

Inspection of a good school: Fulstow Community Primary School

Churchthorpe, Fulstow, Louth, Lincolnshire LN11 0XL

Inspection date:

28 February 2023

Outcome

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

What is it like to attend this school?

Pupils come to school with a smile. They are proud of their school. They live out the school's values of care, commitment and trying to have a good sense of humour.

Pupils feel safe and happy here. They have warm, respectful relationships with staff and know that the adults look after them well. Pupils love getting rewards when they meet the school's high expectations. They behave well, although sometimes playtime becomes a little boisterous. Pupils said bullying almost never happens and staff deal with it straight away when it does.

Pupils enjoy their learning and like to help each other out in class. They like reading to staff and reading the books that staff recommend. Leaders are working hard to improve the curriculum so that all pupils can flourish.

Pupils benefit from educational visits to learn more about science or the history and geography of their locality. Many pupils participate enthusiastically in extra-curricular clubs. The school invites visitors to the school to help pupils to learn more about different faiths and jobs.

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

Leaders have worked with purpose and determination to improve the curriculum at this school. They are designing a curriculum for all pupils to thrive. They have made significant progress that is beginning to have a positive impact. Leaders acknowledge that they have more work to do to ensure that all areas of the curriculum are consistently well taught.

Some aspects of the curriculum are at a more advanced stage of curriculum design than others. In subjects where leaders have fully set out what pupils will learn, teaching is

consistent and assessment is effective. Teachers check that pupils have learned the important knowledge before moving on. Pupils learn well, including children in Reception. In some subjects, the curriculum is very new. Where this is the case, leaders are still supporting teachers to develop the knowledge they need to teach consistently well. Some subject leaders are new to their role. Senior leaders are supporting them to develop the expertise they need to guide teachers well.

Reading is a priority at this school. Leaders have carefully chosen a rich, diverse range of texts for pupils to study. They have ensured that pupils read books that they might not otherwise be exposed to. Writers visit the school. Pupils enjoy reading both in lessons and for pleasure.

Children begin to learn to read from the very start of the Reception Year. This curriculum is well established. Those who need help to keep up or catch up get effective support from teachers. Leaders use assessment to make sure that pupils read from books that match their stage of learning.

Pupils with special educational needs and/or disabilities (SEND) benefit from sensitive, well-considered support. Leaders focus on giving staff high-quality training on helping pupils to develop their independence. This is a well-judged focus.

The school has high expectations of pupils' behaviour that are grounded in the school's values. Pupils learn in a calm, orderly environment. Children in the early years have warm relationships with adults who know them well. Staff deal with any disruption to learning promptly. Pupils told inspectors that most of the time, pupils treat each other with respect. When they do not, staff always take it seriously. Still, leaders do not take this positive culture for granted. They focus on teaching pupils how to have good relationships with each other.

Leaders ensure that pupils have a range of experiences that enhance their personal development. Educational visits and sporting events enhance pupils' learning of the curriculum. They also give pupils an important opportunity to mix with pupils from other schools. Pupils learn about world faiths and cultures. They can explore their talents in clubs and activities. They demonstrate social engagement by proposing fundraising ideas to staff.

School leaders work closely with the local authority to improve the curriculum. Committed governors also benefit from this local authority support. Governors have an accurate view of the school's strengths and areas for development. Leaders are careful to consider staff's workload in their work to improve the school. Most staff are happy and feel that leaders support them well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are knowledgeable. They ensure that they stay up to date. They make sure that pupils get the support they need, including from external agencies.

Leaders ensure that staff get effective safeguarding training. Staff know how to spot the signs that there may be a concern about a child. They know their duties well. Governors have effective oversight of the school's safeguarding work.

Leaders ensure that pupils learn how to stay safe. Pupils learn about e-safety and how to stay mentally healthy. Older pupils learn how to use the roads safely. Pupils know they can tell an adult about any worries they might have.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some parts of the curriculum are at an earlier stage of development than others. Where the curriculum is less developed, leaders have not worked out all of the important knowledge pupils should learn. Where this is the case, teachers do not understand precisely what should be taught and in what order. Leaders must ensure that they complete their work to develop the curriculum fully so that teachers know exactly how to sequence teaching, and pupils' learning builds steadily on secure foundations.
- Some leaders are new to their roles. They have not yet developed the knowledge and skill needed to ensure that the curriculum is implemented as they intend. Leaders must ensure that subject leaders continue to develop their knowledge and understanding so that they can provide teachers with the support they need to teach all aspects of the curriculum well.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2013.

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	120447
Local authority	Lincolnshire
Inspection number	10254910
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	40
Appropriate authority	Local authority
Chair of governing body	Matt Petley
Headteacher	Jonathan Grant
Website	www.fulstowprimary.co.uk
Date of previous inspection	17 October 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of the North Cotes Church of England Primary and Fulstow Primary Federation.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school has received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- During the inspection, inspectors met with the headteacher, the deputy headteacher and a range of staff.
- The lead inspector met with members of the governing body, including the chair. She spoke with a representative of Lincolnshire local authority.
- Inspectors carried out deep dives in early reading, mathematics and physical education. For each deep dive, inspectors met with the subject leader, teachers and pupils. They visited lessons and looked at samples of pupils' work. The lead inspector observed pupils reading to a familiar adult.

- To evaluate the effectiveness of the school's arrangements for safeguarding, inspectors reviewed school policies, procedures and records. The lead inspector met with the designated safeguarding lead. Inspectors also spoke with staff, governors and pupils about the school's approach to keeping pupils safe.
- Inspectors observed pupils' behaviour in lessons and around school.
- Inspectors considered responses to Ofsted's parent, pupil and staff questionnaires.

Inspection team

Aoife Galletly, lead inspector

His Majesty's Inspector

Hazel Henson

His Majesty's Inspector

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