

Inspection of Sturton by Stow Primary School

School Lane, Sturton-by-Stow, Lincoln, Lincolnshire LN1 2BY

Inspection dates: 13 and 14 December 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils enjoy attending school and value the opportunities staff give them to learn and develop. Pupils feel safe at school. They know that staff are prepared to listen and help with any concerns they have. Children in the early years are well looked after by adults at the school.

Pupils quickly understand and live up to the school's values of friendship, aiming high, learning, responsibility and caring. Pupils show their care for others by taking on positions of responsibility at the school, such as serving as peer mentors.

Staff know pupils very well and have high expectations of all pupils. They treat every pupil as an individual within this school, and make sure all pupils achieve well.

Pupils behave well and are respectful to one another. They move around school calmly. Pupils say, and school records show, that bullying is uncommon at the school. When bullying does occur, staff quickly make sure it stops and does not continue.

Pupils take an active role in the further development of the school through the regular house 'chatter groups'. There are lots of opportunities for pupils to be leaders, such as reading ambassadors and school council leaders.

Pupils' learning extends beyond the school day. There are many lunchtime and after-school clubs, such as chess, choir and swimming, which they enjoy attending.

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

Pupils follow a broad and ambitious curriculum. Subject leaders have developed curriculum plans that build pupils' knowledge and skills in a logical order. Where leaders have done this well, it supports pupils to recall previous learning and be well prepared for what comes next. During lessons, teachers use resources that allow pupils to practise this knowledge. Pupils enjoy getting better at skills and knowing more.

However, in a few subjects, curriculum planning is less well sequenced. This means pupils are not as able to make connections with what they have been taught before.

Leaders ensure that teachers recap prior learning in lessons. Teachers do this through the 'sticky knowledge' starters to lessons. Pupils value this approach. Teachers use assessment well in mathematics and reading. This ensures that they plan the next steps in learning carefully, which helps to meet pupils' needs. In the early years, leaders use assessment to precisely guide children towards purposeful play.

Leaders prioritise reading. They have ensured that all staff are well trained and are experts in early reading. The approach to phonics ensures that staff can spot when children are falling behind and provide appropriate support. Staff match the books pupils read with the sounds they are learning. Pupils enjoy reading and listening to stories read aloud by their teachers.

Teachers support pupils with special educational needs and/or disabilities (SEND) to access subject content appropriately. Leaders ensure that staff who support pupils with SEND know these pupils well. They work closely with outside agencies to support pupils' individual needs. Leaders develop plans to ensure that pupils with SEND have the support in place they need to be successful. However, leaders could be even more precise in identifying and implementing strategies that could further improve outcomes for these pupils.

Leaders track pupils' attendance closely. They have developed a new system to promote better attendance. This is in its infancy and is yet to have the desired impact.

There is a rich programme to support pupils' personal development and understanding of the world. Pupils learn about different faiths. They have many opportunities to take part in learning about and sharing the core values of different faiths. Leaders arrange for guest speakers to share knowledge that enhances pupils' understanding, for example the recent visit of an Iman. They learn to respect difference. In the early years, children are carefully taught the language of emotions so they learn to recognise and manage their feelings. Older pupils learn about sensitive topics in a supportive environment and at a time that is right for them.

Staff value the support they get from leaders, particularly for well-being. They share the high ambitions that leaders and governors have for the pupils. Governors assure themselves that leaders' work to improve the school is making a positive difference for all pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have developed a culture of safeguarding that supports effective arrangements to identify, help and support pupils at risk of harm.

All staff and governors receive regular updates and have completed the necessary training. Staff understand that safeguarding is everyone's responsibility.

Pupils feel that the school is a safe place for them to be. They are knowledgeable about how they can keep themselves safe, including when in the community and online. Pupils say they feel confident to share any concerns they have with a trusted adult.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have suitably designed and effectively implemented the curriculum in the majority of the subjects. However, in a few subjects, leaders still need to refine the sequence of learning. This means that pupils are not always able to connect their current learning with what teachers have taught before. Leaders should ensure that staff have the opportunity to further develop their subject knowledge in some subjects. They should make sure that subject leaders continue to check what is being taught, and refine the curriculum where required, so pupils can retain and recall prior learning equally as well in all subjects. This is so pupils are even better prepared for their next stage of education.
- Leaders have suitable plans in place that enable them to provide appropriate support for pupils with special educational needs and/or disabilities and in ensuring they meet their responsibilities in relation to keeping children safe in education. Nevertheless, in a few instances, the information recorded in such plans is not as detailed as it could be. Leaders should ensure that their plans to support these individual pupils are all of an equally high standard; this is so they can assure themselves that they are working towards providing the best possible education and standard of care for pupils.

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

Unique reference number	120478
Local authority	Lincolnshire
Inspection number	10242134
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	179
Appropriate authority	Local authority
Chair of governing body	Rebecca Andrews
Headteacher	Alison Simmons
Website	www.sturtonbystow.org.uk
Date of previous inspection	20 June 2017, under section 8 of the Education Act 2005

Information about this school

- The school offers wraparound care for pupils at the school.
- School leaders do not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with senior and subject leaders, members of the governing body, including the chair of governors, and held a discussion with the school improvement adviser from the local authority.
- Inspectors met pupils to understand their views about the school.
- Inspectors did deep dives in the following subjects: early reading, mathematics, geography and music. For each deep dive, the inspector discussed the curriculum

with subject leaders, visited a sample of lessons with senior leaders, met with teachers, looked at pupils' work and spoke with pupils about their learning in these subjects.

- Inspectors also considered the curriculum in other subjects.
- Inspectors considered the behaviour of pupils during lesson visits and around the school. This included observing pupils in the school's breakfast club.
- To inspect safeguarding, the lead inspector checked the single central record of pre-employment checks and other safeguarding records. The inspector also met with the designated safeguarding lead. Inspectors spoke with leaders, teachers, support staff, members of the governing body and pupils to evaluate the culture of safeguarding in school.
- Inspectors spoke to staff about their workload and well-being.
- The views of staff, pupils and parents were considered, including responses to Ofsted's online surveys.
- Inspectors considered a wide range of documentation provided by the school and on the school website.

Inspection team

Anne Maingay, lead inspector

His Majesty's Inspector

Peter Stonier

His Majesty's Inspector

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