

Inspection of North Somercotes CofE Primary School

Warren Road, North Somercotes, Louth, Lincolnshire LN11 7QB

Inspection dates: 23 and 24 January 2024

| | |
|------------------------------|-------------|
| 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?

The pupils at North Somercotes thrive at this friendly and welcoming school. The school has worked hard to develop the curriculum, ensuring all pupils learn well.

Pupils are proud of their school. One pupil, reflecting the views of many, said, 'Our school is unique and inclusive.'

Everyone in school has the chance to 'make their light shine'. Pupils are responsible and caring. They understand the school's way of managing behaviour. Mutual respect between staff and pupils is evident. Pupils are attentive in lessons, and they stop to listen straight away to adults. Staff prioritise the well-being of pupils, who feel safe in school as a result.

Lots of pupils take advantage of the wealth of clubs on offer, such as fencing and Spanish. These are available to all. Some pupils take up the opportunity to learn to play musical instruments, and many enjoy the chance to sing in the choir.

Everyone celebrates pupils' achievements. Pupils who are good role models to others become 'values champions'. Great work is shared in 'shining star assemblies'.

Pupils feel that what they do is valued and rewarded. They are very keen to earn a golden token to use in the book vending machine.

Parents are supportive of the school. One parent said, 'I could not wish for a better school for my children.' This echoed the views of many.

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

In every subject, there is an ambitious and well-organised curriculum in place for all pupils from early years to Year 6. Pupils build on what they learned before. For example, in computing, pupils built on what they knew about spreadsheets when they learned more about inputting formula into cells.

Staff work well together to share their expertise. They value the training that they have had. Some parts of the curriculum are newer than others. In a few subjects, there are some gaps in what pupils know as they learn this more challenging curriculum. The checks that the school makes of what pupils recall are not as rigorous in some subjects as in others.

Children in early years get off to a good start in school. They settle well into familiar routines and quickly learn how they are expected to behave. Children are attentive, curious and love their learning. Phonics teaching starts straight away when children start the school. Staff model the sounds carefully. Children who find this difficult get help quickly, which supports them to catch up.

Pupils enjoy reading across the curriculum. There is a wide range of books for them to choose from, and pupils can readily name favourite authors and stories that have inspired them. Class story time is a popular occasion. Pupils readily recall the books that teachers have shared with them.

Staff know what help pupils with special educational needs and/or disabilities (SEND) need. They ensure that this help is put in place so that pupils with SEND can learn alongside their peers and build their knowledge. Staff check that pupils with SEND are fully included in all parts of school life, such as the broad range of extra-curricular activities.

Pupils enjoy coming to school. They know they need to come to school every day that they can. When attendance is an issue because, for example, of having to use a bus to get to school, the school works with families to secure improvement. Relationships between parents and carers are strong, and attendance is improving as a result.

The school prioritises pupils' personal development. Pupils know how to keep safe and eat healthily. There are several opportunities for pupils to take part in residential visits. Pupils learn more about the world around them through visits to places of worship, a wildlife park and the local coastal area. They can explain about some of the key beliefs of a range of religions found in the United Kingdom.

The school has been well supported by a knowledgeable and dedicated governing body. Governors work with staff to make sure that every pupil achieves as well as they can.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, checks on how well pupils are retaining key knowledge over time are not as well developed as others. This means that the school does not have a sufficiently accurate picture of how securely pupils are learning the curriculum. The school needs to adapt and strengthen assessment processes in these subjects to identify gaps in pupils' learning and plan future curriculum adaptations to ensure pupils learn well across the full range of subjects.
- In a few subjects, the curriculum is at an earlier stage of implementation. Checks have not yet taken place to establish what is working well and what might need to be improved further. The school needs to continue to evaluate how well these newer curriculums are being implemented.

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 | 120692 |
| Local authority | Lincolnshire |
| Inspection number | 10298430 |
| Type of school | Primary |
| School category | Foundation |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 187 |
| Appropriate authority | The governing body |
| Chair of governing body | Becky Treasure |
| Headteacher | Paul Floyd |
| Website | www.nspri.co.uk |
| Date of previous inspection | 6 March 2018, under section 8 of the Education Act 2005 |

Information about this school

- The school does not make use of 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.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the headteacher, deputy headteacher, and a range of staff.
- The inspectors met with members of the governing body. They spoke with representatives of the local authority.

- The inspectors carried out deep dives in early reading, mathematics, art and design, and computing. For each deep dive, the inspectors met with subject leaders to discuss the curriculum, spoke with teachers, and spoke with pupils about their learning. They visited lessons and looked at samples of pupils' work. The inspectors observed some pupils reading to a familiar adult.
- The inspectors observed pupils' behaviour in lessons and around school.
- The inspectors considered responses to Ofsted's online survey, Ofsted Parent View, including free-text comments. The inspectors met with staff and considered responses to the Ofsted survey for school staff.

Inspection team

George Huthart, lead inspector

Ofsted Inspector

Heather Hawkes

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 2024