

Inspection of St Helena's Church of England Primary School, Willoughby

Main Road, Willoughby, Alford, Lincolnshire LN13 9NH

Inspection dates: 21 and 22 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils are happy and enjoy their learning at St Helena's Primary school. One pupil told inspectors, 'Our school is a special place. The staff are friendly and easy to talk to.' Pupils know that there is always a member of staff they can speak to if they are worried.

The school's leaders have improved the school since the previous inspection. However, they know that there is more to do. They know that, on occasions, teachers do not have a sufficiently clear understanding of how successfully the curriculum supports pupils to know and remember more. This includes disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND).

Leaders create a calm and orderly environment in the school. Pupils behave well. They concentrate and focus on their learning. Pupils have positive relationships with staff. Pupils told inspectors that behaviour is good most of the time and that staff deal quickly with any incidents of bullying.

Parents and carers are overwhelmingly positive about the school. One parent, who represented the view of many parents said, 'It is a wonderful, nurturing school with staff who put children at the centre of everything they do.' Parents appreciate that the staff are so approachable.

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

Leaders are part way through improving the curriculum. The quality of education is not good in all subjects. It is not always clear what pupils should be learning and when. In phonics and mathematics, improvements are already underway. Leaders have identified the key knowledge they expect pupils to learn. However, this is not apparent in all subjects. Leaders have not yet identified ways to teach the curriculum content successfully in some subjects. This prevents some pupils from remembering the most important knowledge and building their understanding over time. There is not a consistent approach to assessing what pupils know and remember in foundation subjects.

Reading is a priority for the school. However, some of the pupils who struggle to read do not always receive the support they need to help them catch up. Staff have received training in how to deliver the school's phonics scheme, However, not all staff intervene quickly enough when pupils struggle with their work. They do not all pronounce sounds correctly. Leaders do not ensure that the books pupils read match the sounds that they know. Some pupils struggle to read unfamiliar words as their books are too hard for them.

Leaders have designed the curriculum in mathematics well. Leaders have set out the order in which pupils learn new knowledge. Pupils enjoy mathematics. They build their knowledge, understanding and skills securely. Pupils explain their learning well

using mathematical vocabulary. For example, pupils use 'composite number' and 'prime number' when discussing positive integers. Teachers take the time to explain the learning. Pupils have regular opportunities to reason mathematically and solve increasingly challenging problems.

Access to the curriculum is variable for some pupils with SEND. Some pupils thrive in classrooms. However, leaders do not always identify well enough the additional needs of all pupils with SEND so that they can provide the right support. As a result, some pupils with SEND do not make the progress that they should.

Relationships are very positive between children and adults in the early years. Staff ask questions that develop children's vocabulary well. Leaders have started to set out how learning in the early years connects with the learning that pupils will encounter as they move through the school. Where this knowledge is clearly identified, children remember their learning. For example, children are confident in using vocabulary such as 'half full' and 'empty,' when discussing capacity in mathematics. However, leaders have not identified the knowledge that children should learn in all areas of learning. As a result, some children do not remember what they have been taught across the curriculum in the early years.

Leaders prioritise pupils' personal development. They support pupils to understand right from wrong. Staff help pupils to develop confidence. Pupils know how to eat healthily. There is some inconsistency in some pupils' knowledge of different faiths and beliefs. While most pupils understand British values, including democracy, some pupils are unsure. Pupils like to represent the school in the school parliament. They like the wide range of extra-curricular clubs on offer.

Governors and representatives of the local authority engage well with the school. Leaders work very well with staff. They consider staff workload. Leaders consider staff's well-being. Staff are overwhelmingly positive about the leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that the curriculum provides opportunities for pupils to learn how to stay safe including when online. Pupils know who to go to if they have a concern. They know that staff take their concerns seriously.

There is a strong culture of safeguarding. Leaders provide regular training for staff and governors. Governors regularly check the school's safeguarding procedures. Staff know how to spot pupils who may be at risk of harm. They pass on concerns promptly. Leaders support pupils' welfare. They work well with external agencies to provide additional help when needed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are part way through developing a sequenced curriculum. In some subjects and curriculum areas, leaders have yet to identify the key knowledge that they wish pupils to learn. As a result, on occasions, there are inconsistencies in what pupils can recall about their learning. Leaders should ensure that curriculum thinking for all subjects sets out the knowledge that all pupils, including those with SEND, from Nursery to the end of key stage 2, should know and by when.
- Staff regularly assess what pupils know in the core subjects. However, leaders have not developed assessment systems for the foundation subjects. As a result, teachers do not regularly check how successfully pupils access the curriculum in the foundation subjects. Leaders need to develop a consistent approach to assessment in the wider curriculum subjects and ensure that the use of assessment does not place unnecessary burdens on staff or pupils.
- Staff are inconsistent in their implementation of the school's phonics programme. They have not been trained well enough to deliver the school's phonics programme consistently. Some pupils who struggle to read have reading books that are too challenging. Some do not receive sufficient support to enable them to become confident readers. As a result, some pupils across the school struggle to read unfamiliar words and find it difficult to access the curriculum. Leaders should ensure that staff have the knowledge and skills to deliver the school's phonics programme well, including by ensuring that reading books match the sounds that pupils already know, and by providing pupils who struggle to read with the support they need to enable them to read with greater confidence.
- Leaders do not ensure that all pupils with SEND access the curriculum well enough. Leaders have not established rigorous systems to assess and meet these pupils' individual needs. As a result, some pupils with SEND do not always benefit from a good-quality education. Leaders should make sure that all pupils with SEND receive the support they need to enable them to access the full curriculum and achieve as highly as they should.
- Some pupils' knowledge of British values and different faiths is inconsistent. Although they know to respect difference, some pupils are not as aware as they should be of what these differences may be. Leaders should ensure that pupils have the necessary knowledge and understanding of British values and different faiths.

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.

If you are the school and 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	120587
Local authority	Lincolnshire
Inspection number	10227380
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	124
Appropriate authority	The governing body
Chair of governing body	Margaret Fulwood
Headteacher	Susan Belton
Website	www.st-helenascofe.lincs.sch.uk
Date of previous inspection	18 September 2018, under section 5 of the Education Act 2005

Information about this school

- The last Section 48 inspection of Anglican and Methodist Schools took place in July 2016. This is an inspection of the school's religious character.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- The inspectors met with the headteacher, curriculum leaders, the leader with responsibility for provision for pupils with SEND, and a sample of teaching and support staff.
- One inspector met with representatives of the governing body and the local authority.
- The inspectors carried out deep dives in reading, mathematics and music. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors also spoke to leaders about the curriculum in some other subjects.
- The inspector examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- The lead inspector met with the designated safeguarding lead. He considered the safeguarding policy, training records and examples of safeguarding concerns.
- Inspectors considered the responses to the online survey, Ofsted Parent View, and the responses to Ofsted's free-text service. They also considered the responses to the staff survey and the pupil survey.

Inspection team

Damien Turrell, lead inspector

Her Majesty's Inspector

George Huthart

Ofsted Inspector

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