

# Grainthorpe School

## Inspection report

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<b>Unique Reference Number</b>	120450
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	380024
<b>Inspection dates</b>	11–12 October 2011
<b>Reporting inspector</b>	Andrew Clark

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	53
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marilyn Bell
<b>Headteacher</b>	Anna Coney
<b>Date of previous school inspection</b>	3 March 2009
<b>School address</b>	Fen Lane Grainthorpe Louth LN11 7JY
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	11–12 October 2011
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons and parts of lessons led by three teachers. They held meetings with representatives of the governing body, the staff, parents and carers and a group of pupils. The inspectors observed the school's work and looked at a range of documentation, including essential policies, the school improvement plan, information about children's progress and attainment data. They analysed 18 completed questionnaires from parents and carers, as well as questionnaires completed by staff.

The inspectors reviewed many aspects of the school's work. They looked in detail at a number of key areas.

- The progress the more able pupils make in English.
- Whether pupils are sufficiently involved in managing and improving their own learning.
- The extent to which pupils use their literacy, numeracy and information and communication technology (ICT) skills in other subjects.
- Whether the governing body is effective in holding the school to account.

## Information about the school

Grainthorpe Primary is much smaller than other schools of this type. The vast majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils with special educational needs and/or disabilities is above average. The school has achieved an Active Mark.

The headteacher was appointed to the school following the last inspection. She is also headteacher of two other local small schools as part of a federation.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. The energy and clarity of vision of the headteacher, with effective support from staff and the governing body, ensures pupils of all abilities are eager to learn and achieve well. The good care, guidance and support and strong partnerships with parents and carers contribute well to pupils' exemplary behaviour and above average levels of attendance. The school has rigorous procedures for monitoring and evaluating the quality of its work and for the professional development of staff. As a result, the school has developed well since it was last inspected and there is a good capacity for further improvement.

The school is successful in helping groups of pupils of all abilities, including those with special educational needs and/or disabilities and the more able, to make good progress overall and reach challenging targets. Pupils' attainment is above average in English and mathematics by time they leave school in Year 6. Children make satisfactory progress during their time in the Early Years Foundation Stage. Progress here, however, is slower than in the rest of the school as activities provided for the children to choose for themselves do not always challenge them enough.

Pupils' have a good understanding of how to stay safe from harm. They are extremely friendly and considerate towards each other and have a good understanding of right and wrong. They are reflective and thoughtful and their spiritual, moral, social and cultural development is good. Pupils have a good knowledge of how to live a healthy lifestyle and take full advantage of challenging physical activities. They make a good contribution to the school and local community and some pupils are, for example, actively involved in fund raising activities through the school council.

The quality of teaching is good. It is sometimes outstanding. Relationships are excellent and teachers make lessons exciting through the stimulating use of information and communication technology (ICT), games and puzzles. Lessons are brisk and challenging. Teachers make good use of marking to identify areas for improvement. However, strategies to involve pupils fully in assessing and improving their own work and, therefore, extend their understanding of what is expected of them, are not fully established. The lively and imaginative curriculum provides good opportunities for pupils to develop their literacy, numeracy and ICT skills through many different subjects. However, there are limited opportunities for pupils to deepen their own learning by involving them in enterprise activities and 'real-life' problem-solving situations. Teachers know their pupils well and track their progress

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very carefully. Sharply focused support ensures pupils at risk of falling behind also make good progress. Parents and carers are proud of the school. Typical of their views is 'My child loves the school. All teachers are very approachable and helpful. I couldn't have chosen a better school!'

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

- Increase opportunities for pupils to assess, manage and improve their own work.
- Improve the range and challenge of activities that children select for themselves in the Early Years Foundation Stage both indoors and outdoors.
- Deepen pupils' learning by involving them in enterprise activities and 'real-life' problem-solving situations.

**Outcomes for individuals and groups of pupils****2**

Pupils take pride in their work and present it well. They enjoy learning and are ambitious to achieve. They read fluently and accurately. Writing is also strong and pupils of all abilities write with imagination and care for a wide range of purposes. They enjoy working independently or with others and make good use of different sources of reference such as ICT and dictionaries. They effectively combine their skills in writing, mathematics and ICT to produce exciting research topics on 'Ancient Egypt' and 'Children in Victorian Times', for example. Pupils apply their good calculation skills in science activities. However, they do not often develop their enterprise and initiative skills such as money management through 'real-life' situations such as working out profits and costs in fund raising events. Overall, however, pupils' learning capabilities are well developed and contribute well to their good progress and future well-being.

