

Inspection of Toynton All Saints Primary School

Main Road, Toynton All Saints, Spilsby, Lincolnshire PE23 5AQ

Inspection dates:	24 and 25 September 2024
The quality of education	Requires improvement
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?

Pupils enjoy attending this warm and welcoming school. They form strong, trusting relationships with one another and staff. The school's six 'R' values, including respect, resourcefulness, resilience and reflection, are evident in pupils' actions and behaviour.

The school has high expectations of pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils live up to these expectations. They are eager to learn. Pupils achieve well in some subjects. They become fluent readers and learn to solve complex mathematical problems.

The quality of education has improved since the time of the previous inspection. However, pupils do not yet consistently benefit from curriculums and teaching which help them consistently to learn the important knowledge they will need in each subject.

The school provides a range of wider opportunities for pupils. Pupils talk enthusiastically about taking part in sporting competitions and joining the choir. They contribute to the life of the school by taking up leadership roles, including in the school council and the eco council. Playtime leaders support their peers and ensure that everyone has a friend to turn to.

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

The school has designed an ambitious curriculum. In some subjects, such as English and mathematics, the essential knowledge that pupils should learn has been precisely identified. In these subjects, teachers guide pupils through their learning so that they build their knowledge effectively. In other subjects, curriculums do not always identify the essential knowledge that pupils should study. Nor has the curriculum in these subjects been adapted for pupils in mixed-age classes. In these subjects, teachers do not consistently provide pupils with work which enables them to learn the intended curriculum or which is matched to pupils' existing understanding.

Teachers have secure subject knowledge and remind pupils of previous learning. They check pupils' understanding. Pupils can recall some of their learning. For example, they can talk about the key features of rivers, Barbara Hepworth's sculptures and rationing during the Second World War. However, in some subjects curriculums are new. They have not yet had an impact on pupils' learning. Pupils' recall of what they have studied in some subjects is inconsistent.

In English and mathematics, systems are in place to enable teachers to check pupils' understanding over longer periods of time. These systems have only recently been introduced in the foundation subjects. As a result, teachers do not yet have the information they need about how well pupils have learned these subjects and whether adaptations to the curriculum are necessary.

Pupils love to read. They enjoy taking books home which are matched to the sounds they know. Pupils can share the knowledge that they have acquired as a result of reading

independently. Staff complete regular training and help pupils to quickly become accurate and speedy readers. Pupils who need extra help are promptly identified and receive support which enables them to keep up with their peers.

This is an inclusive school. Pupils with SEND benefit from personalised strategies based on their precise needs. Staff have the information and resources they need to help pupils with SEND feel comfortable and to build their knowledge. Classroom environments have been organised to ensure that pupils with SEND are not overwhelmed and can concentrate on their learning.

Children in the early years get off to a strong start. The curriculum has been carefully designed to ensure that children are well prepared for key stage 1. Children take pride in making links between their learning inside and outside the classroom such as when sharing their knowledge of repeating patterns.

Pupils take responsibility for their own behaviour. They treat each other with respect. When pupils need help to manage their behaviour or emotions, they are provided with excellent pastoral support.

The school's provision for pupils' personal development prepares pupils well for life in modern Britain. Pupils learn about how to keep themselves safe and healthy. They have a secure understanding of British values and their relevance to their lives beyond school. Pupils learn about faiths and cultures different from their own. They understand the importance of respecting others.

Since the time of the previous inspection, despite changing circumstances relating to the leadership team, significant progress has been made in improving the curriculum, assessment and the provision for pupils with SEND. Governors have supported the school effectively in bringing about these changes. Staff enjoy working at the school. They benefit from training to improve their practice.

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 school has not identified the most important knowledge that pupils need precisely enough. This makes it difficult for teachers to design lessons and activities which will enable pupils to consistently build their knowledge. The school should ensure that the precise knowledge that pupils should learn in relation to each aspect of the curriculum has been identified so that teachers can design lessons focused on helping pupils to learn and remember that important knowledge.

- In the foundation subjects, teachers' checks on pupils' learning over time have only recently been introduced. Therefore, teachers have not yet been able to determine what pupils already know and what they need to learn next. The school should ensure that teachers have the right skills and systems to use their checks to inform adaptations to the curriculum and how they teach it so that pupils know and remember more in these subjects.
- In some subjects, curriculums have been recently developed to increase levels of ambition. In these subjects, changes have not yet had time to have the intended impact on pupils' knowledge. The school should continue to embed the new curriculums so that they have a positive impact on pupils' learning.

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	120483
Local authority	Lincolnshire
Inspection number	10324093
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	145
Appropriate authority	The governing body
Chair of governing body	Elizabeth Heafield
Headteacher	Suzanne Sutton (Co-Headteacher) Sue Belton (Co-Headteacher)
Website	www.toynton-all-saints.lincs.sch.uk
Date of previous inspection	9 March 2023, under section 8 of the Education Act 2005

Information about this school

- The school is currently led by two part-time co-headteachers, one of whom took up her post in September 2024.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders, subject leaders, staff, the chair of the local governing board, and other governors.
- Inspectors carried out deep dives in reading, mathematics, science and history. 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 met with subject leaders in geography and music as well as reviewing curriculum documentation in art, music, geography and religious education (RE). Inspectors spoke with pupils about their learning in art, music, geography, physical education and RE.
- Inspectors met with leaders responsible for pupils' behaviour and attendance, and pupils' personal development. They also met with leaders responsible for the provision for pupils with SEND.
- Inspectors met with the leader responsible for the early years, visited the early years and spoke with children.
- Inspectors met formally and informally with groups of pupils.
- To evaluate the effectiveness of safeguarding, the 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 considered responses received on Ofsted Parent View, including free-text responses. They met with parents in person at the school gates. Inspectors also considered responses to the Ofsted surveys for school staff and pupils.

Inspection team

Matthew Fearn-Davies, lead inspector

His Majesty's Inspector

Ellenor Beighton

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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