir singing at weddings and in regional competitions. Teachers make sure that pupils know about a range of faiths and cultures found in modern Britain. The school motto of 'Love, Joy, Trust' underpins the ethos of the school and the vision leaders have for the educational opportunities they want to provide for all pupils.

Children get off to a good start in the Reception class. Staff communicate well with pre-school providers during the summer term. 'Transition' visits help children to be ready to learn from day one at the school. There is a strong emphasis on phonics, reading and mathematics. Staff plan interesting and exciting activities that meet the needs of all children. Parents praise the teaching and care that their children receive.

The headteacher and governors provide effective leadership of the school. They fulfil their statutory obligations. They have also considered pupils' and parents' views of the school and staff workload.

Safeguarding

The arrangements for safeguarding are effective.

Pupils and parents respect and trust staff. Pupils know to whom they should go if they are worried about anything. Staff receive regular training and updates, including a thorough induction process when they join the school. They know what to do if a pupil is at risk. Staff report concerns quickly. Leaders take appropriate action if they have a concern about a child. They work well with the local authority and other agencies. This ensures

that pupils get the support they need. Pupils learn how to stay safe in a range of situations. They understand how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers occasionally do not challenge pupils well enough. Sometimes the work is too easy for them or they repeat work that they have already done. Leaders should ensure that the curriculum provides demanding subject content so that pupils are able to learn more. Leaders should make sure that teachers use well information about what pupils already know and can do when planning activities.
- Some of the books which pupils read in the early stages are not always precisely matched to the letters and sounds they know. Leaders should make sure that all pupils, including those with SEND, practise reading books which contain the sounds they have been taught and the common exception words they have learned. Leaders should ensure that all pupils practise often using these books so that they learn to read with accuracy and become more confident and fluent in their reading at a much earlier stage.

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 a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Wootton St Andrew's C of E Primary School to be good on 27–28 January 2016.

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 Ofsted Parent View information 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	118038
Local authority	North Lincolnshire
Inspection number	10110774
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	65
Appropriate authority	The governing body
Chair of governing body	Revd Alan Wright
Headteacher	Ruth Zaitschenko
Website	www.woottonstandrews.co.uk
Date of previous inspection	27–28 January 2016

Information about this school

- The school is a much smaller-than-average sized voluntary-aided primary school.
- The majority of pupils are White British.
- The school provides a number of breakfast and after-school clubs.
- The proportion of disadvantaged pupils for whom the school receives pupil premium funding is low.
- The proportion of pupils with SEND is above average.
- There are three mixed-age classes and one single-year group.
- In early years, children attend the Reception class full time.
- A section 48 inspection took place on 19 November 2015.

Information about this inspection

- Inspectors met with a range of school leaders, including the headteacher, special education needs coordinator, subject leaders and members of the governing body. Discussions were held with a local authority representative and a representative from the diocese.

- Inspectors considered the following three subjects in detail: reading, mathematics and science. These deep dives included discussions with senior leaders and subject leaders, lesson visits, review of pupils' books, discussions with pupils and discussions with teachers where the inspector completed lesson visits. The lead inspector also heard pupils read and looked at reading records.
- Inspectors considered a range of safeguarding information and documentation provided by the school and available on the school's website. They held discussions with a range of staff to consider their understanding of the school's safeguarding procedures. A range of pupils told the inspectors how the school helps them to stay safe. The lead inspector reviewed the single central record alongside the business manager.
- Inspectors observed pupils' behaviour across the school day, including the breakfast club, in lessons and at lunchtime. The lead inspector reviewed responses to the staff's, pupils' and parents' surveys as well as the results of the school's own pupils' and parents' surveys. One inspector met with some parents at the start of the day.

Inspection team

Nicola Shipman, lead inspector

Ofsted Inspector

Peter Marsh

Ofsted Inspector

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