

# Inspection of a good school: The Ropsley Church of England Primary School

School Lane, Ropsley, Grantham, Lincolnshire NG33 4BT

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Inspection date:

24 February 2022

## **Outcome**

The Ropsley Church of England Primary School continues to be a good school.

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

Pupils are proud of their school. They describe teachers as being kind and supportive. As one pupil said: 'They make us feel comfortable and they help us to learn. We learn to respect each other and ourselves'. Relationships between staff and pupils are highly positive.

Pupils behave well. They are courteous and polite to their peers, staff and visitors. Pupils understand the behaviour policy. They relish moving up the behaviour ladder and earning a reward from the headteacher's treasure box. Movement down the behaviour ladder is rare. Pupils take this very seriously when it occurs.

Pupils enjoy making a positive contribution. The school council plays an active role in making important decisions to improve the school experience for pupils. Pupils are proud to represent their school in sporting events.

Bullying is infrequent. Pupils know what bullying is. They understand the difference between bullying and poor behaviour. They know the different forms that bullying can take. They are confident that leaders will address any incidents that occur.

Pupils enjoy learning in lessons. They are eager to do well. They say that teachers make lessons fun and engaging. Pupils are excited about the school's recently purchased three-dimensional printer which will help them to showcase their designs.

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

Leaders have designed a broad and ambitious curriculum. It is designed for the pupils of the school. In the majority of subjects, the curriculum is well planned and sequenced. In a very small number of subjects, leaders are at the final stages of ordering the sequence in which content is taught. In some subjects, the curriculum does not make clear the most important parts that pupils are expected to know and remember over time.

The teaching of phonics is well-planned and sequenced. The curriculum sets out which sounds pupils should know at each stage of their education. Pupils who begin to fall behind are quickly identified and helped to catch up. Staff teach phonics consistently well. The books that pupils read match the sounds that they know.

Pupils develop a love of reading. They systematically experience a wide range of texts and genres during their time at the school. They are familiar with a wide range of authors. The whole-class reading sessions helps pupils to understand increasingly challenging texts. However, the curriculum for reading beyond phonics is one that is not yet fully sequenced. Leaders are in the final stage of completing this.

The early years' curriculum is well-planned and sequenced. It sets out what children should know and be able to do at each point of the Reception Year. It helps children to systematically build on what they know and can do across all the areas of learning.

Pupils with special educational needs and/or disabilities (SEND) get on well in their learning. The interim special educational needs coordinator (SENCo) ensures that this group of pupils get the help they need to learn the school's curriculum. Staff are skilled at supporting these pupils and helping them to develop independence and resilience.

Pupils' personal development is supported by a well-planned curriculum for personal, social and health education. Pupils learn that it is important to treat everyone equally. Older pupils understand discrimination and the different forms that it can take. They know what to do to stay healthy, both physically and mentally.

Senior leaders are ambitious and know their school well. They have an accurate view of the school's strengths. They know what needs to improve. They have built a staff team which shares their ambition. Staff say that senior leaders give them the support they need to carry out their roles. However, the role of the subject leader is not yet fully developed. Some leaders do not understand how their subject starts in the early years. This means that they cannot check how well children in the early years are prepared for what they will learn in key stage 1.

The governing body has a wide range of skills and expertise. It provides leaders with effective challenge and support. Governors have a secure understanding of the school's curriculum and the improvements that still need to be made. They are proud of the pastoral support and nurturing ethos of the school.

Governors and leaders have ensured that the school does not work in isolation. The school is part of the Grantham Region Association of Church of England Schools collaboration. This collaboration has helped to ensure that staff at all levels can access training, advice and support.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is given the highest priority. Staff know pupils well. Any concerns are quickly identified and communicated to leaders. Leaders deal with these swiftly. Records are detailed and fit for purpose.

Staff benefit from a robust and regular training programme. They know how to escalate concerns should they need to. The school's pastoral leader provides a wealth of help and support to pupils and their families. Pupils know who to turn to if they have a worry or concern. Where needed, pupils get help to understand their feelings and emotions.

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

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

- There are a few subjects of the curriculum that are in the final stage of being sequenced so that it is clear what is taught to pupils and when. In these subjects, the curriculum does not yet make clear enough the knowledge that pupils should acquire at each point during the school year. Leaders should ensure that the curriculum is well-planned and sequenced across all subjects.
- In some subjects, the curriculum does not make clear enough the most important things that pupils are expected to learn and remember over time. This means that leaders are unable to systematically check on how well pupils know and remember the curriculum. Leaders should ensure that the curriculum makes clear the most important things that pupils are expected to know and remember, across all subjects, at each stage of their education.
- The role of the subject leader is not yet fully developed. Some leaders do not know how their subject starts in the early years. This means that they cannot check on how well children in the early years are prepared for what they will go on to learn in key stage 1. Leaders should ensure that the role of the subject leader is consistently understood and applied.

## 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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in November 2011.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	120536
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10211632
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	111
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Fred Mann
<b>Headteacher</b>	Ann Cook
<b>Website</b>	<a href="http://www.ropsley.lincs.sch.uk">http://www.ropsley.lincs.sch.uk</a>
<b>Date of previous inspection</b>	14 December 2016, under section 8 of the Education Act 2005

## Information about this school

- There have been no significant changes since the last inspection.
- 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 October 2016. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next inspection will be within eight years of the last section 48 inspection.
- The school uses no alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher, a senior leader, curriculum leaders, and the SENCo.

- Inspectors carried out deep dives in three subjects: reading, mathematics and physical education. For each deep dive, inspectors met with subject leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. An inspector also looked at curriculum documentation for the early years, geography and design and technology.
- The lead inspector met with four governors, including the chair.
- Inspectors took account of the 12 responses to the Ofsted Parent View survey and 10 written comments from parents. They also considered the 22 responses to Ofsted's staff survey. An inspector spoke informally to parents outside the school.
- The lead inspector met with safeguarding leaders. He reviewed school documents relating to safeguarding and attendance.

### **Inspection team**

Vic Wilkinson, lead inspector

Her Majesty's Inspector

Hazel Henson

Her Majesty's Inspector

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