

Fleet Wood Lane School

Address: Wood Lane, Fleet, Spalding, Lincolnshire, PE12 8NN

Unique reference number (URN): 120408

Inspection report: 9 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Attendance is a clear priority for leaders. Most pupils attend school regularly and on time. Leaders have an accurate understanding of attendance patterns and monitor pupils' attendance for different groups of pupils. Where attendance has been lower, including for some pupils who have special educational needs and/or disabilities, leaders provide timely and effective support. This includes working with families to address any barriers to regular attendance, for example, by providing transport and a funded breakfast club for some pupils. Leaders' actions are having a positive impact, and some pupils' attendance show a marked improvement.

Leaders have set clear and consistent expectations about how they expect pupils to behave. They do not tolerate bullying or any kinds of discrimination. The newly-implemented behaviour policy ensures that playtimes are harmonious and pupils typically focus well on their learning in lessons. Around school, pupils get along well. They have beautiful manners and are polite and respectful to each other and staff. Pupils do not see bullying as an issue, but they would not hesitate to talk to staff if they had concerns. Leaders have thought carefully about how to support pupils who may need additional help to regulate their behaviour. Staff are well trained to support these children.

Early years

Expected standard 

Children in the early years receive a warm, positive and nurturing start to their school life. Leaders have developed a comprehensive early years curriculum that identifies key knowledge for all areas of learning. The school takes account of children's starting points or particular interests when planning their learning experiences. For example, there is an emphasis on purposeful adult interactions. Staff focus on developing children's communication and language, and prioritise key vocabulary. Staff typically extend conversations with children and support them to express their ideas and manage their feelings. Reading and early number are prioritised from the start. Across all areas of their learning, children achieve well and are ready for life in Year 1.

Leaders have created a learning environment that inspires children to learn. It is language rich and develops children's curiosity and understanding of the wider world. Children benefit from well-resourced indoor and outdoor areas that promote exploration and independence. Leaders know children well and identify any barriers to their learning quickly. They put appropriate support in place to ensure that children with special educational needs and/or disabilities make suitable progress. Children's wellbeing is at the heart of all leaders do. Children are well looked after, cared for and are happy, confident learners.

Inclusion

Expected standard 

Leaders have created a culture where every pupil matters. They regard all pupils as unique individuals, whose needs are celebrated. Leaders have overhauled their systems and processes and made rapid improvements since the last inspection. They have introduced clear and effective systems to identify and monitor the barriers that some pupils face,

including those with special educational needs and/or disabilities. They know pupils really well and engage thoughtfully with parents and carers to support pupils' needs. Leaders work closely with external agencies to support disadvantaged pupils and pupils previously known to children's social care. Additional funding is used wisely to ensure all pupils access the support they need to progress in their learning and maintain healthy minds. The school tracks individual pupil's needs and the impact of their support, making adjustments as necessary.

The pastoral support for pupils is a strength of the school. Pupils can access the 'calm corner' and sensory activities to help them regulate their emotions and behaviour. Pupils benefit from time spent talking to skilled adults about their feelings. They can share their worries using the headteacher's special post box or the class worry boxes. These all help pupils to be ready to learn.

Leadership and governance

Expected standard 

School leaders are determined and committed to the school's development. They have made rapid progress since the last inspection. Leaders have a deep understanding of the school's context and challenges. They have an accurate insight into the strengths and areas for development. Leaders have identified appropriate priorities for improvement and focus on the right areas. These include consistency in teaching and prioritising handwriting, spelling and punctuation skills. Leaders know pupils and their families well and use this knowledge to support pupils' welfare and learning. They have pupils' best interests at the heart of all they do. Parents and carers are just as important to leaders as the pupils in school. Parents are overwhelmingly positive about the support and care given to them and their children, describing the school as 'an amazing place, where leaders and staff go above and beyond'.

Governors and staff share the same relentless drive to provide pupils with the confidence, skills and knowledge they need to achieve well both academically and socially. Governors understand their statutory duties and carry them out effectively, holding school leaders to account. They help to define and safeguard the school's vision, ethos and strategic direction. Governors use evidence to support and challenge leaders, assuring themselves of the impact of leaders' work. They have effective oversight of funding, including pupil premium funds.

