

Inspection of Blyton Cum Laughton Church of England School

Blyton Cum Laughton Primary, High Street, Blyton, Gainsborough, Lincolnshire DN21 3JX

Inspection dates: 22 and 23 November 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Early years provision | Good |
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| Previous inspection grade | Good |
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What is it like to attend this school?

This is a well-led school where pupils are happy and feel safe.

The school has high expectations of pupils' work and behaviour. Pupils rise to these expectations. Pupils are friendly and well-mannered and enjoy talking about their learning. The calm atmosphere throughout the school helps pupils do their best.

Pupils engage well with meaningful learning opportunities. Children in the Reception Year enjoy painting their diya lamps and role-playing Diwali preparations. They like making dresses and booking appointments in the hairdressing salon. In Years 5 and 6, pupils get to grips with classifying volcanoes in a 'right now', real-life context. Pupils enjoy learning across the school's reading-inspired curriculum. They take pride in their work. As one pupil explained about art, 'I like the fact we can take our time to produce a finished piece.'

The school supports pupils with special educational needs and/or disabilities (SEND) well. These pupils access the same learning opportunities as their peers and take part in every aspect of school life.

Parents and carers have confidence in the school. They praise the caring environment and the positive learning experiences. As one parent typically commented, 'I could not ask for a better school with more devoted teachers.'

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

The school has developed an imaginative and well-connected curriculum. Clear plans identify the key knowledge that pupils must learn and the order in which they need to know it. The school checks pupils' learning in English, mathematics and some other subjects. These checks help teachers move pupils' learning forward. However, the school has not developed effective ways to check pupils' learning in every subject.

Children get off to a very strong start in the Reception Year. They are enthusiastic to begin their 'learning jobs' each day. Children are keen to explore the outdoor learning area. This includes a writing workshop, a builders' yard and a baby clinic treatment room. Children enjoy high-quality interactions with each other and with staff members. The school encourages children in early years to become well-behaved, independent learners. This ensures that children are ready for Year 1.

Reading is a top priority across the school. Children begin learning to read as soon as they start school. Timely support is given to any pupils who need help keeping up. Pupils can explain how they are getting better at reading and why reading matters. The school encourages a love of reading in many different ways. Pupils are inspired to read by authors who visit. Teachers often use books to open up discussions with pupils about a subject. A comprehensive plan ensures that pupils experience 350 high-quality books by the end of Year 6. The school's approach to

making reading exciting is working well. As one pupil explained, 'I love this school because I love reading and we do lots of it!' A parent agreed by stating, 'The joy of reading is plain to see.'

All subjects are important at this school. Interesting lessons flow without interruption, and pupils are keen to share their ideas. For example, when discussing mathematics, pupils are confident in recalling prior knowledge. They enjoy singing songs about mathematics that reinforce their learning. Art is a strength throughout the school, with pupils producing some work of a very high standard.

Beginning in the early years, the school is quick to identify pupils with SEND. Staff provide support to help these pupils achieve well. The school keeps a close eye on this support to ensure that pupils' needs are met. Most parents of pupils with SEND are positive about the school's support for their child.

In school life, there are many opportunities to develop pupils' character. This begins in the Reception Year, by encouraging children to 'shine those lights in the darkness!' Pupils make a positive contribution to the school through their positions of responsibility. For example, pupils serve as sports leaders, librarians and 'hero helpers'. Pupils also enjoy attending clubs. The school has a detailed curriculum for personal, social and health education (PSHE). As with other subjects, the PSHE curriculum makes good use of story books to introduce topics. Pupils are very respectful of others with backgrounds different to their own. However, pupils' understanding of important British values, such as individual liberty, is not secure.

Governors are regular visitors to the school. They have a full picture of what is happening and a clear vision for the school's future. Leaders consider staff workload and well-being when making decisions. Staff are proud to work at this school and their morale is high.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects, the school has not established effective approaches to checking what pupils know and remember. As a result, the school does not have a clear picture of pupils' achievements in all subjects. The school should ensure that effective approaches to checking what pupils have learned are in place in all foundation subjects, so that teachers can identify what pupils know and what they need to learn next.
- Pupils' understanding of important British values is underdeveloped. Some pupils do not remember the British values they have been taught. The school should

ensure that all pupils have an age-appropriate understanding of what it means to live in modern Britain.

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

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| Unique reference number | 120619 |
| Local authority | Lincolnshire |
| Inspection number | 10288317 |
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 137 |
| Appropriate authority | The governing body |
| Chair of governing body | James Parman |
| Headteacher | Karl Duke |
| Website | www.blyton.lincs.sch.uk |
| Date of previous inspection | 27 February 2018, under section 8 of the Education Act 2005 |

Information about this school

- The school is part of the Diocese of Lincoln. The most recent section 48 inspection of this Church of England school, which is an inspection of the school's religious character, took place in June 2017.
- The school does not use any alternative education provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had 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.

- Inspectors met with the headteacher and other leaders. They spoke with groups of staff and pupils. They met with members of the governing body and with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, art and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning. The lead inspector listened to pupils reading aloud to a familiar adult. Inspectors also spoke to leaders about the curriculum in a range of other subjects.
- To evaluate the effectiveness of safeguarding, 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 observed pupils' behaviour during lessons and around the school site.
- Inspectors spoke with parents at the school gates. They also considered the responses to Ofsted's survey, Parent View, and to Ofsted's staff survey.
- Inspectors reviewed a range of documentation, including school improvement plans and minutes of governors' meetings.

Inspection team

| | |
|--------------------------------|------------------|
| Martyn Skinner, lead inspector | Ofsted Inspector |
| Heather Hawkes | Ofsted Inspector |

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