

# Inspection of Mrs Mary King's CofE (Controlled) Primary School

Moor Lane, Martin, Lincoln, Lincolnshire LN4 3RB

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Inspection dates: 8 and 9 February 2023

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| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education | <b>Good</b> |
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| Behaviour and attitudes | <b>Good</b> |
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| Personal development | <b>Good</b> |
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| Leadership and management | <b>Good</b> |
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| Early years provision | <b>Good</b> |
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|---------------------------|------|
| Previous inspection grade | Good |
|---------------------------|------|

## **What is it like to attend this school?**

Pupils are very proud that they attend this happy and welcoming school. One pupil told inspectors: 'We respect everyone. Children are friendly here and we look out for one another.' Pupils are kept safe and trust adults to deal with any issues that arise. Pupils know that bullying is not allowed.

Leaders prioritise pupils' well-being. Their expectations of pupils are high. Pupils, including children in the early years, respond well to the routines that staff have established. Pupils like doing their best. They enjoy making a positive contribution to the life of the school. Pupils have a voice in the school. They like being school councillors and sports leaders.

Pupils are a credit to the school. They behave very well. Pupils are caring and considerate of each other. Relationships between pupils and adults are very positive. There is a purposeful working atmosphere throughout the school. Pupils understand diversity and equality. They say that everyone should be treated fairly.

Most parents and carers are delighted with the school. One parent, typical of many, said: 'It is a great school, well led and with a fabulous set of dedicated teachers and staff.' Parents appreciate the wide range of after-school clubs.

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

Leaders have developed a strong curriculum. Many pupils remember what they have learned. For example, some pupils can explain the difference between vertebrates and invertebrates. Other pupils can describe the most effective ways to throw and catch a ball. Children in the early years know that the South Pole is on the continent of Antarctica. In most subjects, leaders have identified the essential knowledge that pupils should learn and when they should learn it. This helps pupils to build their knowledge over time.

However, there are inconsistencies in what some pupils can remember about their learning. For example, some pupils are not always clear on what they have learned about British values and different world faiths and beliefs. Leaders are reviewing the school's approach to how the curriculum is taught. In some subjects, the teaching of the curriculum does not help pupils to know and remember more over time. In addition, leaders have not fully developed a consistent approach to checking what pupils have learned and remembered. Teachers' checks on this do not always establish whether pupils have learned the important knowledge set out in the curriculum.

Reading is a high priority in the school. There is a well-planned reading programme in place. Early readers receive high-quality support as soon as they enter the school. There is a consistent approach to the teaching of phonics. Staff make sure that books are closely matched to the letters and sounds pupils are learning. Pupils use

their phonic knowledge to sound out unfamiliar words. Those who begin to fall behind are given the right support to get them back on track.

Pupils say that they enjoy their learning in mathematics. The mathematics curriculum is well planned. It is set out so that pupils build up their understanding. Pupils confidently articulate what they have learned. For example, they can readily explain how to convert fractions, decimals and percentages. Staff provide regular opportunities for pupils to recap their knowledge. Pupils enjoy the regular 'sharpening skills' parts of lessons. Teachers frequently check pupils' learning in mathematics. They are quick to address misconceptions.

Pupils with special educational needs and/or disabilities (SEND) access the full curriculum. Teachers provide strong support and ensure that resources are suited to these pupils' needs. Leaders regularly check how successfully pupils with SEND access the curriculum. Leaders regularly seek advice from external agencies, to ensure that pupils with SEND thrive at school.

Pupils have positive attitudes toward learning. Teachers quickly establish clear routines in the early years. Pupils know what is expected of them. They behave calmly in lessons and at playtimes. They are well mannered.

Pupils' personal development is at the heart of the school's work. Leaders ensure that the curriculum extends well beyond the academic. Pupils know how to keep fit and eat healthily. A high proportion of pupils attend the wide range of extra-curricular clubs. Teachers make sure that pupils learn about different types of families and how people from different backgrounds live. There is some inconsistency in some pupils' knowledge of the fundamental British values and world faiths.

Staff are overwhelmingly positive about the school's leaders and the professional support that they receive. Governors and representatives of the local authority know the school well. They fulfil their statutory responsibilities. Leaders work very well with staff. They provide regular training. They consider staff's well-being and workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at this school. Leaders provide regular training for staff and governors. Staff pass on concerns promptly. Leaders support pupils' welfare. They work well with external agencies to provide additional help when needed. Record-keeping is detailed. Governors regularly check the school's safeguarding procedures.

Pupils know who to go to if they have a concern. They know that staff take their concerns seriously. Pupils are taught how to keep safe from the risks they can come across outside of school. Leaders have identified the need to focus on raising pupils' awareness of online safety.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In some subjects, and areas of the curriculum, the delivery of the curriculum does not focus sufficiently well enough on supporting pupils to understand and remember important knowledge. In some instances, pupils remember the activities they completed, rather than the building blocks of knowledge needed for future learning. Leaders need to support teachers to implement the curriculum in a way that enables pupils to grasp and recall essential knowledge securely and over time.
- Leaders have not yet established consistent systems to identify gaps in pupils' learning in some subjects. Teachers do not check consistently how successfully pupils acquire knowledge and use it fluently. Leaders should ensure that checks right from early years through to the end of key stage 2, in all areas, consistently assist teachers in determining clear next steps for pupils, without causing unnecessary burdens for staff and pupils.

## 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

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|--------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Unique reference number</b>             | 120530                                                                                |
| <b>Local authority</b>                     | Lincolnshire                                                                          |
| <b>Inspection number</b>                   | 10254842                                                                              |
| <b>Type of school</b>                      | Primary                                                                               |
| <b>School category</b>                     | Maintained                                                                            |
| <b>Age range of pupils</b>                 | 4 to 11                                                                               |
| <b>Gender of pupils</b>                    | Mixed                                                                                 |
| <b>Number of pupils on the school roll</b> | 103                                                                                   |
| <b>Appropriate authority</b>               | The governing body                                                                    |
| <b>Chair of governing body</b>             | Reverend Steve Holt                                                                   |
| <b>Headteacher</b>                         | Andrew Sewell                                                                         |
| <b>Website</b>                             | <a href="http://www.carrdykefederation.co.uk">http://www.carrdykefederation.co.uk</a> |
| <b>Date of previous inspection</b>         | 11 January 2018, under section 8 of the Education Act 2005                            |

## Information about this school

- The school makes use of one unregistered alternative provision.
- The last section 48 inspection of Anglican and Methodist schools took place in April 2022. This is an inspection of the school's religious character.

## Information about this inspection

The 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. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, senior leaders, 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, physical education and science. For each deep dive, the inspectors 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.
- One inspector also spoke to leaders about the curriculum in some other subjects.
- The inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- One inspector met with the designated safeguarding lead. He considered the safeguarding policy, training records and examples of safeguarding concerns.
- One inspector considered responses to the online survey, Ofsted Parent View, and the responses to Ofsted's free-text service. He also considered the responses to the staff survey and the pupil survey.

### **Inspection team**

Damien Turrell, lead inspector

His Majesty's Inspector

Heather Hawkes

Ofsted Inspector

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