

# Inspection of an outstanding school: Great Casterton Church of England Primary School

Pickworth Road, Great Casterton, Stamford, Lincolnshire, PE9 4AU

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Inspection dates:

7 December 2021

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

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

Pupils enjoy coming to this small village primary school. They feel safe because if they have any concerns, they can talk to adults who will help them. Pupils say that there is very little bullying in school. Adults deal with it swiftly if it does occur.

Pupils behave well in lessons and as they move around the school. When winter weather means that pupils cannot go out to play at lunchtime, they are well supervised by staff as they chat and play sensibly indoors.

Leaders have high expectations for all pupils. They make sure that all pupils, including those with special educational needs and/or disabilities (SEND), can take a full part in school life.

Each of the four classes is named after an inspirational person, such as Rosa Parks, Sir Tim Peake, Louis Armstrong and Sir David Attenborough. Pupils learn about the lives and achievements of these people, and others. They make links with their school values of being ready, resilient, respectful, reflective, resourceful and responsible.

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

As soon as children join Great Casterton Primary School in the Reception Year, teachers focus on teaching children to read. Phonics is well taught. Pupils join in with their phonics lessons enthusiastically. They use the sounds that they have learned to read their books carefully and accurately. Teachers regularly read stories to pupils of all ages. Pupils in Key Stage 2 talk confidently about their favourite authors and why they enjoy the stories they read.

Mathematics is taught well. Teachers check that pupils grasp what is being taught. They provide further explanations so that pupils overcome any misconceptions. Leaders have made sure that pupils are not moving too quickly through new concepts and that they get the practice that they need to understand what is being taught. Pupils with SEND are provided with appropriate support so that they can achieve alongside their classmates.

Leaders have reviewed the curriculum. They have started to set out the important knowledge and vocabulary that pupils must learn in each subject and the order in which it must be learned. Leaders have not finished planning the curriculum in all subjects. In some subjects, the plans do not start in the early years. Some plans do not set out precisely what pupils must learn. In some subjects, due to the restrictions of COVID-19, leaders have only recently begun to check how well the curriculum plans are being put into practice in class.

Teachers establish clear routines for pupils to follow. Pupils behave well in their lessons. They listen to their teachers, willingly responding to questions. At the end of the day, they collect their coats and line up sensibly ready to go home.

Leaders provide a wide range of opportunities for pupils to learn, and participate in events, outside their classroom. During the inspection, pupils were taking part in a dress rehearsal for the upcoming nativity performance with great enthusiasm. Pupils, including those with SEND, can participate in sporting events and trips alongside their friends. Pupils raise money for charities and learn about the world beyond their village. Some of the opportunities that the school offers had to be paused as a result of COVID-19 restrictions. Leaders are steadily reintroducing the full range of opportunities that the school provides.

Senior leaders, including those who are responsible for governance, know the school well. They provide training and support for staff. They are mindful of staff's workload. They consider carefully the focus of meetings and staff's time outside of lessons to ensure it is well used.

In discussion with the headteacher, the inspectors agreed that the curriculum, and how leaders check it is being implemented well, may usefully serve as a focus for the next inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that staff have up-to-date training, so they know how to recognise the signs of potential abuse. They ensure that staff have regular reminders about child protection issues and procedures. Staff know how to report any concerns they have. Leaders keep a close eye on pupils' welfare, making use of external services if they are needed.

Pupils are taught how to keep themselves safe in a variety of situations. For example, they learn about the potential dangers of modern technology, how to cross the road safely and the dangers of drug misuse.

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

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

- Leaders have started to set out curriculum plans that state what pupils should learn, and they order it should be learned. This work is not complete. Some subjects do not contain all the detail that they need. Leaders should ensure that curriculum plans are complete in all subjects so that the important knowledge that pupils need to learn from the early years through to the end of Year 6 is clearly sequenced.
- Leaders have made a start in monitoring the implementation of the curriculum. They are not yet certain that the curriculum in all subjects is being implemented in the way that it should be. They should ensure appropriate checks are made to assure themselves that the curriculum plans are fully implemented.

## **Background**

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first section 8 inspection since we judged the predecessor school, Great Casterton CofE Primary School, to be outstanding in June 2016.

## **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>	146397
<b>Local authority</b>	Rutland Council
<b>Inspection number</b>	10201103
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	99
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	James Saunders
<b>Headteacher</b>	Sally Gooding
<b>Website</b>	<a href="http://www.greatcastertonprimaryschool.co.uk">www.greatcastertonprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Great Casterton Church of England Primary School converted to become an academy school in March 2019. When its predecessor school, Great Casterton CofE Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The most recent section 48 inspection, which is an inspection of the school's religious character, took place in March 2016.
- The school does not make use of any alternative providers.

## 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 did deep dives in reading, mathematics and science. They spoke with leaders, teachers and pupils. They listened to pupils reading, visited lessons and looked at a range of pupils' work.
- Alongside the headteacher, inspectors examined and discussed a range of foundation subject curriculum plans.

- Inspectors met with the headteacher, the leader with responsibility for pupils with SEND, the chief executive officer of Rutland Learning Trust and the chair of the local governing board. They spoke informally with staff and groups of pupils.
- Inspectors observed pupils' behaviour during lunchtime.
- Inspectors took account of the views of pupils, staff and parents through their online surveys. They spoke with parents as they collected their children from school.
- A range of documentation was considered, including that relating to the safeguarding of pupils, the school's evaluation of the work it does and its plans for improvement.

### **Inspection team**

Di Mullan, lead inspector

Her Majesty's Inspector

Liz Moore

Ofsted Inspector

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