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Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
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Mrs Lesley Coulthurst
Headteacher
Toynton All Saints Primary School
Main Road
Toynton All Saints
Spilsby
Lincolnshire
PE23 5AQ

Dear Mrs Coulthurst

Short inspection of Toynton All Saints Primary School

Following my visit to the school on 12 September 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2012.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Over recent years, the number of pupils has increased considerably, from under 40 pupils when you joined the school in 2011 to over 115 currently. You have also opened a Nursery for three-year-olds. Consequently, you have restructured classes and there is building work in progress to provide new classrooms to accommodate this increase. You have managed this change well with little disruption to the daily routine.

Due to the increase in the number of pupils on roll, you have restructured the leadership of the school. You have developed the leadership skills of the leader for the provision for pupils who have special educational needs and/or disabilities and of the mathematics subject leader. This has strengthened your leadership team and shared leadership responsibility. You are currently mentoring the new English subject leader to help with a better understanding of that role. Your leadership team works with the Kyra Teaching School Alliance to develop teachers' and leaders' skills and to share best practice. You work closely with the Kyra East group of schools to improve outcomes for pupils within the local area.

Staff are proud to be part of Toynton All Saints Primary School. They understand the challenges of a growing school and are passionate about providing the best opportunities they can for pupils. Staff feel trusted to innovate and feel confident to try new ways to give pupils the best learning opportunities possible.

Pupils say their lessons are fun and that they do many activities in problem solving. Pupils told me they self-assess in order to inform their teachers when they understand something, or if they need more help. They value the range of opportunities they are given outside the classroom, such as trips to the beach, archery clubs and residential visits. They are particularly proud of the 'Wild at Heart' outside learning area. They were excited to show me this area and the view from the top of the hill, where 'you can see the whole world'.

Pupils spoke enthusiastically about life at Toynton All Saints school, and demonstrated good manners and respect for each other and visitors. They move around the school quietly and sensibly. During lessons, pupils completed tasks diligently, asking questions for clarification when necessary.

You strive to provide pupils with a range of experiences to enhance their education beyond the classroom. This year's curriculum focus, 'Around the world in 190 days', has been structured to expose pupils to the global community. By linking with other schools in contrasting localities, you are helping pupils to understand different cultures. Cross-curricular links are designed to provide opportunities to learn about the wider world beyond the local area.

Parents are very positive about the school. Almost every parent who responded to the online survey, Parent View, or who spoke with me during the inspection, believes their children make good progress and that the school is well led. Several parents commented on the helpful support that pupils who have special educational needs and/or disabilities receive.

Governors understand the school's current strengths and areas for development. Governors review the school's development plan regularly and understand how leaders' actions are affecting pupils' progress. You regularly share information with the governing body about how well the school is doing compared to schools locally and nationally. Governors monitor the spending of additional funding for those pupils who have special educational needs and/or disabilities and for disadvantaged pupils.

You have addressed well the issues arising from the previous inspection but acknowledge that the teaching of writing throughout the school and of phonics in key stage 1 require further improvement.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. You ensure that all the necessary vetting checks are in place before an adult starts working or volunteering at the school. You are diligent in ensuring that your staff have up-to-date, relevant training to safeguard pupils. As well as annual safeguarding training, you have provided additional training to raise the awareness of other specific issues, such as child sexual exploitation, honour-based violence, domestic violence and the 'Prevent'

duty. Staff are aware of how to pass on concerns about a pupil to the designated safeguarding leads.

As the designated safeguarding lead, you are vigilant in monitoring referrals and concerns made to you and the deputy designated safeguarding leads. You have effective systems in place that allow you to track the well-being and any concerns raised regarding individual pupils. This allows you to act quickly when required.

The role of the pastoral support worker is vital in supporting vulnerable pupils and families. You have recognised that families and pupils who do not meet the required threshold for social care involvement still require support. The pastoral support worker supports families and pupils, offering counselling, anger management and family support when required.

Inspection findings

- Your internal assessments show that pupils are making good progress in reading and mathematics. You and other leaders have set challenging targets for pupils to achieve by the end of the academic year, and you regularly check pupils' progress. Subject leaders quickly identify pupils who begin to fall behind and put additional support in place.
- Pupils enjoy the opportunities to take responsibility around the school. Older pupils act as anti-bullying champions, helping to resolve problems on the playground and find younger pupils someone to play with. Children understand the school's 6R values of respect, resilience, risk taking, resourcefulness, reflection and relationships, and how these help them to develop as learners.
- Teachers provide pupils with a range of opportunities to learn outside the classroom. The 'Wild at Heart' outdoor curriculum helps pupils to develop resilience, independence, creativity and problem-solving skills. As well as learning about the natural environment, pupils make links to the wider curriculum, with activities such as baking bread in a fire and making hot air balloons. 'Wow' days develop skills in a specific area, such as the Roald Dahl day when pupils learn how to develop their story writing.
- Following the last inspection, you were asked to improve pupils' mathematical skills by developing their mental calculation skills. During our tour of the school, we saw pupils doing this through problem-solving and reasoning tasks. Teachers challenged pupils to use mental mathematics to think around problems. The teaching of mathematics skills was systematic, beginning in the early years, where the teacher and teaching assistant encouraged children to use number and mathematical vocabulary when building models and in role play. In most classes, teachers set tasks with different levels of difficulty to challenge pupils. In Year 6, pupils were asked to solve complex problems using place value knowledge.
- You have identified that standards in writing have fallen. You have looked carefully to identify the reason for this dip in progress, and where improvements are needed to reverse this decline. You have introduced a new approach to

teaching writing across the curriculum, and have arranged for teaching staff to undergo training this year to enhance their skills.

- During our tour of classrooms, we saw inconsistencies in how writing was taught. In some classes, the expectation was not high enough to challenge pupils to achieve their best. In our examination of pupils' books, we saw that pupils are given opportunities to write longer pieces in a range of subjects and in a variety of styles. However, the most able pupils were often not expected to complete work that was more challenging.
- You have identified that too few pupils are meeting the expected standard in phonics by the end of Year 1. You have recognised that the teaching of phonics has not been effective and have restructured how phonics is taught. During our tour of classrooms, we saw that the organisation of phonics groupings was not supporting effective learning. The noisy environment hindered pupils' ability to concentrate and adults could not effectively check pupils' understanding.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- teachers in all year groups fully apply the new approaches to the teaching of writing so pupils, including the most able and those who are disadvantaged, achieve the standards of which they are capable
- pupils' progress in phonics is checked regularly to ensure that more pupils reach the expected standard at the end of Year 1.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Lincolnshire. This letter will be published on the Ofsted website.

Yours sincerely

Helen Williams
Her Majesty's Inspector

Information about the inspection

I met with you and three governors, including the chair of the governing body. I spoke with the coordinator for the provision for pupils who have special educational needs and/or disabilities and the mathematics coordinator. Two pupils gave me a tour of the school, which included the outside learning area. We toured the school together and observed learning taking place during the morning, which included phonics, writing and mathematics lessons.

Together, we scrutinised a selection of pupils' workbooks. I examined a range of the school's documentation, including its self-evaluation document, improvement plan,

peer-review documents and documents relating to safeguarding. I considered published and internal information about pupils' attainment and progress.

I considered the views of parents by speaking with them before school. I also analysed the 48 responses to Ofsted's online survey, Parent View, and I considered the 14 responses to the staff survey.