

# Inspection of a good school: Fleet Wood Lane School

Wood Lane, Fleet, Spalding, Lincolnshire PE12 8NN

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Inspection dates:

10 and 11 January 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. Inspectors are recommending the next inspection to be a graded inspection.

## What is it like to attend this school?

Pupils are happy and committed to their learning. They feel safe at school. The majority of parents and carers have a positive view of the school. One parent shared, 'We like the school's values, outdoor learning and extra-curricular opportunities.'

Leaders have designed a curriculum which encourages pupils to consider life beyond the school. Teachers use books and plan trips to extend pupils' understanding of diversity. Pupils value opportunities to take on extra responsibilities, for example as part of the school's engagement with the 'mini police' project.

The new senior leadership team has high expectations of behaviour. They expect all pupils to behave in a way that is courteous and respectful to others. Pupils know the school's new rules. They say that systems for managing behaviour work well. They understand that not all pupils find managing their behaviour easy.

The majority of pupils behave well. Leaders work with external agencies to ensure that tailored support is available for those who need it. One pupil shared, 'The bat cave is a safe place that any of us can go to if we are struggling to manage our emotions.' Pupils understand what bullying is, including cyber-bullying. Instances of bullying are rare.

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

Leaders are ambitious for all pupils. They want pupils to be well prepared to be active in their local community and for life in modern Britain. In most subjects, leaders have identified the essential knowledge that they want pupils to learn. Lessons provide opportunities for pupils to revisit prior learning and build on their existing knowledge. In

a small number of subjects, the most important knowledge has not yet been clearly identified. In these subjects, pupils do not know or remember more over time.

Teachers make regular checks to see whether pupils are remembering the key knowledge. However, this is not always effective. In some subjects, lessons do not always cover what pupils need to know next to help them transfer knowledge to their long-term memory.

Leaders want all pupils to be confident readers. The school's early reading programme is effective. Leaders have invested in new resources and training for all staff. This work has ensured that the teaching of phonics across the school is consistent. Children in the Reception Year start learning sounds immediately. Staff in the Reception Year engage all children in early language development, including the use of Makaton signing. Teachers ensure that pupils receive books that are well-matched to their reading development. All pupils spoken to enjoy reading, and their visits to the school library.

The provision for pupils with special educational needs and/or disabilities (SEND) is being refined. Some parents do not feel that leaders make sure their child receives the support they need. Leaders are reviewing systems and processes for the identification of pupils with SEND. Leaders know that targets for some pupils with SEND are not yet specific enough. Teachers are not always clear about how they can share their concerns with leaders about pupils who may require additional support. In lessons, pupils with SEND benefit from adult support and have access to a range of resources to help them to access the full curriculum.

Leaders and staff promote pupils' broader development well. Pupils enjoy a selection of sporting opportunities, including competitive sport. At lunchtimes pupils access a wide range of activities. Older pupils act as play leaders and take pride in their roles. Pupils understand the importance of tolerance and respect. They understand diversity and the protected characteristics.

Leaders recognise the importance of good attendance and are keen to raise its profile with parents. They have introduced a weekly newsletter that shares attendance information. A small number of pupils remain persistently absent.

Staff acknowledge that the school has moved through a period of transition. One member of staff shared, 'Although some changes have meant a short-term increase in my workload, I can already see the benefit of these changes.' All staff feel proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that everyone understands their safeguarding responsibilities. Governors know what their statutory safeguarding duties are and fulfil them. Leaders work with a range of external agencies to support pupils.

Staff receive regular safeguarding and child protection training. All staff know how to report safeguarding concerns.

Pupils understand how to keep themselves safe, including online. Pupils attend assemblies, which cover safeguarding themes. Pupils feel safe in school and know they can share worries or concerns with any adults. One pupil shared, 'Everyone takes care of each other here. Teachers listen to us and are supportive.'

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

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

- Curriculum plans in a small number of subjects do not yet set out the essential knowledge that leaders expect pupils to learn. This prevents pupils knowing and remembering more. Leaders should develop curriculum plans in these subjects so that they identify more clearly the essential knowledge that pupils are expected to learn.
- In some subjects, including the foundation subjects, approaches to assessing what pupils know are not effective. In some subjects, teachers cannot identify gaps in pupils' knowledge. Leaders should ensure that there are effective assessment systems in place so that teachers can address gaps in pupils' knowledge.
- Leaders have not yet fully established rigorous systems to identify, assess and meet the needs of pupils with SEND. As a result, some pupils with SEND do not always receive the support they need. Leaders should make sure that there is a clear, graduated approach in place to help identify pupils with SEND and provide additional support in and beyond the classroom.
- A small number of pupils are persistently absent. These pupils miss out on important learning and wider experiences. Leaders should continue to work closely with families to ensure that they receive the support that they need and understand the importance of regular attendance.

## **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 May 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

<b>Unique reference number</b>	120408
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10254954
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	188
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Martin Bamforth
<b>Headteacher</b>	Michelle Parker
<b>Website</b>	<a href="http://www.fleetwoodlane.com">www.fleetwoodlane.com</a>
<b>Date of previous inspection</b>	9 January 2018, under section 8 of the Education Act 2005

## Information about this school

- A new chair of governors was appointed in September 2023.
- Since the previous inspection, there is a new senior leadership team in place at the school. The headteacher was appointed in September 2022 and assistant headteacher took up post in January 2023.
- The school does not use any alternative provision.
- Since the previous inspection, the school has left a federated arrangement with a local primary school.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic and has taken that into account in her evaluation of the school.
- The inspector carried out deep dives into the following subjects: early reading, mathematics and physical education. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and

pupils and looked at samples of pupils' work. Pupils were observed reading to a familiar adult.

- The inspector met with leaders responsible for behaviour, personal development and for the provision for pupils with SEND.
- The inspector spoke to the local authority school improvement partner.
- The inspector spoke to pupils formally and informally about their learning and experiences at school.
- The inspector met with the designated safeguarding leader to discuss the actions taken to keep pupils safe. She reviewed a range of documents, including the school's single central record.
- The inspector reviewed a range of documents, including the school's self-evaluation and improvement plan. She met with members of the governing board. This included the chair of the governing body.
- The inspector considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff questionnaires.
- The inspector spoke with parents and carers at the start of the school day.
- The inspector observed lunchtime and breaktime and visited the school's breakfast club.

### **Inspection team**

Luella Manssen, lead inspector

Ofsted Inspector

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