

Inspection of Tattershall Holy Trinity Church of England Primary School

Curzon Estate, Tattershall, Lincoln, Lincolnshire LN4 4LD

Inspection dates:	10 and 11 December 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

The head of school is Donna Kaynes. This school is part of Lincoln Anglican Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jackie Waters-Dewhurst, and overseen by a board of trustees, chaired by Jerry Woolner. There is also an executive headteacher, Stephanie Liley, who is responsible for this school and one other.

What is it like to attend this school?

Pupils are happy and enjoy learning at this school. They feel well cared for by staff. There are high expectations of what pupils can achieve and how they should behave. Most pupils meet these expectations and achieve well.

Pupils are kind and respectful to each other. Most pupils behave well. There are positive relationships between staff and pupils. A significant number of pupils at this school are from families where a parent or carer serves in the armed forces. This means that some pupils join the school at different times of the year. The school has highly effective systems in place to support these pupils so that they quickly settle in and get the support they need.

The school provides pupils with a wide range of opportunities that develop their interests and character. For example, many pupils attend different sports clubs, choir, 'military kids club,' and 'nature club'. Pupils enjoy attending forest school. They are proud to take up the leadership opportunities the school provides. Some pupils are librarians, prefects and behaviour ambassadors. Pupils also take part in the school council and the collective worship council. They enjoy trips to places of worship and the theatre.

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

The curriculum is broad and ambitious. The school has ensured that the curriculum identifies the important knowledge and vocabulary pupils should learn in each subject. This helps teachers deliver the curriculum effectively in most subjects. For example, they ensure that pupils have opportunities to revisit important knowledge regularly. This allows pupils to learn the curriculum successfully. Most pupils achieve well, and many produce high-quality work in most subjects.

The school has set out an agreed approach to how teachers should deliver the curriculum. Mostly, teachers use this approach effectively. However, at times, this is not the case. In some subjects, teaching does not explain new topics clearly or ensure that teaching resources support pupils in building on prior learning. As a result, some pupils do not learn as well as they could in some subjects.

The school accurately identifies the additional needs of pupils. Teachers get clear information about how to meet the needs of pupils with special educational needs and/or disabilities (SEND). They use this well to provide effective support so pupils with SEND can access the curriculum and achieve well.

The school has ensured that teachers deliver the phonics scheme consistently well. Children in the early years learn to read as soon as they start in Reception. The books they read are well matched to the sounds they know. The school quickly identifies any pupils falling behind with their phonics knowledge. These pupils then get regular extra practice. In Reception, teachers ensure that children revisit the sounds they have learned when doing other activities. All pupils have reading fluency lessons. Most teachers deliver

these well. This supports pupils in developing their reading accuracy and fluency. As a result, most pupils develop the knowledge and skills they need to read confidently.

The school has raised the expectations of pupils' behaviour. Pupils understand the school's rules of being ready, respectful and safe. Most teachers use the behaviour system consistently well. This means pupils behave well in lessons and at unstructured times. However, on occasion, some pupils need reminders of classroom routines. This, at times, can interrupt other pupils' learning. There is strong pastoral care for pupils with social and emotional needs. Consequently, they get better at regulating their behaviour.

The school has an effective approach to challenging pupils' poor attendance. Pupils' attendance has improved. The number of pupils regularly absent from school has significantly reduced.

Children in Reception learn in a safe and nurturing environment. They play and learn well together. Most children develop the personal and social skills they need to be ready for key stage 1.

The school's work to promote pupils' personal development is highly effective. Staff teach pupils how to be safe online and in the community. Pupils learn about different religions. They enjoy virtual visits to other countries, where teachers give them meaningful opportunities to learn about different cultures. Pupils have an impressive understanding of important areas, such as fundamental British values and equality.

The school is well led and managed. School and trust leaders have acted effectively so that the school continues to improve. Staff are proud to work at the school. They appreciate how leaders are considerate of their workload and well-being. Those responsible for governance provide effective challenge and support.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, some pupils need reminders of classroom routines. When this is the case, it interrupts the learning of other pupils. The school should ensure that teachers establish clear classroom routines that pupils understand and follow so learning is not interrupted.
- In some areas of the curriculum, teaching does not follow the school's agreed approach consistently well. This means that some pupils do not learn as well as they could in some subjects. The school should ensure that teachers use the school's agreed approach to deliver the curriculum effectively.

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	145436
Local authority	Lincolnshire
Inspection number	10288361
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	Board of trustees
Chair of trust	Jerry Woolner
CEO of the trust	Jackie Waters-Dewhurst
Headteacher	Donna Kaynes
Website	www.holytrinitytattershall.co.uk
Dates of previous inspection	14 September 2022, under section 8 of the Education Act 2005

Information about this school

- The school is part of Lincoln Anglican Academy Trust.
- The school uses one registered alternative provision.
- This school is part of the Diocese of Lincoln. The school's last section 48 inspection was in May 2019. The next section 48 inspection is due to take place within eight years of the previous inspection.

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 and/or sixth form 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.
- The inspectors spoke to the executive headteacher, the headteacher, a trust director and the CEO of the trust.
- The lead inspector met with members of the academy committee, including the chair.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum, visited lessons and looked at samples of pupils' work in some subjects.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspectors considered the responses to Ofsted's staff and pupil survey and Ofsted Parent View, including the free-text responses.
- The inspectors spoke with pupils and observed pupils' behaviour during lessons and at social times.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

Chris Stevens

Ofsted Inspector

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