

# Inspection of a good school: The Wainfleet Magdalen Church of England/Methodist School

Magdalen Road, Wainfleet, Skegness, Lincolnshire PE24 4DD

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Inspection dates:

6 and 7 June 2023

## **Outcome**

The Wainfleet Magdalen Church of England/Methodist School continues to be a good school.

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

Pupils feel safe and happy at this school. Leaders have created a culture in which pupils respect one another and those who may be different from themselves. The school values are central to pupils' experience of daily school life. Those values include peace, humility, trust, service and compassion. Pupils learn about what the values mean and put them into practice. The collective worship council, for example, develops ways of making collective worship more inclusive for all pupils. Staff listen to pupils and respond to their ideas and suggestions.

Leaders have high expectations of pupils' behaviour. Pupils behave well. They trust that staff will deal with any instances of poor behaviour or rare instances of bullying. Pupils share any worries they have with staff. Children in the early years form trusting relationships with staff.

Leaders have ensured that pupils can access opportunities beyond the curriculum they study in the classroom. Pupils sing in the choir and join in with multi-sports and gardening clubs. Children in the Reception class regularly visit the local library. Pupils take up leadership opportunities by becoming members of the school council and sports leaders. They look after one another as members of the well-being club.

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

Leaders have designed an ambitious curriculum. They have identified the important knowledge and skills they want pupils to learn. Leaders have organised the early years curriculum so children learn what they need to be ready for year 1. Leaders cater for the specific needs of each cohort of children who start in the early years each September.

Immediately after the COVID-19 lockdowns, leaders reviewed the curriculum to fill any knowledge gaps that pupils had. To this end, they changed the design of the curriculum and how it is taught. These changes are having a positive impact on the work that pupils produce and the knowledge they can recall and apply. Current pupils demonstrate a secure understanding of what they have learned across the curriculum. Published outcomes are not yet reflective of the good quality of education that current pupils enjoy at this school.

Teachers have secure subject knowledge. They teach important knowledge clearly and in a manner which is accessible for all pupils. In lessons, teachers routinely check pupils' knowledge. There are assessment systems in place in each subject which teachers use to identify gaps in pupils' learning and to plan what they will teach next. On occasion, teachers do not identify and address misconceptions in pupils' understanding as effectively as they could.

Leaders have prioritised reading. Children start learning to read from the very beginning of their time in the early years. Staff help children and pupils to develop quickly their ability to read words accurately. Pupils read books matched to the sounds they have learned. Teachers check how successfully pupils are learning to read. Staff provide extra help for pupils who need it. Leaders have introduced a new approach to helping pupils develop their understanding of what they read. This helps pupils to access their learning across the curriculum as well as in English lessons. Leaders have ensured that pupils read a range of texts, including fiction and non-fiction. The work in pupils' books shows that they develop the sophistication of their vocabulary over time. Staff reward pupils for reading regularly.

Teachers know pupils well. Pupils with special educational needs and/or disabilities (SEND) have their needs promptly identified. They follow the same curriculum as their peers. Leaders evaluate the provision for these pupils to ensure that it meets their needs. They work with wider agencies so that pupils with SEND can take part in sporting and musical activities.

Pupils are attentive and engaged in their lessons. They take pride in completing their work. Children in the early years proudly share the mathematics equations they have written independently. They share stories that they have learned to retell using picture prompts.

Pupils study a well-sequenced personal, social, health and economic education curriculum. They learn about celebrating difference and about how to keep themselves healthy. Pupils benefit from educational visits, for example to mosques and cathedrals. Children in the early years learn about healthy food and how to cook. They plant potatoes and strawberries and learn how to help them grow.

Leaders have a clear vision for the school. This vision focuses on providing pupils with the best opportunities they can have in life. Subject leaders regularly access training, provided by the trust, to develop their understanding of their roles and subjects. They use the knowledge they gain to oversee the teaching of the subjects they lead. Staff share positive views about how leaders take account of their well-being and workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created effective systems to help keep pupils safe. Staff know how to identify and share concerns. They complete training and are knowledgeable about safeguarding. Leaders know pupils well and secure the help pupils and their families need when necessary. When leaders identify a concern, they take swift action to keep pupils safe.

Leaders work effectively with wider agencies. They work proactively to secure pupils the help they need.

Pupils know how to keep themselves safe, including when online. They learn about healthy relationships.

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

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

- Teachers do not always precisely check all pupils' understanding to identify and address misconceptions effectively. As a result, there are occasions when teachers do not help pupils to move on to new learning or help pupils build on their learning as securely as they could. Leaders should ensure that teachers understand how best to recognise and resolve pupils' misconceptions as they arise.

## **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 2017.

## 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](#)' 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>	140185
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10227263
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	191
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jerry Woolner
<b>Headteacher</b>	Melanie Page
<b>Website</b>	<a href="http://www.magdalenwainfleet.co.uk/">www.magdalenwainfleet.co.uk/</a>
<b>Date of previous inspection</b>	7 and 8 February 2017, under section 5 of the Education Act 2005

## Information about this school

- The headteacher took up her post the day before the inspection, having been head of school from September 2022.
- The school does not make use of any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector carried out deep dives in reading, mathematics and geography. As part of each deep dive, he discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- The inspector met with subject leaders in history and computing, and scrutinised samples of pupils' work in these subjects.

- The inspector met with leaders responsible for behaviour, personal development and the provision for pupils with SEND. He met with the person responsible for the early years provision.
- To evaluate the school's safeguarding arrangements, the inspector met with safeguarding leaders and reviewed the actions they take to keep pupils safe. He also viewed a range of documents in relation to safeguarding, including the school's single central record.
- The inspector met with members of the local governing body, representatives of the trust executive, a member of the trust board and the deputy chief executive officer of the trust.
- The inspector considered the responses to Ofsted's online questionnaire for parents and carers, Parent View, and considered the results of the Ofsted questionnaire for school staff.

## **Inspection team**

Matthew Fearn-Davies, lead inspector

His Majesty's Inspector

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