

Inspection of Lulworth and Winfrith CofE VC Primary School

School Lane, West Lulworth, Wareham, Dorset BH20 5SA

Inspection dates: 28 and 29 January 2025

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected, under section 5 of the Education Act 2005

The headteacher of this school is Ellie Griffiths. This school is part of The Coastal Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Paul Howieson, and overseen by a board of trustees, chaired by Martin Copsey.

What is it like to attend this school?

The school is ambitious for all pupils. This can be seen in the reinvigorated curriculum and the renewed support for pupils with special educational needs and/or disabilities (SEND). Leaders and staff have worked hard to improve the school. This work has been successful, and staff know there is more to do.

Pupils enjoy coming to school and would recommend the school to others, saying 'Honestly, it's great here!' They are proud of their community because 'everyone is kind and thoughtful'. Pupils are enthusiastic about the lessons and trips on offer. Older pupils value the leadership opportunities they get, such as becoming a bronze ambassador and helping others.

Pupils feel safe and well looked after. They behave well and treat adults and each other with respect. They say that bullying and unkindness are rare, and that staff can be relied upon to sort out any problems. When they are well supported, all pupils, including disadvantaged pupils and those with SEND, work hard and learn well.

Parents and carers have growing confidence in the school. Parents value the hard work of staff and appreciate the enthusiasm of leaders. Parents are confident that staff listen to them and act quickly to offer support and help.

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

Much has changed since the last inspection. The school has joined a multi-academy trust, and many leaders are new to the school. Staff have clarified what they want pupils to learn and introduced a well-thought-out curriculum. Although these changes are relatively new, they have already led to improvements in the quality of education. Pupils do well because they are able to understand and remember more of the learning on offer.

Across the school, pupils are increasingly confident in their learning. This is because the updated curriculum is enabling most pupils, including those with SEND, to develop a much more secure understanding of subjects. For example, most younger pupils are quickly becoming fluent readers, while older pupils can recall information about previous learning to help them understand new ideas. In the early years, children benefit from both independent and teacher-led activities that enable them to make progress in all areas of learning.

Staff have secure subject knowledge and a good understanding of what their pupils know and can do. Recent training is supporting the school to adapt activities so that all pupils can access the learning. While this work is successful there is still more to do. Some pupils do not get enough opportunities to practise the basics. As a result, some pupils struggle to develop fluency and confidence in their learning.

Most pupils are well supported to become confident and fluent readers. They get off to a great start in the early years, where phonics sessions are clear, and language development is given a high priority. Children learn to love books, quickly learning to

recount the stories they have been learning in class. Most pupils make secure progress in phonics and can apply their knowledge of letters when reading and writing. However, some pupils struggle to remember the most important information. This is because they do not get enough opportunities to practise.

Pupils enjoy their learning. Most of them respond quickly to requests and are well supported by the school's rules and high expectations. However, this is not the case in all sessions. When high expectations are not consistently upheld, some pupils lose focus. As a result, valuable teaching time is lost as the school works to re-engage those whose attention has drifted.

Pupils get on well with each other in and around the school. Older pupils take care of their younger peers while younger pupils value the support of the older children. The school has effective systems to manage and reward pupil behaviour. The school has introduced a more structured approach to the monitoring of pupil absences. As a result, levels of pupil attendance are improving and in line with national figures.

The school ensures that pupils have rich opportunities for personal development. Well-thought-out activities cover a range of religions and important ideas. For example, pupils get to think about and begin to understand discrimination. The school tailors activities to meet the needs of the community. For example, supporting pupils and families around key events, such as Remembrance Day and when relatives are posted away.

Staff are well supported by school and trust leaders. Staff feel that their well-being is seen as a priority. Governors know the school well and value the support of the multi-academy trust. The trust has provided the school with highly effective support, which has underpinned recent improvements. The trust continues to support the school's ongoing development.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some activities, including some phonics sessions, are too complicated and do not give pupils sufficient opportunities to practise and consolidate their learning. This makes it difficult for every pupil to learn and remember the most important information. This particularly affects disadvantaged pupils and those with SEND. The trust must ensure that staff know and prioritise the most important knowledge so that all pupils gain this key learning.
- Expectations of pupil behaviour are not consistent across the school. This means that pupils do not always know what is expected of them. Sometimes this results in pupils

not working as hard as they could. The trust should ensure that pupils are supported by high expectations so they all make the most of the learning opportunities on offer.

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	150430
Local authority	Dorset
Inspection number	10344871
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	118
Appropriate authority	Board of trustees
Chair of trust	Martin Copsey
CEO of the trust	Paul Howieson
Headteacher	Ellie Griffiths
Website	www.lulworthwinfrith.dorset.sch.uk/
Date of previous inspection	Not previously inspected

Information about this school

- Lulworth and Winfrith Church of England Primary School converted to become an academy school in January 2023. When its predecessor school, Lulworth and Winfrith Church of England Voluntary Controlled Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The headteacher and deputy headteacher are shared with Wool Primary school. This is a neighbouring school in the same multi-academy trust.
- The school is a Church of England school located within the diocese of Salisbury. The last section 48 inspection took place in June 2024. The next inspection is planned to take place within the next five years.
- The school does not use any alternative providers.

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.
- Inspectors met with the headteacher, subject leaders, the special educational needs coordinator, representatives from the trust and members of the governing body.
- Inspectors carried out deep dives in following subjects: early reading, mathematics, and physical education. For each deep dive, inspectors 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.
- An inspector listened to pupils read to an adult.
- To evaluate the effectiveness of safeguarding, the 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.

Inspection team

Phil Minns, lead inspector

His Majesty's Inspector

Jo Randall

Ofsted Inspector

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