Staff are proud to work at the school and are an integral part of developing the school family. They value highly leaders' compassion, care and the opportunities to 'grow their own futures together' through supportive professional development and learning.

Personal development and wellbeing

Expected standard 

Leaders have designed a clear, progressive programme for pupils' personal development. The context of the school is considered well in the design of the pastoral support curriculum. It supports all pupils with their personal and social development, including those who are disadvantaged and pupils with special educational needs and/or disabilities. The relationships and health education curriculum is delivered in an age-appropriate way. Pupils learn how to keep themselves safe. The junior online safety officers play an integral role in

ensuring pupils, including children in the early years, know how to keep themselves safe online.

The school's 'dare to declare who you are' focus in assemblies ensures that pupils understand the importance of respecting each other's differences. They speak with great respect when discussing characteristics protected by law and important British values. The school has broadened pupils' knowledge and understanding of a range of faiths and cultures through visits to places of worship, henna hand painting and cultural celebrations. Leaders remove financial and social barriers to the wider school offer, so that disadvantaged pupils take part alongside their peers. Pupils understand the importance of looking after themselves through 'my happy mind' projects and daily walks in the woodland areas of the school. They have opportunities to reflect on their beliefs and respect the beliefs of others, enjoying topical discussions and debates on current affairs.

Pupils are proud of the contributions they make to the local community. They develop their empathy and understanding of others' needs through their visits to residential homes and community centres for adults with additional learning needs. Members of the school council take their responsibilities very seriously, and contribute their ideas to refine and shape the school's provision, for example, at playtimes.

The school's values are understood by the whole school community. 'Growing our future together' is pertinent to the curriculum development. Pupils' aspirations are enhanced through careers weeks. There are budding engineers, electricians and hairdressers in the school to name but a few.

Needs attention ●

Achievement

Needs attention ●

Over time, pupils have not achieved well in national tests at the end of key stage 2. This variability is reflected in some pupils' current learning, particularly in writing, punctuation and spelling. Gaps in pupils' knowledge of spelling and letter formation are not addressed consistently well. As a result, some pupils do not learn to write as fluently as they could. They are not as well prepared for their next stages as they could be.

However, leaders' work to improve reading and mathematics is having a positive impact. Pupils make suitable progress through the curriculum in these subjects. Leaders ensure that pupils, including those with special educational needs and/or disabilities, receive support that helps them to catch up. The implementation of the new phonics programme has improved the teaching of phonics, and pupils are making more progress than in the past. Currently, at the end of key stage 2, pupils' attainment is in line with national averages.

Curriculum and teaching

Needs attention ●

The school's curriculum is not taught consistently well across the school. On occasion, staff do not identify and address gaps in pupils' writing knowledge, including in spelling,

punctuation, grammar and letter formation. This hinders some pupils, particularly higher attainers, from producing the high-quality written work that they are capable of.

Leaders have recently improved the teaching of phonics, reading and mathematics. This is having a positive impact on pupils' learning. Pupils practise reading from books matched to the sounds that they know. They read with fluency and confidence. Leaders have worked skilfully to ensure that there is an ambitious curriculum in place in each subject. Their recent work on the geography, history and science curriculums is bearing fruit. Pupils build their knowledge, vocabulary and skills well in these subjects.

Typically, pupils with special educational needs and/or disabilities get the support they need to access the curriculum and make progress in their learning. Bespoke adaptations, including the use of independent work spaces, visual timetables and one-to-one adult support enhances pupils' learning effectively. Disadvantaged pupils benefit from targeted support, which has a positive impact on their communication, language and reading skills.

What it's like to be a pupil at this school

Pupils enjoy coming to this school because they feel safe, valued and cared for by leaders and staff. They have developed a real sense of belonging here because of the 'family feel' leaders and staff create. Pupils model the school's vision of 'growing our future together' by working collaboratively and having high aspirations for their futures. The school's rules of being 'ready, respectful and safe' shape pupils' conduct and support the positive relationships seen throughout the school.