Children enter the Early Years Foundation Stage with skills that are generally typical for their age. Pupils of all abilities make good progress in reading, writing and mathematics through Key Stage 1 and 2. More able pupils make good progress and rise to the challenge of very clear targets. Pupils with special educational needs and/or disabilities make good progress developing both their basic skills and very positive attitudes to learning. The well-planned curriculum ensures that both boys and girls achieve well in a wide range of subjects and there are many examples of good quality work in art, design and technology, history and science throughout school.

Pupils work and play in harmony. Older pupils take good care of younger ones and this is appreciated by parents and carers. Behaviour is excellent in the classrooms and outside. Pupils show kindness and consideration towards each other and are attentive to adults and other children. They say they feel safe and some provide detailed explanations to support their understanding, for example, about possible concerns with the Internet. Pupils understand what constitutes a healthy meal and many are well-versed in how to avoid the dangers of alcohol and drugs. They improve their physical capabilities through the sporting clubs and activities. Pupils are

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competitive and successful. For example, they reach good standards in swimming. Pupils have a good knowledge of and involvement in the school and its immediate community and benefit from the school’s strong partnership with parents and carers. They take some responsibilities such as school councillors. They are actively involved in creating school rules. Pupils are thoughtful and appreciate the many opportunities for prayer and reflection. Enjoyment is evident in the school and it is not surprising that levels of attendance are above average.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	2
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers and teaching assistants work very closely together to ensure pupils of all abilities make good progress. Teamwork is a strength of the teaching. The quality of teaching ranges from satisfactory to outstanding and is good overall. Detailed lesson planning and preparation of resources ensure lessons run smoothly. Teachers often challenge pupils to think deeply and solve problems and carry out investigations by carefully targeting their questions. In most lessons expectations are high and pupils strive hard to meet them. This is particularly evident in the high quality and imaginative written work. Lessons are regularly brought to life through the use of ICT, role-play, competitions and games. Teachers and support staff are prompt in offering guidance in lessons to correct any misunderstanding. Teachers make increasingly good use of marking and targets in English and mathematics to help pupils improve their own work and reach challenging targets. However, some opportunities are missed to develop pupils’ ability to critically assess how well they are doing and, therefore, contribute fully to improving their own work.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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A range of well-planned topics such as those on local history make learning practical and meaningful to all groups of pupils. The school is increasingly developing strong links between subjects giving pupils good opportunities to apply their literacy, numeracy and ICT skills in enjoyable and challenging ways. Very occasionally the tasks set are overly structured and do not give pupils enough opportunity to take responsibility to apply and manage their own learning, particularly in 'real-life' situations.

A good range of extra-curricular activities, sometimes in partnership with other schools or sporting organisations, enrich pupils' personal and physical development. The provision for pupils with special educational needs and/or disabilities is well-planned as are opportunities for those with a gift or a talent. Pupils have good opportunities to learn another language and participate in musical events. There are good links with the local church but work that extends pupils' awareness of the diversity of modern life is less well developed.

The school has good systems to support pupils who are vulnerable due to their circumstances. Enthusiastic and well-trained staff maintain records of pupils' personal development and academic progress, ensuring that their needs are well met. This work is successful in breaking down significant barriers to learning. A good partnership with specialist support agencies is established and early and proactive intervention is assured. The success of the good procedures to ensure pupils' welfare can be seen in their outstanding behaviour and above average levels of attendance and punctuality. Good monitoring ensures parents and carers receive a range of information on their children's progress as well as frequent and useful guidance on ways to support their children's future learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

The drive and thoughtfulness of the headteacher has created an ethos where every member of staff is valued and has an effective role in self-evaluation and school improvement. Meaningful sharing of skills across the three schools led by the headteacher has contributed well to school development. Monitoring of teaching is leading to increasingly sharply focused and well planned professional development with only a few weaker aspects of provision to be resolved. Staff share good practice enthusiastically in all aspects of the school's work. This is a good improvement since

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the school was last inspected. They are supported by an increasingly effective and well-led governing body. However, there have been several changes to membership and leadership of the governing body. Though underlying systems and arrangements for induction and training are good, they are currently still settling into their roles. As a result, the effectiveness of the governing body is satisfactory overall. Self-evaluation is supported by effective systems to gather and act upon the views of pupils, parents and carers and involve them well in decision-making and school improvement. This has had a significant impact on the quality of the accommodation, the quality of teaching and the effective deployment of staff.

