

Inspection of Winchelsea Primary School Ruskington

4a Sleaford Road, Ruskington, Sleaford Lincolnshire NG34 9BY

Inspection dates: 19 and 20 April 2023

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?

There are 'golden threads' that run through this school. These threads help pupils to develop their understanding of resilience, perseverance and respect, while improving their self-confidence and self-esteem. They are understood and consistently demonstrated by staff and pupils alike.

Pupils say that they enjoy coming to school. They feel happy and safe here. Staff have high expectations of how pupils should behave. Consequently, incidents of poor behaviour, including bullying, are rare. Pupils' pastoral support is strong. There are many adults with whom pupils can share their worries or problems.

Pupils benefit from a wide range of clubs, educational visits and visitors to the school. There are opportunities for pupils to take on roles and responsibilities. They enjoy being mini-police and junior online safety officers. Teachers frequently use the local community and school grounds to help bring learning to life. The eco-club is particularly proud of its allotment and takes its composting and recycling duties seriously.

Parents and carers hold overwhelmingly positive views of the school. They typically commented that 'The staff care about the children and in turn the children care about the school. This creates a wonderful learning environment.'

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

Leaders have made a strong start in deciding on the subject content that they want pupils to learn and when they want them to learn it. This curriculum content is ambitious. Consequently, the majority of pupils, including those pupils with special educational needs and/or disabilities (SEND) achieve well. However, there is still some work to do. In some subjects, the precise knowledge and skills that leaders want pupils to learn have yet to be thought through. They do not always build on from what children have learned in the early years.

Teachers have good subject knowledge. They ask pupils appropriate questions and improve their vocabulary. Staff are quick to spot and correct pupils' misconceptions when checking their work. Staff have high expectations. Consequently, most pupils' workbooks are of a good quality.

There is a consistent and effective approach to the teaching of phonics and reading. This starts in the early years. Leaders have ensured that staff have received appropriate phonics training. Pupils' reading books match the sounds that they are learning. Staff frequently check how well pupils are progressing. Consequently, any pupil who needs extra help receives it through the 'keep up' sessions. This work is helping to ensure pupils become fluent and confident readers.

Pupils have positive attitudes towards school and to their learning. They sensibly follow routines in classes and when outside at social times. Lessons often flow without disruption. Pupils enjoy being rewarded with golden time. They receive certificates in assemblies for behaving well and achieving highly. Pupils' attendance is generally high. However, for a very small number of pupils, their attendance is not high enough.

The curriculum for pupils' personal development is strong. Pupils' achievements, including those made outside of school, are frequently celebrated. There are many opportunities for pupils to try out different sports and play musical instruments. The school choir often performs locally. Pupils in Year 5 and Year 6 benefit from a residential visit in the autumn term.

Leaders have effective systems to help identify pupils with SEND, and to then provide them with any subsequent support. There are positive links with outside agencies. These include the local authority outreach teams and an educational psychologist. Staff have received appropriate training in, for example, speech and language therapy. Teachers are skilled in adapting their lessons to meet the needs of pupils with SEND. Consequently, the vast majority of pupils with SEND achieve well.

Children in the early years get off to a good start. There is a well-planned and ambitious curriculum. Staff focus on improving children's vocabulary and early mathematics knowledge and skills. There are carefully planned activities to help children develop their physical, creative and communication skills too. Both the classroom and outdoor areas are well resourced. Relationships between adults and children are warm and positive. Children get along with each other well. They take turns and share the different resources maturely.

The governing body has a thorough oversight of the school. It receives detailed information from leaders. Governors visit the school frequently to find information out for themselves. They know the school's strengths and what needs to be done next. Staff say that leaders are sensitive to their workload and well-being. They are proud to work at the school and enjoy the training opportunities that leaders make available.

Not all leaders have had enough opportunities to monitor their curriculum subject. Consequently, they are unsure whether these subjects are being implemented as intended.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have received appropriate safeguarding training. They know what to do should they be concerned about the welfare of a pupil or family. Outside agencies are contacted promptly should the need arise. Pupils and families therefore receive extra support when it is needed.

Pupils are taught to stay safe when crossing roads, riding bicycles and using the internet. Parents are kept informed of any concerns regarding the use of new technologies, applications or games that may threaten pupils' safety.

Leaders ensure that appropriate safer recruitment procedures are followed when appointing new staff.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the precise knowledge and skills that leaders want pupils to learn, and when, have not been thought through in sufficient detail. In some lessons pupils can remember the activity they undertook rather than the exact content that teachers wanted them to learn. Consequently, pupils are not always progressing as well as they might. Leaders should ensure that all curriculum subjects contain the exact knowledge and skills that they want pupils to learn, and when, so that pupils successfully build from their early years starting points.
- In some subjects, leaders have not had enough opportunities to monitor how well their area of responsibility is being implemented. Consequently, leaders are unsure how effectively staff are implementing these subjects. Leaders should be given the time and knowledge to monitor the implementation of these subjects to ensure that they are being implemented as 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](#)' 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	120496
Local authority	Lincolnshire
Inspection number	10242135
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair of governing body	Matthew Evans
Headteacher	Helen Duckett
Website	http://www.winchelsea.lincs.sch.uk
Date of previous inspection	20 June 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use the services of any alternative providers.

Information about this inspection

Inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held various meetings with the headteacher, deputy headteacher and other staff. The lead inspector held a meeting with four members of the governing body, including the chair and vice-chair. He held a telephone conversation with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and computing. Inspectors met with subject leaders to discuss curriculum planning, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors spoke with leaders about some other subjects and discussed curriculum planning. The lead inspector listened to pupils from Year 1 and Year 2 read.
- Inspectors met with pupils and considered the responses from Ofsted's parent and staff questionnaires.
- To inspect safeguarding, the lead inspector checked the single central record. Inspectors checked staff's training and their knowledge of the school's safeguarding procedures. Safeguarding records were scrutinised.

Inspection team

Peter Stonier, lead inspector

His Majesty's Inspector

Caroline Barton

Ofsted Inspector

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