

Inspection of a good school: Toynton All Saints Primary School

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

Inspection date:

9 March 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

Pupils describe the school as a 'fun place to learn'. They enjoy attending this small but growing school. Staff are on the gate each morning to welcome pupils into the school. This allows staff to alleviate any concerns that pupils, parents and carers might have at the start of the day. It helps pupils get settled quickly. Pupils feel safe and happy at this school.

The school's core expectations include being kind, working hard and being honest, to name a few. These are well understood by pupils. Pupils rise to meet these high expectations.

Pupils show an enthusiasm for learning. However, the quality of education does not allow them to achieve their full potential across all the subjects that they study.

Pupils articulate how well the school has developed them to treat all as equals. Pupils know that bullying is not acceptable in this school. They are of the opinion that teachers would deal with it swiftly.

Pupils and parents value the range of extra-curricular activities that all pupils can access. Pupils are very proud of their sporting achievements. This includes successes in tournaments against other local primary schools. Pupils can develop their talents and interests.

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

Leaders have ensured that the curriculum encompasses a broad range of subjects. All pupils study this curriculum. In some subjects, such as mathematics, leaders have identified the concepts pupils need to know. They have broken these down effectively and

placed them in a logical order so pupils can build on what they know. This is not well developed in all subjects. The work to plan some subjects is in the very early stages. As a result, pupils do not consistently build on what they know in all subjects.

Teachers ensure that they use their subject knowledge and training to present information clearly to pupils. Many of the activities they choose are appropriate to help pupils learn the content of the curriculum. Teachers do not always check well enough if pupils have learned the important knowledge. This leaves pupils with gaps in their knowledge.

Pupils with special educational needs and/or disabilities (SEND) study the full curriculum. Leaders identify and share with staff the strategies to support these pupils. Leaders also identify small-step targets to help ensure that pupils with SEND can achieve. However, teachers do not use this information skilfully enough to adapt the curriculum. This means not all pupils with SEND achieve as well as they should.

Leaders have prioritised reading. All staff who teach reading are expertly trained. Children in the Reception year start to learn letter sound correspondence as soon as they start. Teachers check well that pupils know the sounds that letters make. When a pupil falls behind, teachers are quick to intervene and provide extra support to ensure that the pupil keeps up. The books that pupils read are closely matched to the sounds they know. This helps pupils become fluent readers quickly. Pupils also benefit from the Toynton Reading Spine. Teachers expose pupils to books from different genres and authors. There is a relentless effort to make sure that pupils are the best readers they can be. All pupils at the school recognise how important reading is, and develop a love for reading.

Children in the early years benefit from a secure and nurturing environment. Adults ensure that they help children learn through play. They are skilful at guiding pupils into play that will help them learn. Adults are quick to take opportunities to introduce new vocabulary. For example, when children refer to a baby cow, staff are quick to help the pupil learn that this is a calf.

The relationships between staff and pupils are very positive. Pupils are polite and respectful. They are always engaged in their learning. The 'core expectations' are well understood by all. This consistent approach supports a calm environment in which pupils can learn.

Pupils know how to stay safe. They can talk confidently about healthy friendships and different types of families. The pupils enjoy the weekly forest school session, which helps them develop their independence. There are opportunities for pupils to demonstrate responsibility and leadership. This includes joining the eco council or school council. The school's '6R' values help pupils develop their character.

Teachers are well supported by leaders. Teachers are of the opinion that leaders consider their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff get regular safeguarding training. Staff know how to respond when they have a safeguarding concern about pupils. They know to report any small change in behaviour as it builds a bigger picture.

Leaders are swift to manage pupils that might need help. They engage local services when needed. Leaders make sure that they log the actions they take to keep pupils safe.

Governors play an active role in ensuring that the culture of safeguarding is strong at the school. They check and monitor that leaders implement policies effectively to keep pupils safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not identified and sequenced the essential knowledge to build pupils' knowledge effectively. Pupils do not always build on what they already know. Leaders must ensure that the essential knowledge is identified and sequenced, so pupils build on what they already know.
- Leaders have not ensured that teachers check precisely what pupils know and remember. Gaps in some pupils' knowledge are not identified and addressed. Leaders should ensure that teachers check that pupils remember and know the important knowledge for each subject.
- Teachers do not always use information about pupils with SEND to adapt teaching precisely enough. Not all pupils with SEND achieve as well as they could. Leaders should ensure that teachers adapt teaching for pupils with SEND so they can achieve consistently well across all subjects.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2012.

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	120483
Local authority	Lincolnshire
Inspection number	10241693
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	158
Appropriate authority	The governing body
Chair of governing	Christopher Powell
Headteacher	Mrs Suzy Sutton
Website	www.toynton-all-saints.lincs.sch.uk
Date of previous inspection	12 September 2017, under section 8 of the Education Act 2005

Information about this school

- The school has nursery provision for 3- to 4-year-olds.
- The school does not make use of any alternative provision.

Information about this inspection

- 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 carried out deep dives in reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils and looked at samples of pupils' work.
- The lead inspector scrutinised the work pupils had produced for a range of other subjects.
- The lead inspector listened to a sample of pupils in key stages 1 and 2 reading to a familiar adult.

- Inspectors met with leaders responsible for: behaviour; personal development; the early years foundation stage; and the provision for pupils with SEND.
- Inspectors met with groups of pupils from key stages 1 and 2.
- The lead inspector met with the safeguarding leaders to discuss the actions taken to keep pupils safe. He reviewed a range of documents related to safeguarding, including the school's single central record.
- The lead inspector reviewed a range of documents, including the school's self-evaluation and improvement plan.
- The lead inspector met with the local governing board.
- The lead inspector spoke with representatives of the local authority.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff and pupil questionnaires.

Inspection team

Rakesh Patel, lead inspector

His Majesty's Inspector

Heather Hawkes

Ofsted Inspector

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