

Inspection of Fiskerton Church of England Primary School

Ferry Road, Fiskerton, Lincoln, Lincolnshire LN3 4HU

Inspection dates: 9 and 10 November 2022

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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What is it like to attend this school?

Pupils are happy and enjoy attending this school. They feel cared for and challenged in equal measure. One pupil said: 'It's really fun 99.9% of the time. There is happiness and love in this school. For that 0.1% the school really helps us to sort things out.'

There are many opportunities for pupils to learn and develop their skills outside of the classroom. Pupils take responsibility for improving the school through their school council. As one pupil stated: 'Being on the school council is 'more than a badge''. Pupils learn to be active and respectful citizens. There are many extra-curricular clubs. These provide a wide range of activities for pupils that they might not ordinarily experience.

There are high expectations for all pupils to achieve well. This includes those pupils who have special educational needs and/or disabilities (SEND) and disadvantaged pupils. Leaders make sure staff know these pupils well and that they get the support they need.

The school is a calm place. High expectations of staff for pupils' behaviour is a main factor in ensuring that pupils get on well with each other. Pupils learn how to be respectful of each other and to be understanding and tolerant of difference. They say bullying is not tolerated. They know adults deal with it if it happens.

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

Leaders have ensured that learning to read is a priority. The phonics programme is consistently delivered. Adults regularly check how well pupils are doing. Pupils receive the support they need when they need it. Pupils take home books that match the stage of their development.

Pupils quickly develop a love of reading. Pupils read a wide range of genres. Carefully selected texts ensure pupils learn a broad vocabulary. Books also support other areas of the curriculum and challenge stereotypes. Pupils throughout the school enjoy the dedicated story time. They say it takes their minds into other worlds. The new library is well stocked. The school's pupil librarians help younger pupils choose appropriate books that will engage them in reading.

Leaders have developed an ambitious curriculum. It is well sequenced and builds pupils' knowledge over time. Teachers have good subject knowledge. They design lessons to engage pupils so they are enthusiastic about their learning. Activities such as 'give me five' in mathematics enable pupils to recall knowledge that they have been taught before. However, in some subjects the key knowledge pupils need to know and remember should be more explicit. This means teachers are not always able to identify gaps in pupils' knowledge, which limits how well pupils learn.

Children in the early years foundation stage (EYFS) settle quickly. Well-planned activities ensure children learn the things they need to. Plans highlight the most important knowledge. As a consequence, adults quickly establish what children need to know and remember. Children are well behaved because teachers have high expectations of them. There are well-established routines for the school day. Children work confidently together. They also work independently and with purpose.

Leaders are ambitious for pupils with SEND. Pupils with SEND achieve well. Teachers are clear on how best to support them so that their learning needs are met. The use of additional resources ensures these pupils have access the full curriculum. One parent said: 'My child receives SEND support and we see great progress as a result.' Pupils with SEND participate fully in lessons and school life. They learn how to be independent.

Pupils' attitudes to their learning are good. Pupils attend regularly. They behave well. Leaders recently adapted their approach to managing behaviour. Pupils say this is positive and they have seen an improvement. The school is a calm place because routines are well established. One child said: 'Everyone is so caring, friendly and approachable. It has a lovely small community feel and family atmosphere.'

Pupils' personal development is a key priority for leaders. School councillors have opportunities to make a difference to the lives of other pupils in their school and further afield. Leaders have chosen to partner with a school in Uganda. This has helped pupils to develop their understanding of stereotypes. Pupils are tolerant and respectful of each other. The school's pastoral support is well respected and appreciated. Pupils say it makes a difference. Pupils learn how to live healthy lives and be active. A well-being ambassador stated: 'I like being an ambassador as I get to help people with their mental health.' Pupils know and understand the importance of British values.

The school is well led. There is a real sense of clarity and purpose. However, some middle leaders lack the experience or training to develop their subject fully. Governors understand their role and challenge and support leaders appropriately. Support from the local authority and diocese has been timely and effective.

Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe. They learn how to keep themselves safe online and in the community. They say there is always someone to go to if they are worried or feel unsafe.

Staff are well trained and know the signs of abuse. The system the school has to record concerns is effective. Records are regularly monitored by leaders and they quickly spot any patterns. Leaders work with a range of external agencies to make sure that pupils and their families get the support they need. Appropriate checks are

made on adults working in the school. Governors undertake their safeguarding duties well.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Most curriculum subjects are well planned and sequenced. However, in some subjects, the key knowledge pupils need to know and remember should be more explicit. As a consequence, teachers are not making strong connections between what is being taught now to what pupils have learned in the past. Therefore, some pupils cannot remember all they have learned before. Leaders should ensure that the vital knowledge pupils need to know is explicitly identified so teachers establish what pupils know and remember then plan appropriate activities to address any gaps in knowledge.
- Some subject leaders lack the experience and training to develop their subject fully. This means there are inconsistencies between how some subjects are led and developed. Senior leaders need to ensure all subject leaders have the necessary skills and expertise to improve the quality of their subject and have an impact on pupils' outcomes in their subject.

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	120570
Local authority	Lincolnshire
Inspection number	10241730
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	93
Appropriate authority	Local authority
Chair of governing body	Sally Reeve
Headteacher	Kerry Henry (Interim Head of School) Charlotte Hickerton (Interim Executive Headteacher)
Website	http://www.fiskerton.lincs.sch.uk
Date of previous inspection	6 June 2017, under section 8 of the Education Act 2005

Information about this school

- The school is being supported by a headteacher from another school.
- The school uses no alternative providers.

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 school leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the senior leaders, including the SEND coordinator, curriculum leaders and the EYFS leader.
- Inspectors carried out deep dives in four subjects: reading, mathematics, science and physical education. To do this, they met with curriculum leaders, visited

lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. They also looked at plans for history and modern foreign languages.

- The lead inspector met with representatives of the governing body. He also met with representatives of the local authority.
- Inspectors took account of the responses to the Ofsted Parent View survey, pupil survey and staff survey along with written comments from parents. Inspectors spoke informally to parents outside the school.
- Attendance, behaviour logs and safeguarding records were scrutinised. This included the school's single central record. Inspectors also conducted meetings with leaders to discuss the safeguarding of pupils.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.

Inspection team

Mark Anderson, lead inspector

His Majesty's Inspector

Karen Slack

Ofsted Inspector

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