

# Inspection of a good school: Stallingborough CofE Primary School

Station Road, Stallingborough, Grimsby, Lincolnshire DN41 8AP

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Inspection date:

3 October 2023

## **Outcome**

Stallingborough CofE Primary School continues to be a good school.

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

Stallingborough CofE Primary School is a welcoming and inclusive environment. Most pupils enjoy their time at school. Adults care for pupils and support them effectively. Staff prioritise helping pupils to become positive members of the school and wider community.

Pupils behave well. Older pupils model responsible behaviours to younger peers. Disruption to lessons is rare. Pupils have a positive attitude to their learning. Bullying and acts of unkindness are infrequent. Pupils have confidence in leaders to act swiftly and effectively to resolve these incidents. Pupils attend school regularly.

Leaders have strengthened the quality of education that pupils receive. Pupils' knowledge of the curriculum is increasingly secure as a result. Leaders have, rightly, prioritised improvements in reading and mathematics. In some subjects, such as history, these improvements are at an earlier stage of development. The school recognises that some of these changes need to fully embed.

Pupils benefit from opportunities to take on leadership roles. Pupils are proud of the opportunities that these provide to be ambassadors for the school. Many pupils enjoy accessing extra-curricular activities.

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

The school has undergone significant changes since the previous inspection. These include the appointment of a new governing board and headteacher as well as other senior and middle leaders. Current leaders have managed this period of instability well. They have supported staff to make necessary improvements to the curriculum. These changes are beginning to have a positive impact on pupils. Leaders have improved the culture of the school. This includes ensuring that staff are more alert to the risks pupils may face and know how to report concerns about pupils' welfare.

Subject leaders have strengthened the curriculum that pupils learn. Some of these

changes are established, such as in phonics and mathematics. Other subjects have made more recent changes. Staff are now clear about what pupils are expected to know and remember from a sequence of lessons. Leaders provide ongoing training in how to teach the new, more ambitious, curriculum. In some subjects, recent changes to the curriculum mean that assessment approaches are still being developed.

In lessons, teachers present new information clearly. They increasingly apply the training that leaders have provided effectively. For example, staff effectively use equipment such as place value counters to support pupils' understanding of mathematics. The school has not established a strong programme to check the impact of some of the changes they have made. The school has begun to address this by replicating its effective approach in reading and mathematics.

New leaders have updated the school's approach to identifying pupils with special educational needs and/or disabilities (SEND). Teachers now receive more detailed information about how to support these pupils effectively in lessons. Leaders are responsive to the changing needs of pupils in the school. For example, they have increased the number of adults supporting pupils in classes. Leaders work effectively with external agencies, such as educational psychologists, to better support pupils.

Staff have completed extensive recent training in how to teach the school's phonics curriculum. Teachers use consistent and effective approaches in phonics lessons. Children start learning to read as soon as they begin school. Pupils learn to read with increasing confidence and fluency. Pupils who struggle to read are well supported to catch up. Leaders encourage pupils to read widely and for pleasure. Pupils receive rewards as recognition for reading independently. Pupils show resilience and commitment in working towards these.

Children are well prepared as they move from Reception to key stage 1. In Reception, adults use a range of fiction and non-fiction texts to extend children's vocabulary. Adults usually take opportunities to reinforce children's understanding of important vocabulary. Staff engage pupils effectively in activities which enable them to make progress across the curriculum.

Leaders ensure the curriculum extends beyond the academic. Pupils learn important knowledge such as how to maintain a healthy diet or how to remain safe online in personal, social and health education (PSHE) lessons. Pupils' knowledge of other faiths and customs important to these faiths is developing.

Those with responsibility for governance, alongside new school leaders, have worked effectively to improve the provision for pupils at the school. Staff are strongly supportive of the changes made by leaders. New governors hold an accurate view of the school and provide effective challenge to leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Approaches to assessment are not well developed. Some misconceptions are not addressed as effectively as they could be. The school should ensure that approaches to assessment are effective and well understood across the curriculum.
- In some subjects, the school's curriculum has undergone recent improvements. Staff are developing their expertise in teaching the new curriculum, resulting in some inconsistency. The school should ensure that staff receive appropriate training to support the teaching of the school's new curriculum to be consistently effective.
- The school has not established a strong approach to check some of its work to improve the quality of education pupils receive. The school does not evaluate the impact of these changes routinely. Leaders should ensure that quality assurance systems are equally strong across all aspects of the school's work.

## 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 first ungraded inspection since we judged the school to be good in September 2018.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and](#)

[protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	118017
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	10297294
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	128
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Matthew Ward
<b>Headteacher</b>	Emily Powell
<b>Website</b>	<a href="http://www.stallingboroughprimary.co.uk">www.stallingboroughprimary.co.uk</a>
<b>Dates of previous inspection</b>	12 and 13 September 2018, under section 5 of the Education Act 2005

## Information about this school

- The headteacher is new to this post since the previous inspection. She supported the school as interim headteacher from September 2022 and since January 2023 has led the school as headteacher.
- The school is part of the Church of England Diocese of Lincoln. The most recent section 48 inspection took place in June 2016.
- The proportion of pupils with SEND is above the national average.
- The proportion of pupils eligible for support through pupil premium funding is below the national average.
- The school does not use any alternative providers.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have

taken that into account in their evaluation of the school.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector met with members of the governing body.
- The lead inspector met with representatives of the local authority and the Church of England Diocese of Lincoln.
- During the inspection, inspectors met with the headteacher. They also met with other senior and middle leaders, including those responsible for safeguarding and personal development.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at a range of documentation regarding the support pupils with SEND receive. They looked at the quality of the provision for pupils with SEND in lessons.
- Inspectors scrutinised a range of documentation, including minutes from governing board meetings as well as the school's self-evaluation and improvement plans.
- Inspectors looked at a range of information regarding behaviour. They observed the behaviour of pupils at social times.
- The views of pupils and staff who responded to Ofsted's surveys were considered.
- Inspectors considered the views of parents through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View.

## **Inspection team**

Thomas Wraith, lead inspector

His Majesty's Inspector

Angela Harper

Ofsted Inspector

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