

The Grasby All Saints Church of England Primary School

Inspection report

Unique reference number	120571
Local authority	Lincolnshire
Inspection number	380063
Inspection dates	29 February–1 March 2012
Lead inspector	Lois Furness

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair	Ian Robinson
Headteacher	June Richardson
Date of previous school inspection	20 November 2006
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Introduction

Inspection team

Lois Furness

Additional inspector

This inspection was carried out with two days' notice. The inspector observed five teachers during 11 lessons. She heard pupils read, watched them being taught in small groups and individually, analysed their work and discussed their learning with them. Meetings were held with the headteacher, subject leaders and representatives of the governing body. A wide range of documentation was analysed including information relating to the achievement of all groups of pupils as well as the school improvement plan, governing body minutes and evidence of monitoring and evaluation. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection. She also analysed 62 parental questionnaire responses as well as responses to the questionnaires returned by staff and pupils.

Information about the school

In this much smaller than average sized primary school almost all of the pupils are White British. The proportion of pupils known to be eligible for free school meals is well-below average. The proportions of disabled pupils and those with special educational needs are below average. Provision for the Early Years Foundation Stage is provided in a mixed-age class of children in the Reception Year and pupils in Year 1. There are three other classes: one for Years 1 and 2 pupils; one for Years 3 and 4 pupils and one for Years 5 and 6 pupils. The number of pupils leaving or joining the school at times other than is usual is well-above average. The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress. The headteacher was appointed in September 2010 and three newly appointed teachers joined the school in January 2012. The school has a number of awards including Eco-School and National Healthy Schools status.

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- The school’s overall effectiveness is satisfactory. It is satisfactory rather than good because pupils’ achievement and the quality of teaching are satisfactory, resulting in pupils throughout the school not making consistently good progress in their learning. The monitoring and evaluation of school performance by leaders and managers and some planned improvements have not yet had the full effect intended on pupils’ progress and achievement.
- Although by Year 6 attainment in the National Curriculum tests is above average in reading, writing and mathematics, pupils’ work in other subjects does not reflect a similar level of attainment. There are occasions when there is too little written evidence to support the assessments of pupils’ attainment and progress made by teachers.
- There are some good aspects of teaching but lessons are sometimes overly directed by teachers, limiting pupils’ independent learning skills. Subject knowledge and the teaching of writing, especially, are not secure. Marking does not always help pupils to improve their work although there is some good practice.
- Pupils say they enjoy school, feel safe and a large majority says that they learn lots in lessons. However, too many of them do not take a pride in their work and teachers too readily accept untidy presentation including handwriting. The behaviour of most pupils is good but a few pupils occasionally behave inappropriately. Behaviour is improving as a result of recent actions taken.
- The new governing body provides good support and challenge. However, others with leadership responsibility are less effective in their management of performance because the systems for monitoring and evaluating the school’s work are not rigorous enough. The high turnover of staff has left unsystematic checking that the curriculum is taught in sufficient depth and that pupils’ work, in all subjects, reflects the standard of which they are capable.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Accelerate pupils progress to consistently good throughout the school by:
 - making sure accurate assessment information is used consistently to

- inform next steps in learning
 - providing systematic opportunities for pupils to apply their literacy and numeracy skills across the curriculum
 - teachers having high expectations of the quantity and quality of pupils' written work
 - developing pupils' independent learning skills, including children in Reception
 - ensuring marking and feedback identifies any necessary improvements in pupils' basic skills and when useful comments are made, pupils are given time to respond.
- Strengthen leadership and management by:
- establishing a rigorous cycle of scrutiny of teachers' planning linked to assessment information, observing lessons and analysis of pupils' work
 - checking that in subjects other than English, mathematics and music, knowledge and skills are taught in sufficient depth and progression is evident year on year.

Main report

Achievement of pupils

Most parents and carers who returned the inspection questionnaires think their children make good progress and the school meets individual needs. The inspection found that progress, although good in reading, is satisfactory in writing and mathematics for all groups of pupils, including those who arrive at times other than is usual. Currently, attainment is above average in reading but broadly in line in writing and mathematics. This is because assessment information is not used well enough to plan future learning. However, the progress made by pupils is improving throughout the school, as gaps in their learning are correctly identified and additional support is given to rectify weaknesses.

