

Inspection of Fleet Wood Lane School

Wood Lane, Fleet, Spalding, Lincolnshire PE12 8NN

Inspection dates: 23 and 24 January 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Most pupils like coming to school. They attend often and feel safe. During social times, pupils of different ages play together happily and get on well. Older pupils look after and support their younger peers. Pupils usually show each other and the staff respect. They appreciate how staff care about them and always help them to sort out any worries.

A new behaviour policy is working well for most pupils. The school is usually calm and orderly. Pupils know how they are expected to behave. Each class works together to devise their 'charter' based on the school rules. Although learning is occasionally disrupted, most pupils settle well in lessons. Pupils like earning house points for trying hard and doing the right thing.

Pupils play an active role in community events, such as the harvest festival at the local church. They learn how to stay safe, for example when riding a bike or when water is nearby. They benefit from opportunities to experience the outdoors and enjoy visits to attractions such as the National Space Centre. The oldest pupils are eagerly anticipating their residential visit later this year.

Many pupils speak positively about their lessons. However, the curriculum is not planned or delivered well enough in some subjects, including in early years provision. This affects how effectively pupils can learn.

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

The school's curriculum is going through a period of change. Work is under way to make sure that pupils follow a structured and ambitious programme in each subject. However, there is more to do to ensure that the curriculum in each subject is suitable and meets the needs of all pupils.

In mathematics, pupils learn new content in a logical order, starting in early years. They often practise their mathematical fluency. However, pupils' problem-solving and reasoning skills are not as well developed, and there are weaknesses in their knowledge of number. The school is already acting to resolve these issues. Recent changes in English provision mean that pupils benefit from discussing the texts they read. There is also a strong focus on improving pupils' spelling and grammar. The quality of some pupils' written work is improving, although this is not consistently the case.

New curriculums have been introduced in several other subjects. However, the transition to these curriculums has paid too little attention to what pupils know already. The order in which pupils learn new information means that they sometimes lack the prior knowledge they need in order to understand it. Sometimes, important bits of the curriculum are missed. Strategies used to deliver these new curriculums do not always help pupils remember what they have learned. The school's oversight

of these subjects is not close enough to know what is working and what needs to improve.

The school is in the process of making sure that the needs of pupils with special educational needs and/or disabilities (SEND) are identified accurately. However, support for these pupils is inconsistent. The curriculum is not always adapted sufficiently well so that pupils with SEND can be successful.

Pupils start learning to read as soon as they join the school. They follow daily routines to help them learn their letters and sounds. They revisit the sounds they know and practise using these in their writing. Pupils enjoy choosing their own books to read and are rewarded for their efforts. However, pupils who fall behind with their reading do not receive close and consistent support. They do not read suitable books often enough. This does not help these pupils to catch up.

Children in early years engage well with their learning. 'Rainbow tasks' encourage them to experience a wide range of well-planned activities. Staff help children to think and be curious to know more. However, the curriculum in early years is not planned carefully enough to ensure that children's learning is always progressive.

The school's focus on improving attendance has had a positive impact. Most pupils attend school well.

Pupils understand how to stay mentally and physically healthy. They know why it matters to be tolerant and respectful of others, irrespective of their background. Pupils learn about different faiths and cultures and about important British values, although their recall of both aspects is simplistic.

Most staff enjoy working at the school and appreciate opportunities to improve their practice. However, some staff do not feel supported in their roles. Similarly, while the number of parents and carers who have a positive view of the school is increasing, some parents do not feel that their views are listened to or taken into account.

Support from the local authority is helping the school to improve. Staff benefit from working with external organisations, such as the local mathematics and English hubs. Governors are committed to their roles and are keen to support the school's improvement work. However, they have an overly positive view of what is working and what needs to get better.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in each foundation subject does not reliably build on what pupils know already, starting with early years. Some teachers do not follow the curriculums in these subjects closely enough. There are also inconsistencies in how well these curriculums are implemented. Pupils often struggle to remember what they have learned in these subjects. The school needs to ensure that the curriculum in each foundation subject is planned coherently across all years and delivered effectively so that pupils can recall what they have learned.
- The school's oversight of the foundation subjects is not strong enough. There is not a clear enough understanding of what is working in these subjects and what needs to improve. The school needs to ensure that leaders who oversee the foundation subjects have the knowledge and skills they need to carry out their roles effectively.
- The needs of pupils with SEND are not considered well enough when the curriculum is planned and implemented. In some cases, the specific needs of these pupils are not known. As a result, pupils with SEND do not always get the support they need to achieve as well as they could. The school must ensure that the needs of pupils with SEND are identified precisely and that the curriculum is adapted appropriately to meet these pupils' needs.
- Support for pupils who have fallen behind with their reading is not sharp enough. These pupils do not practise their reading often enough using books that match their phonics knowledge. Routines to help these pupils read vary. These pupils do not improve their reading as quickly as they could. The school needs to ensure that pupils who are in the early stages of learning to read get the support they need to become accurate and fluent readers.
- The school is ambitious for what pupils can achieve. However, this vision is not realised because not everyone is working together towards a common aim. Some staff do not feel well supported or motivated in their roles. Some parents do not think that their views are listened to or taken into consideration. The school must create a culture in which all stakeholders feel valued and work together collaboratively to fulfil the vision.
- Governors are committed to the school. However, their oversight is not as sharp as it could be. They do not have a precise enough view of what is working to improve the school and what needs to get better. Governors need to make sure that they have the necessary knowledge and expertise to be able to hold the school closely to account for its work to bring about necessary improvements.

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	120408
Local authority	Lincolnshire
Inspection number	10298418
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	166
Appropriate authority	The governing body
Chair of governing body	Martin Bamforth
Headteacher	Michelle Parker
Website	www.fleetwoodlane.com
Dates of previous inspection	10 and 11 January 2023, under section 8 of the Education Act 2005

Information about this school

- There have been several staff changes since the previous inspection.
- The number of pupils on the school's roll has reduced since the previous inspection.
- The school offers a breakfast and an after-school club that is run by school staff and overseen by the governing body.
- The school does not use the services of 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 pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and the assistant headteacher, who is also responsible for the provision for pupils with SEND.
- The lead inspector met with four members of the governing body, including the chair and the vice-chair.
- The lead inspector spoke with a representative of the local authority on the telephone.
- Inspectors carried out deep dives in reading, mathematics, history, and design and technology. For each deep dive, inspectors discussed the curriculum with leaders, spoke with teachers and pupils, looked at samples of pupils' work and, when possible, visited lessons. They listened to some pupils reading to a familiar adult. Inspectors also considered the curriculums for English and geography.
- Inspectors met with groups of pupils from different year groups. They spoke with pupils informally and observed the behaviour of pupils during social times.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff, parents 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 a range of documentation, including the school's self-evaluation and improvement plan, and information about governance. They also considered information about pupils' attendance and behaviour, as well as the wider curriculum.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and the results of Ofsted's staff survey. They also spoke with some parents in person and on the telephone.

Inspection team

Rachel Tordoff, lead inspector

His Majesty's Inspector

John Slater

Ofsted Inspector

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