

Inspection of Brown's Church of England Primary School

Sandygate Lane, Horbling, Sleaford, Lincolnshire NG34 0PL

Inspection dates: 17 and 18 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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The executive headteacher of this school is George Trafford. This school is part of Lincoln Anglican Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jackie Waters-Dewhurst, and overseen by a board of trustees, chaired by Jerry Woolner.

What is it like to attend this school?

Pupils are happy at this small and friendly rural school. They say the best thing about the school is the kind teachers. Pupils feel safe. They are well equipped with the knowledge of how to stay safe, including when online.

There are high expectations for all pupils to achieve their best. This is realised for most pupils. They have positive attitudes to their learning and understand the importance of working hard. Pupils have high aspirations for themselves. They feel well prepared for their next steps.

Pupils behave well. They are polite and respectful to adults and each other. Pupils know and follow the school Christian values of 'hope, peace, courage, friendship, trust, and compassion'.

Pupils enjoy the many sporting opportunities on offer to them. Sports are inclusive for all at this school. For example, pupils enjoyed demonstrating how they play 'mushroom tag', a free-for-all tag game. These inclusive games ensure that all pupils feel they can participate in sport successfully.

Parents and carers are very happy with the provision for their children. A parent, typical of many, commented: 'This is a fantastic school, the school has a strong supportive culture and is great for all pupils of all abilities.'

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

The school has a well-designed, ambitious curriculum which meets the needs of all pupils, including those with special educational needs and/or disabilities (SEND). The school has thought carefully about what pupils should learn and when in most subjects. This includes in the early years.

The delivery of some of the curriculum is not yet consistently effective in all classes. Where teaching is stronger, staff have good subject knowledge. They ensure that they choose activities that match the learning intentions well. Staff check that pupils' understanding is secure before they introduce new learning. As a result, most pupils remember what they are learning. However, this is not yet the case across all classes. Consequently, some pupils struggle to remember what they have learned.

The school meets the needs of pupils with SEND well. Where appropriate, staff adapt their teaching to ensure that these pupils access the same curriculum as their peers. Staff expertise and the use of resources support pupils with SEND to achieve as well as they can.

The school has made reading a priority. Children begin to learn to read as soon as they start school. Staff get the training and ongoing coaching they need to teach the phonics programme. Pupils have books that match their phonics knowledge. Most pupils use their phonics knowledge to read the books accurately. However, some

pupils lack the confidence to read with fluency. These pupils receive extra group and one-to-one support to help them catch up. The school promotes the love of reading for all pupils. It has invested in a variety of different books, including books about diversity. Pupils practise their reading regularly.

Children in the early years have a strong start to their education. They enjoy learning and playing with their friends. Children remember their learning and can talk about what they are doing and why. They enjoy listening to the class story. They talk enthusiastically about the characters in the book. Adults' interactions with children help to deepen children's understanding. The environment supports children's communication, language and writing skills. They are beginning to form letters with accuracy. Children follow well-established routines. They are well prepared for key stage 1.

Pupils' personal development is prioritised well. They have opportunities to develop a sense of responsibility. This includes pupils helping to set up the forest school and leading warm-up sessions in physical education (PE) lessons. The experiences provided by the school help to widen pupils' understanding of the world. Such experiences include theatre trips, residential visits and opportunities to find out about other cultures. Pupils can talk confidently about different religions. They know the importance of respecting difference. Pupils know the British values and what they mean for them.

There are close links between the school and the local community it serves. The school uses these links well in its provision of education for its pupils.

All staff feel proud to work at this school. They feel well supported with their workload and well-being.

Leaders, including trust leaders, know the school well. They have a good understanding of the school's strengths and the areas for improvement. The school works well with the trust to bring about the changes required.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some parts of the curriculum are not delivered consistently well. Not all staff check sufficiently well what pupils know and do not know before introducing new learning. As a result, some pupils struggle to know and remember what they have been taught. The school should ensure that all staff know how best to deliver the curriculum, including in how they use assessment, so that all pupils know and remember what they learn over time.

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

Unique reference number	143258
Local authority	Lincolnshire
Inspection number	10227288
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	68
Appropriate authority	Board of trustees
Chair of trust	Jerry Woolner
Headteacher	George Trafford (executive headteacher)
Website	www.brownscofeprimaryschool.uk
Date of previous inspection	25 May 2019, under section 8 of the Education Act 2005

Information about this school

- The executive headteacher, head of school and the chair of the governing body were new to post in September 2023.
- Brown's Church of England Primary School is a school with a Christian ethos. The school's last SIAMS inspection took place in July 2019.
- There is a breakfast and after-school club run 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the COVID-19 pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the executive headteacher, who is the designated safeguarding lead, and the head of school.
- The lead inspector met with members of the trust and the governing body, including the chair of governors and chief executive officer.
- Inspectors carried out deep dives in early reading, mathematics, PE and history. They talked with curriculum leaders about these subject areas. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils. Inspectors also observed some pupils reading to staff.
- Inspectors reviewed the school's safeguarding arrangements, including the procedures for recruiting staff.
- Inspectors considered responses to Ofsted's online parent survey, Parent View.
- Inspectors met with groups of staff and reviewed their responses to Ofsted's online survey for school staff.
- Inspectors considered pupils' views. They met with pupils both formally and informally. Inspectors observed behaviour in lessons and during break and lunchtimes.
- 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.
- Inspectors reviewed leaders' self-evaluation of the school and their school improvement plans. They also considered documentation relating to attendance and behaviour, the curriculum and governance.

Inspection team

Anita Denman, lead inspector

His Majesty's Inspector

Gary Fullwood

Ofsted Inspector

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