Children's attainment on entry to the school is broadly in line with age-related expectations. By the end of the Reception, past assessment information shows a well-above average proportion of children have attained the goals expected for their age. A similar picture is predicted this year. However, there is insufficient evidence of this attainment and lesson observations show that children are making satisfactory progress and attainment is broadly in line with that expected for their age. Children have insufficient opportunities to develop their independent learning skills and too many assessments are carried out in teacher-led activities. Throughout the school there are too few opportunities for pupils to shape their own learning. In most lessons observed, pupils' progress was no better than satisfactory because activities did not always challenge them enough and learning time was not maximised. For example, in mathematics, one group of Years 5 and 6 pupils waited patiently for an adult to explain their task to them. In another lesson, the lack of guidance about how to convert millimetres to centimetres meant too many Years 3 and 4 pupils made avoidable mistakes.

Although current tracking information shows that the progress made by pupils is

improving, assessments are not always accurate. For example, one pupil assessed at Level 4 in writing is not secure in the understanding of simple punctuation, although another assessment of Level 5 work provides a more credible picture. Pupils' work in history, geography and religious education is at a lower standard than that seen in English and mathematics. Pupils do not apply their literacy and numeracy skills well enough in other subjects. However in Years 1 and 2, pupils' writing books show that they have made rapid progress since September. Disabled pupils and those pupils with special educational needs make progress similar to that of their peers. This accelerates to good progress when they receive targeted interventions or when working with the support of the skilled teaching assistants.

Attainment in reading is above average at the end of Year 2 and Year 6 and progress in this skill is good. In Year 2, the most-able readers make good use of their knowledge of phonics (the sounds that letters make) to help decipher unfamiliar words and read with fluency and good expression. Less-able readers in Year 1, although capable of breaking down unfamiliar words into separate sounds, lack skills in blending the different sounds within words and have an insecure understanding of the text. These pupils are not given the one-to-one support necessary to help them apply their phonic knowledge, nor are they heard read on a daily basis by the class teacher. Older pupils say they enjoy reading and are able to use their reading skills to research information, for example, for a presentation about Australia.

Quality of teaching

The positive views of most parents and carers and almost all pupils are not fully borne out by inspection evidence, which shows that teaching is more often satisfactory than good. There are some good features of teaching in all lessons. Teachers usually explain tasks clearly, but their expectations of what pupils can achieve are not always high enough. Guided reading is at times taught well as seen in a session for Years 1 and 2 pupils. The teacher's skilful questioning ensured pupils developed a good understanding of the text they were reading. Subject knowledge of the teaching of reading, however, is not secure, and training is planned to ensure all staff are competent in the teaching of phonics. In some instances, when all pupils have the same task, teachers miss opportunities to ensure good levels of individual challenge. More-able pupils say that, at times, work is too easy and the curriculum does not fully match their learning needs.

The teaching of children in the Reception Year is satisfactory as the balance between teacher-led activities and children choosing activities is uneven with too much that is directed. The impact of teachers' marking on improving pupils' work is too limited. There is evidence of good practice, for example in the 'pink' writing books, but in other books teachers do not ensure that pupils are clear about how to improve their work. They do not regularly help pupils to improve their basic skills of spelling, punctuation and grammar and, consequently, basic errors – such as capital letters in the middle of words – remain. Pupils do not always have time to respond when useful advice is given.

Provision to promote pupils' spiritual, moral, social and cultural development is good. Religious education lessons effectively engage pupils and offer them good opportunities to discuss moral dilemmas while teaching them about different faiths

and religions. However, pupils have too few opportunities to work together, share ideas and take ownership of their learning. There are strengths in the provision for pupils' cultural development, particularly in music. All pupils by Year 6 can play a musical instrument and throughout their time in school they have good experience of music from around the world.

