

Inspection of Colsterworth Church of England Primary School

Back Lane, Colsterworth, Grantham NG33 5NJ

Inspection dates: 17 and 18 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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

What is it like to attend this school?

Colsterworth Church of England Primary School is a special place for pupils to learn and grow in. The ethos of caring is fully embedded. Pupils and staff follow the core values of 'integrity, equality, respect, care and inclusion'. Pupils use the '3 Rs' to help them remember these values, so that they 'respect and take care' of themselves, others and the environment.

Leaders have high expectations for every child. All pupils know about the 'high five' hand, which is there to give pupils positive guidance in all that they do. The hand represents school as being a safe place in which to make mistakes. It reminds pupils to show respect and care. Pupils say that everyone is special, and it does not matter what anyone else thinks of them.

Pupils' behaviour is exemplary. They show respect for each other and for staff. Bullying is rare. If it does happen, it is not tolerated and is dealt with quickly.

Pupils feel safe and are very happy. They say that their teachers and leaders care about them. Parents and carers are proud of their school. A parent, typical of many, said that this is 'an excellent school that cares and supports children'.

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

Leaders are ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). The curriculum is well developed. Leaders have prioritised the important knowledge and skills that they want pupils to know in all subjects.

In lessons, teachers regularly recap on what pupils have already learned. This helps pupils to remember more of what they learn. Yet, there is some inconsistency in how well teachers complete these recaps. Not all pupils and children in the early years can remember what they learn.

Teachers regularly check pupils' understanding during lessons. Teachers use this to help inform what pupils will do next. Pupils have the opportunity to reflect on their own learning.

There is a strong focus on reading. Those who struggle with reading get the support they need to keep up. Leaders ensure that all pupils have books that match their knowledge of phonics. Pupils have time to read regularly to help them to become confident and fluent readers. There is a vast choice of different texts for pupils to enjoy, including books that reflect diversity. Pupils say they enjoy reading. Every classroom comes alive with a different story through the vibrant displays and reading areas.

Children in the early years have a strong start to their education. They know the high expectations staff have of them. Children follow routines consistently. The learning environment supports them to be independent. Children say they enjoy

school. They can manage their own emotions. Children know the importance of turn-taking and sharing with friends. They are well prepared for Year 1.

Leaders ensure that pupils with SEND receive the support they need in lessons. Teachers receive training to help them to understand pupils' individual needs. Teachers adapt their teaching and activities to take these needs into account. This helps to ensure that all pupils are achieving the same outcomes.

Pupils have a positive attitude to their learning, and encourage each other to be the best they can be. They behave exceptionally well in lessons and around school. They are respectful, and take pride in who they are and in their school environment.

Responsibilities play a key role in developing pupils' character. They give pupils a sense of purpose. These include acting as playtime leaders and e-safety champions. Pupils are proud to be well-being ambassadors. They actively support their peers with their well-being.

Pupils have a good understanding of Christianity and of different cultures. The vicar from the local church comes into school and debates 'big questions' during assembly time. This helps pupils to understand more difficult concepts. An example of this is the teaching about salvation in religious education. One pupil described salvation as 'saving and rescuing people'.

Pupils do not have a good understanding of other faiths. They know the importance of respecting difference. Most pupils know the British values. They demonstrate these through their actions.

There are many opportunities for pupils to develop their interests and talents. These include music, sports and science clubs. Pupils visit places of cultural interest. Some take part in 'Young Voices' and the 'mini-Olympics'. Pupils know about career opportunities. They have high aspirations for their own futures.

Staff say that leaders are mindful of their well-being and workload. Leaders and staff say they are very well supported by the trust. Trustees and governors know their school well and provide strong support and challenge to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take safeguarding seriously. Staff receive training to identify any pupils who may be at risk of harm. All staff report any concerns to the designated safeguarding leads. These concerns are dealt with swiftly. Leaders work well with external agencies. They ensure that pupils and their families get the right support. Leaders are not afraid to challenge. They always ensure that pupils get the right outcome.

Leaders ensure that pupils know how to keep themselves safe. This includes staying safe online. Pupils know the importance of being mentally and physically healthy.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have developed a coherently planned and well-sequenced curriculum. On occasion, there are inconsistencies in what pupils can recall about their learning in some subjects, including in the early years. This is because teachers do not always provide effective recaps of what pupils have previously learned. Pupils do not reliably remember what they have been taught in all subjects. Leaders should ensure that teachers consistently use effective strategies to help pupils recall what they have learned, so that pupils know and remember more of the school's curriculum.
- Some pupils' knowledge of different faiths is inconsistent. Although they know to respect difference, some pupils are not as aware as they should be of different faiths. Leaders should ensure that pupils have the necessary knowledge and understanding of different faiths to prepare them for life in modern Britain.

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	146279
Local authority	Lincolnshire
Inspection number	10254731
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	115
Appropriate authority	Board of trustees
Chair of trust	Stephen Haigh
Headteacher	Sarah Moore (Executive Headteacher)
Website	www.colsterworth.lincs.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Colsterworth Church of England Primary School is a school with a Christian ethos. It received its Statutory Inspection of Anglican and Methodist Schools (SIAMS) in February 2020. The next SIAMS inspection is not overdue.
- There is a breakfast and after-school club managed by the school.
- The school does not use 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. 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 the executive headteacher, the head of school, assistant headteachers, representatives of the trust, the director of education for the diocese and members of the local governing body.

- Inspectors undertook deep dives in the following subjects: reading, mathematics, religious education and physical education. Inspectors met with subject leaders, teachers and groups of pupils. They visited lessons and looked at pupils' work.
- The lead inspector reviewed the school's safeguarding procedures, including the single central record and child protection and safeguarding policies. She met with the designated safeguarding leads.
- The lead inspector met with leaders responsible for behaviour, personal development, looked after children, pupil premium, attendance, and the provision for pupils with SEND.
- Inspectors considered responses recorded on the Ofsted Parent View survey, including free-text comments.
- Inspectors considered the views of staff gathered through meetings with groups of staff and through responses to Ofsted's online staff questionnaire.
- Inspectors spoke to pupils in lessons and observed behaviour in lessons and during breaktimes and lunchtimes.
- Inspectors met with members of the pupil council.
- Inspectors looked at a range of documentation, including that related to the school's self-evaluation, school improvement, the most recent SIAMS inspection, attendance and behaviour, the curriculum, and governance.

Inspection team

Anita Denman, lead inspector

His Majesty's Inspector

Ian Toon

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023