

Inspection of a good school: The Edward Richardson Primary School, Tetford

East Road, Tetford, Horncastle, Lincolnshire LN9 6QQ

Inspection date:

16 July 2024

Outcome

The Edward Richardson Primary School, Tetford continues to be a good school.

What is it like to attend this school?

'We seek; we speak; I am unique' is the motto that is embodied by all pupils at The Edward Richardson School. Pupils talk about the small and caring school community. One pupil said: 'The school is like my second home and my friends are my second family.' Pupils value the nurture and care that they receive, including from an emotional literacy support assistant who they can speak to if they have any worries or concerns.

Most pupils demonstrate exemplary behaviour. They are kind and considerate to each other and live up to the high expectations that staff have of them. Pupils feel safe. They talk confidently about the opportunities that they have to express themselves through productions and different events. Pupils demonstrate positive attitudes to their learning. Most pupils achieve well.

Pupils appreciate the opportunities that they have to extend their learning beyond the classroom. These include trips and visits. Pupils could recall their learning connected to a recent visit to a mosque and also to the Lincolnshire Aviation Heritage Centre.

One parent echoed the views of many when she stated: 'It is a lovely, nurturing school where my child is happy.'

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

Staff across the school have collaborated to design an ambitious curriculum. This curriculum sets out the key knowledge that pupils should know by the end of each year. The school has ensured that pupils revisit their learning over time. Teachers have secure knowledge of the subjects they teach. They consistently check pupils' understanding. This helps pupils to know and remember more of their learning in a range of different subject areas.

Children in the early years are given time to adjust to the school's routines and receive the help they need to settle quickly into the school environment. They benefit from

positive and caring relationships with staff. The staff support children to improve their language and communication skills. Children develop the ability to share and take turns with their peers. Some children do not develop their writing skills quickly enough. This is something that teachers have recognised and have clear plans in place to help children improve the quality of their writing.

The school is determined that all pupils will become accurate and speedy readers. Well-trained staff teach phonics using consistent and effective strategies. Pupils quickly learn to identify letters and their sounds, how to blend those sounds and begin to read. Younger pupils talk with enthusiasm about the books that they have read. They enjoy taking books home to read with their parents and carers. The reading curriculum ensures that pupils read a range of different types of text, including fiction, non-fiction and poetry. However, some older pupils do not share their younger peers' love or enjoyment of reading. The school does not promote a love of reading to older pupils as well as it could. Older pupils do not routinely borrow books from school to read at home that match their reading ability.

Pupils who need additional support or with special educational needs and/or disabilities (SEND) have their needs quickly identified. Staff adapt their teaching so that pupils with SEND study the same curriculum as their peers and successfully build their knowledge. In some subjects, pupils, including pupils with SEND, take part in additional sessions to help address any gaps in their learning. The school does not yet review these sessions to evaluate the impact they have had on pupils' learning. As a result, some pupils do not receive the precise help they need to move their learning on. They do not always catch up with their peers as quickly as they could.

Staff have high expectations of pupils' behaviour. Pupils live up to these expectations. Older pupils enjoy supporting younger pupils at breaktime and lunchtime. Some pupils do not attend school as well as they should. The work to further improve attendance does not yet show sustained improvement.

The school has carefully considered pupils' personal development. Pupils understand how to maintain healthy lifestyles and how to keep themselves safe, including online. The school provides effective nurture support for pupils who require it. Parents and pupils talk positively about the pastoral care that the children receive at the school.

Governors understand the school's priorities. They hold the school to account for the quality of provision provided to pupils. Staff say the school is a compassionate place to work. They value the decisions that are taken by leaders with regards to supporting their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all pupils have a positive attitude towards reading. Staff do not consistently promote a love of reading across the school. Older pupils do not routinely take home books matched to their reading ability. Consequently, some pupils do not value and benefit from independent reading. The school should continue to develop its reading culture and foster a love of reading so that more pupils enjoy reading and achieve well from doing so.
- Some pupils do not attend school as well as they should. This means they miss out on learning and do not always have the opportunity to catch up. The school does not always evaluate the impact of the work it undertakes to improve attendance. The school should ensure that all those with responsibility for monitoring and improving attendance do this effectively to bring about sustained improvement.

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 first ungraded inspection since we judged the school to be good in February 2019.

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	120481
Local authority	Lincolnshire
Inspection number	10339665
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	108
Appropriate authority	The governing body
Chair of governing body	Emma Middleton
Headteacher	Helen Wines
Website	www.edward-richardson.lincs.sch.uk
Dates of previous inspection	6 and 7 February 2019, under section 5 of the Education Act 2005

Information about this school

- The school currently has two co-headteachers. The substantive headteacher works three days a week and the co-headteacher is headteacher for two days.
- There is due to be a change in leadership at the school. A new headteacher has been appointed for September 2024.
- The school does not currently use any alternative provision.
- The school operates a breakfast club and after-school care provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of the school's provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team carried out deep dives in the following subjects: reading, mathematics and history. For each deep dive, the 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.

- 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 met with the two co-headteachers, curriculum leaders and the special educational needs coordinator. The lead inspector held a meeting with members of the governing body.
- The lead inspector also spoke to a representative from the local authority.
- Inspectors met formally and informally with groups of pupils.
- Inspectors considered responses received via Ofsted Parent View, including free-text responses. They also considered responses to the Ofsted surveys for school staff and pupils.

Inspection team

Roxanne Fearn-Davies, lead inspector

His Majesty's Inspector

Jackie Thornalley

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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