From the early years onwards, pupils follow clear routines and typically live up to leaders' high expectations of their conduct and behaviour. Pupils behave sensibly in lessons. Pupils say that bullying is not an issue and they trust staff to deal with any concerns quickly. Their eagerness to come to school is reflected in their attendance, which is slightly higher than national averages.

Across the school, including in the early years, pupils show confidence and enjoy their learning. Pupils with special educational needs and/or disabilities and disadvantaged pupils benefit from targeted support that helps them to participate meaningfully in school life and make progress from their starting points. Pupils access a broad and well-sequenced curriculum. They enjoy the range of exciting experiences that it offers. Pupils are willing and capable learners. However, not all pupils achieve the outcomes that they are capable of. There are inconsistencies in the quality of teaching. This is particularly the case for pupils gaining important skills in their handwriting, spelling, punctuation and grammar.

Pupils broaden their experiences through residential trips, visits to places of worship and city breaks. They make valuable contributions to life in school in their roles as house captains, school councillors and library helpers. All pupils have opportunities to develop their talents and interests at after-school clubs. Gymnastics, choir, knitting and gardening clubs are particular favourites.

Next steps

- Leaders should ensure that their expectations of pupils' spelling, grammar, punctuation and handwriting are applied consistently so that pupils develop the fluency and accuracy to communicate effectively in writing and to produce high-quality work across the curriculum.
 - Leaders should ensure that more consistently effective teaching drives improved achievement, so that published outcomes at the end of key stage 2 are more closely aligned with standards achieved nationally.
 - Leaders should further support staff to adapt learning activities that are even more closely matched to the needs of all pupils including those capable of achieving higher standards.
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About this inspection

The chair of the board of governors in this school is Martin Bamforth.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Headteacher: Ceri Tacey

Lead inspector:

Kirsty Norbury, His Majesty's Inspector

Team inspectors:

Elizabeth Mace, Ofsted Inspector

Martin Adamson, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 9 June 2026

School and pupil context

Total pupils

163

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

175

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

31.29%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.45%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

9.82%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	61%	Below
2024/25 (final)	67%	62%	Close to average
2023/24 (final)	41%	61%	Below

Year	This school	National average	Compared with national average
2022/23 (final)	40%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	74%	Below
2024/25 (final)	75%	75%	Close to average
2023/24 (final)	47%	74%	Below
2022/23 (final)	57%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	72%	Close to average
2024/25 (final)	75%	72%	Close to average
2023/24 (final)	65%	72%	Below
2022/23 (final)	67%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	73%	Below
2024/25 (final)	75%	74%	Close to average
2023/24 (final)	71%	73%	Close to average
2022/23 (final)	53%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	36%	46%	Below
2024/25 (final)	50%	47%	Close to average
2023/24 (final)	S	46%	S
2022/23 (final)	30%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	62%	Close to average
2024/25 (final)	67%	63%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	S	62%	S
2022/23 (final)	50%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	59%	Close to average
2024/25 (final)	67%	59%	Close to average
2023/24 (final)	S	58%	S
2022/23 (final)	70%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	44%	60%	Below
2024/25 (final)	58%	61%	Close to average
2023/24 (final)	S	59%	S
2022/23 (final)	40%	59%	Below

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	36%	68%	-32 pp
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	S	67%	S
2022/23 (final)	30%	66%	-36 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	80%	-24 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	S	80%	S
2022/23 (final)	50%	78%	-28 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	78%	-18 pp
2024/25 (final)	67%	78%	-12 pp
2023/24 (final)	S	78%	S
2022/23 (final)	70%	77%	-7 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	44%	80%	-36 pp
2024/25 (final)	58%	81%	-22 pp
2023/24 (final)	S	79%	S
2022/23 (final)	40%	79%	-39 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.7%	5.2%	Close to average
2023/24 (3 term)	6.1%	5.5%	Close to average
2022/23 (3 term)	6.7%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	15.3%	13.0%	Close to average
2023/24 (3 term)	19.3%	14.6%	Above
2022/23 (3 term)	22.9%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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