

Inspection of Friskney All Saints Church of England Primary School

Church End, Friskney, Boston, Lincolnshire PE22 8RD

Inspection dates: 10 and 11 July 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	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Tina Wood. This school is part of the 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 and safe at this warm and welcoming school.

The school is ambitious for all pupils. It has made many improvements to the curriculum, to deepen pupils' knowledge. Pupils enjoy learning the subjects that they are taught. They achieve well.

This is an inclusive school. Recent improvements in the provision for pupils with special educational needs and/or disabilities (SEND) ensure they are supported well. Strong pastoral support for all pupils' social and emotional well-being enables pupils to thrive. Pupils are sensitive to the needs of others and understand that people are all different. They respect that some of their friends might have different learning requirements.

The 'Friskney Five' school values of love, hope, respect, trust, and kindness are proudly displayed. Pupils know and live out these values. They are good friends to each other. Pupils welcome leadership roles, such as playground leaders. They organise popular games at lunchtime for everyone to enjoy.

Pupils flourish from the choice of well-attended clubs on offer. For example, engineering club. They develop new interests through these. The school encourages pupils to recognise and celebrate their own unique gifts and talents. Pupils are confident to talk about their individual achievements in the arts or sports.

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

The school has recently improved its curriculum, which is founded on the school's principles of 'old and new horizons'. This helps pupils understand important links between local context and knowledge of the wider world. For example, in history pupils learn about the significant connection between the local town of Boston and the American city of Boston. Curriculum subjects are sequenced well, with the foundations of knowledge established effectively in the early years.

Staff use appropriate strategies to introduce new knowledge to pupils. They prioritise vocabulary development to deepen pupils' understanding. Pupils with SEND access the same learning as their peers. They achieve well from their starting points. Staff make regular checks on what pupils know and remember. This allows them to identify any gaps or misconceptions in learning that pupils develop. Pupils learn new knowledge well, but sometimes do not recall all of the knowledge that they have been taught in previous topics.

The school gives pupils useful opportunities to write about the knowledge that they have understood and remembered. However, pupils' written presentation is not always of a high standard. Sometimes, this hinders communication of their learning.

Reading is taught effectively and pupils, including children in the early years, make a strong start with early reading skills. This begins well with language and communication development. Children enjoy songs, sounds and rhymes. The school's chosen phonics scheme is implemented well for all early readers. Skilled staff use consistent routines to teach phonics effectively. Pupils, including those with SEND, demonstrate the reading skills they have been taught to help them read fluently.

Pupils benefit from a carefully curated and diverse reading curriculum. Books are selected to link well with topics being studied. For example, a range of fiction and non-fiction books linked to minibeasts are enjoyed by children in the early years.

The school has a clear approach for pupils' good behaviour choices. Staff have consistently high expectations of all pupils. Classrooms are positive environments, where pupils typically concentrate well. Pupils who need support to help manage their behaviour benefit from carefully planned programmes to help them succeed. The school has successfully reduced the number of pupil suspensions. There is a caring ethos for all pupils to flourish, including in the early years, where children have a nurturing start to their education.

Attendance for all pupils is managed well.

The school has an effective personal, social, health and economic education (PSHE) curriculum. Pupils learn about life in modern Britain and understand about protected characteristics and discrimination. They learn about road safety and online safety. Pupils are inspired by the school's annual careers week. This event enriches the PSHE curriculum with visits from local businesses and the Royal Air Force to support pupils' awareness of future opportunities. The school encourages pupils' citizenship. For example, pupils fundraise for local charities.

Staff are well supported with training through expertise from the trust and other partnership networks. Staff value leaders' consideration for their well-being and workload. Local governors and trustees are effective in carrying out their legal responsibilities. There are rigorous systems in place to monitor school improvements. Many parents and carers recognise and value these improvements and the care from staff. One parent who expressed a view typical of many said: 'The staff really care very deeply; they act with a sense of mission.'

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some curriculum subjects are new and embedding. Sometimes, there is not enough opportunity for pupils to revisit important knowledge in these subjects. As

a result, they do not remember some of the knowledge they have previously been taught. The school should continue to embed the new curriculum and ensure that pupils are supported well with opportunities to recall and remember all the content they are taught so that new learning builds effectively over time.

- The school has not ensured that pupils' written presentation of what they have learned is done well. Pupils' communication of what they understand is hindered by poor handwriting, presentation and recording in books. The school should ensure that pupils are able to communicate their understanding well in all written forms.

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	148405
Local authority	Lincolnshire
Inspection number	10324222
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	81
Appropriate authority	Board of trustees
Chair of trust	Jerry Woolner
CEO of the trust	Jackie Waters-Dewhurst
Headteacher	Tina Wood
Website	www.friskneyprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Friskney converted to become an academy in May 2021 when it joined the Lincoln Anglican Academy Trust. When it was last inspected by Ofsted, the predecessor school was judged to require improvement.
- The school is a Church of England school with a Christian ethos. It received its Statutory Inspection of Anglican and Methodist Schools in April 2023.
- The school runs its own wraparound care provision for pupils. This is overseen by the trust.
- 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.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- Inspectors met with senior leaders from the school and the trust. The lead inspector met with a local governor and a trustee. She spoke with a representative from the Diocese of Lincoln.
- Inspectors carried out deep dives in reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to pupils read.
- Inspectors considered the curriculum in other subjects, including, science and personal, social, health and economic (PSHE) education.
- Inspectors discussed pupils' attendance and behaviour with school leaders.
- Inspectors considered the views of parents who responded to Ofsted Parent View.
- Inspectors reviewed responses to Ofsted's surveys of school staff and pupils. They held discussions with staff and pupils.
- Inspectors also considered the documentation available on the school's website.
- To evaluate the effectiveness of safeguarding, 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.

Inspection team

Donna Moulds, lead inspector

Ofsted Inspector

Liz Moore

Ofsted Inspector

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