

# Inspection of Friskney All Saints Church of England (Aided) Primary School

Church End, Friskney, Boston, Lincolnshire PE22 8RD

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Inspection dates: 4–5 February 2020

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Good

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

Pupils like coming to school. Parents and carers agree. One said, 'Children are happy here. They run into and out of school smiling.' Pupils say that they feel safe in school. They told us about the 'worry boxes' in each class and how adults help them if they are concerned about anything.

Pupils understand the need to help others. They raise money for many charities, such as the Lincolnshire air ambulance. Pupils are active members of the local community. They recently sang 'happy birthday' to a local resident on her 100th birthday.

Most pupils behave well. They do not worry about bullying. However, a small number of pupils can disrupt lessons for others.

Pupils get lots of exciting experiences. They visit airfields to see the Red Arrows taking flight, sing at the Spilsby music festival and go on residential trips to Kingswood. Pupils are proud of their sporting successes. They have won countless trophies in football, netball and hockey tournaments.

Some pupils do not get a good-enough quality of education in all subjects. Children get off to a good start in the early years and key stage 1. However, this does not continue into key stage 2. Some older pupils should be doing better.

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

Changes to staffing over the last year have resulted in a lack of stability and consistency. Some subject leaders have not had the time or support to develop the curriculum and make sure that pupils get a good quality of education. Some teachers have not had good-enough training so that they teach all subjects well. The newly appointed interim headteacher, supported by the governing body, knows what needs to improve and has plans in place to move the school forwards, and quickly.

Leaders know what they want pupils to learn in phonics. Teachers in the early years and key stage 1 deliver effective phonics lessons. However, the books that some pupils read are too difficult. Leaders want all pupils to love reading. We saw many pupils enjoying 'World Read Aloud' day as they shared their favourite stories with parents. We also saw children in the early years hooked on the story of Little Red Riding Hood. They dressed up as characters and enjoyed discovering that Grandma was really a wolf! The teaching of reading in key stage 2 is not always effective. Some teachers do not explain well enough different reading strategies. The quality of some pupils' written work, particularly their spelling and handwriting, is poor.

Leaders have planned an impressive science curriculum. They know precisely what they want pupils to learn and when. Children in the early years learn about magnets while playing magnetic fishing games. Pupils in key stage 2 move on to learn about magnetic and non-magnetic metals. Lessons are taught well. Pupils achieve highly.

Leaders have worked hard to improve mathematics. They have planned a curriculum that enables pupils' knowledge to build each year. Children in the early years enjoy hunting for cubes in the sand. They count them and share them out with a friend. Older pupils then learn about fractions, using language such as 'numerator' and 'denominator'. Pupils' achievement is rising.

Leaders have made a good start to developing the curriculums for history and geography. They have not had enough time or support to ensure that the quality of education in these subjects is strong enough. Some units of work are not taught in the right order and do not build pupils' knowledge over time. Some teachers have weak subject knowledge. They do not always explain ideas well enough. Pupils can recall simple facts such as the date of the Great Fire of London. However, this knowledge is not detailed or secure.

The special educational needs coordinator (SENCo) knows pupils with special educational needs and/or disabilities (SEND) very well. Plans are in place to support these pupils. Some teachers implement these plans very well, while others do not. Some pupils with SEND do not get enough support in lessons and do not always achieve their best.

Most pupils want to learn and do well. However, some pupils find this hard to do and need extra help so that they do not disrupt lessons. Some staff do not always know the best ways to help these pupils.

Pupils enjoy learning about different cultures and faiths, such as Islam and Hinduism. They enjoy opportunities to reflect and be spiritual while sitting and thinking in the classroom 'reflection area'. They enjoy learning about the arts and listening to the 'music of the week' with their friends.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained in safeguarding and first aid. They know their responsibilities for keeping pupils safe. They know the signs that show a pupil may be at risk of harm. Staff act quickly to report any concerns. Leaders act upon these concerns. They work hard so that pupils and families get the help they need.

Pupils know how to stay safe. They told us about online and road safety. Pupils know they will get help when they need it. Some told us about the 'nurture room' and how this helps them if they are anxious.

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

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

- The behaviour of some pupils is not good enough. Staff do not consistently understand or apply the school's policy for promoting good behaviour. Some pupils do not receive support to help manage their own behaviour in lessons. Leaders need to ensure that all staff have the necessary knowledge and skills to manage the misbehaviour of a small proportion of pupils so that the learning of others is not disrupted.
- The school does not provide a good quality of education in all subjects. The curriculums for science and mathematics are effective but the curriculums for the humanities and reading are not. Leaders should ensure that the curriculum in these subjects is more ambitious and that the most important knowledge that pupils should learn and when is clear. Subject leaders should have the time and resources to make sure that teachers implement the curriculums effectively and that pupils achieve well in these subjects.
- Staff's subject knowledge is not consistently strong in some subjects, particularly in key stage 2. Not all are clear about the best way to sequence pupils' learning over time. This limits how well pupils build on what they have learned before when they encounter a new concept. Leaders should ensure that all staff have strong subject knowledge and an understanding of how best to teach pupils so that they know more and can do more.
- Some Year 2 and Year 3 pupils are not able to decode words accurately or quickly enough. The books that some pupils read are not well matched to the phonics they have been taught. Teachers need to make sure that the books pupils read match the phonics knowledge pupils have.
- The quality of some pupils' written work in English is not good. Some older pupils do not spell simple, common words accurately or present their work neatly. Teachers should have higher expectations of the quality of pupils' written work.
- Pupils with SEND have individual plans detailing the support they need to be able to achieve well in a range of subjects. These include information about how staff should adapt the curriculum to meet these pupils' needs. Some staff implement these plans well, while others do not. Leaders should ensure that teachers understand these plans and have the right knowledge and support to implement them effectively so that all pupils with SEND achieve well.

## 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 Ofsted Parent View information 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>	120620
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10110081
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	105
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Paul Brewster
<b>Headteacher</b>	Charles Daniels (interim headteacher)
<b>Website</b>	<a href="http://www.friskneyprimary.co.uk">www.friskneyprimary.co.uk</a>
<b>Date of previous inspection</b>	18 September 2018, under section 8 of the Education Act 2005

## Information about this school

- There have been significant changes to staffing since the previous inspection. The substantive headteacher left the school in the autumn term, following a period of absence. The school was led by an interim headteacher during this time. A new interim headteacher was appointed in January 2020. Most of the teaching staff in key stage 2 are new to post.
- The school has a before- and after-school club that the governing body manages.
- The school is designated as having a religious character and received a section 48 inspection in March 2015.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, subject leaders, the SENCo, the early years leader, two members of the governing body and a representative of the local authority.
- We looked closely at the quality of education in reading, mathematics, history and science. We visited lessons, scrutinised pupils' work, listened to pupils reading

and spoke with pupils and teachers about their lessons. We also examined the quality of pupils' work in geography, writing, art and modern foreign languages.

- We looked at a wide range of documents, including those relating to safeguarding and behaviour, as well as the school's plans for improvement and curriculum planning. We considered information about pupils' achievement from published information and looked at information on the school's website.
- We took account of the 26 responses to Parent View, Ofsted's online questionnaire. There were five responses to the staff survey. There was one response to the pupils' survey.

### **Inspection team**

Steve Varnam, lead inspector

Her Majesty's Inspector

Jackie Thornalley

Ofsted Inspector

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