Behaviour and safety of pupils

Most pupils say that they feel safe in school because adults look after them well. Parents and carers agree, although a few express concerns about bullying. Pupils say there is some bullying, such as name calling or boisterous behaviour. However, they say it is dealt with quickly and fairly. Pupils have a good understanding of how to keep themselves and others safe, and safe practices, such as the careful use of equipment, were observed in all lessons. There is a clear moral code within the school and pupils know right from wrong. Good attitudes to learning start in Reception, where children work well together and behaviour is good. Although most pupils behave well, parents, carers and pupils know that there are a few pupils whose behaviour can be inappropriate. Pupils say when this happens learning is disrupted. They also explain that pupils behave differently with different teachers, as there are some inconsistencies in expectations of behaviour and in the application of agreed rewards and sanctions. During the current term, through increased staffing levels and a more consistent approach to behaviour management, pupils say disruptions to learning are becoming minimised. The school promotes pupils' social development well. Pupils work and play together amicably, respect the feelings and ideas of others and have a well-developed sense of fair play. Attendance is above the national average which demonstrates pupils' enjoyment of their education.

Leadership and management

The headteacher has a clear vision and staff are committed to school improvement. Self-evaluation, although generous, identifies the right priorities; for example, ensuring accuracy of assessment information and the good progress of all pupils. Staffing changes have resulted in changes of middle leadership and, although leadership of mathematics has changed recently, there is a clear overview of what is needed to improve the subject. In English, the situation is less secure because the systems for evaluating provision are not yet rigorous enough. Lesson observations take place, but these do not focus sufficiently well on pupils' learning throughout the lesson. Regular checking of pupils' work in English and mathematics occurs, but the checking of planning and of work in other subjects is less systematic. However, the school's capacity to improve is satisfactory as achievement is on a well-established upward trend as a result of focused interventions. Behaviour also is improving, attendance is consistently above average. Good provision for pupils' spiritual, moral, social and cultural development is very helpful to pupils' personal development. Good progress and above-average attainment in reading have been sustained. The key issues of the previous inspection have been satisfactorily rectified. A good system of tracking pupils' progress is established and the headteacher regularly evaluates pupils' progress. Action is taken immediately if any underachievement is identified. The new governing body is supportive and provides good challenge. It recognises that standards should be higher and responds decisively when concerns are identified. Safeguarding requirements are met. They are given high priority and

contribute to all pupils, including those whose circumstances have made them vulnerable, feeling safe and well cared for. Parents and carers praise the school for this, with all saying their children are kept safe in school.

The curriculum is broad and balanced, but in subjects other than English, mathematics and music, the programmes of work do not ensure that the subjects are taught in sufficient depth. Pupils' recorded work shows a lack of progression in the teaching of the skills of each subject. The daily act of worship makes an important contribution to the school values and to its social, moral and spiritual teaching.

The school promotes equality of opportunity satisfactorily. It tackles any form of discrimination robustly and ensures all pupils have equal access to all activities. However, not enough has been done to ensure that all groups of pupils make consistently good progress in their learning at all times.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



2 March 2012

Dear Pupils

**Inspection of The Grasby All Saints Church of England Primary School,
Barnetby, DN38 6AU**

Thank you for the warm welcome you gave me when I visited your school. I enjoyed visiting your lessons, looking at your work and talking with you about your school. I would like to thank the pupils who completed the inspection questionnaire and those who took the time to come and speak to me. Your school gives you a satisfactory education. This means there are things that the school is doing well and some things that need to be improved. It was good to know you enjoy school and you feel safe. I agree that most of you behave well. Your attendance is above average – so well done. I think you have some very talented musicians, and I wish you lots of luck when the orchestra performs at Brigg in the next few weeks.

I know all adults who work in your school want it to be good and for this to happen, you need to make better progress in your work. So I have asked your teachers to use assessment information about what you know already to plan more accurately to help you overcome gaps in your knowledge and learn new things all of the time. I think that sometimes work is too easy for you. I have also asked for them to think of ways to help you to become more independent, making choices about what and how you learn. This must start in Reception where at times you are involved too often in teacher-led activities. I have asked school leaders to carefully check how well you are doing in all subjects, not just English and mathematics, so that you make faster progress. I also want your teachers to make sure that they give you helpful advice when they mark your work and then give you time to respond to their comments.

Thank you again for the way you made me so welcome. You all can play your part in helping your school to become even better. The best way is for all of you to behave well all of the time. Remember to let your teachers know if the work they give you is too easy or too difficult. Also ask your teachers to give you time to respond to comments they make about how to improve your work.

I wish you all every success in your future lives.

Yours sincerely

Lois Furness
Lead inspector

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