The school has a good understanding of its immediate context and is involved in a number of local projects and initiatives. It is developing links with communities in other parts of the world. As a result, the promotion of community cohesion is good overall. The commitment of parents and carers to the life of the school is good. They have confidence in the management of the school and as a result, give time, energy and resources to its development. They make a good contribution to pupils’ learning through their involvement in a range of extra curricular activities, fund raising and support for pupils’ homework.

The school promotes equality of opportunities well. There is no overall difference in progress of the different groups of pupils and both pupils and staff take steps to avoid any discrimination. Robust policies and well-managed record keeping contribute to good quality procedures for safeguarding. The school provides rigorous financial management and ensures that it gives good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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Children start school with skills which are generally typical for their age. Children of all abilities, including those with special educational needs and/or disabilities, make satisfactory progress overall. There were significant improvements to the quality of accommodation during the term prior to the inspection. This, and changes to the leadership and deployment of staff, are leading to a better quality of learning. However, this is not yet fully embedded and leadership is currently satisfactory. There are good induction systems to support children and to quickly settle them in to the Early Years Foundation Stage. Good links with parents and carers contribute to the smooth start children make. Effective and attractive systems are in place to monitor progress and to share information with parents and carers. Children feel safe and are supported by robust welfare arrangements. Relationships are good and children enjoy learning. There is an appropriate focus on developing children’s communication skills. Adult-directed activities to promote children’s learning of letters and sounds and early number skills are fast paced and increasingly effective. However, the activities adults plan for children to select for themselves are not always challenging enough and matched closely enough to their learning needs. The use of the outdoor area is underdeveloped. These factors limit better rates of progress. The Early Years Foundation Stage leader has a good action plan to ensure this provision, including the use of the outdoor area, is improved.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Parents and carers are very supportive of the school. All who responded said that their children enjoy school and are kept safe. Inspectors too found this to be the case. Only very small numbers raised individual concerns. Inspectors looked at these aspects carefully and the evidence was used to inform the findings of the inspection.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grainthorpe School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 18 completed questionnaires by the end of the on-site inspection. In total, there are 53 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	67	6	33	0	0	0	0
The school keeps my child safe	10	56	8	44	0	0	0	0
The school informs me about my child’s progress	6	33	10	56	1	6	0	0
My child is making enough progress at this school	7	39	8	44	0	0	1	6
The teaching is good at this school	7	39	9	50	0	0	1	6
The school helps me to support my child’s learning	8	44	6	33	0	0	1	6
The school helps my child to have a healthy lifestyle	9	50	8	44	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	6	33	8	44	1	6	0	0
The school meets my child’s particular needs	6	33	10	56	1	6	0	0
The school deals effectively with unacceptable behaviour	7	39	9	50	1	6	0	0
The school takes account of my suggestions and concerns	6	33	9	50	2	11	0	0
The school is led and managed effectively	6	33	9	50	2	11	0	0
Overall, I am happy with my child’s experience at this school	7	39	10	57	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



13 October 2011

Dear Pupils

### **Inspection of Grainthorpe School, Louth, LN11 7JY**

Thank you for the warm welcome you gave the inspectors when we visited your school this week. We enjoyed talking to you at playtimes and in your lessons. These are some of the things I found out about your school.

- You go to a good school. You make good progress through school and reach above average standards.
- The headteacher, staff and the governing body work hard to make your school the best it can be.
- The school takes good care of you so you feel safe, and your behaviour is excellent.
- You have a good understanding of how to keep fit and healthy and love the opportunities for sports and games.
- You enjoy your lessons and teachers give you fun things to learn about.
- Your parents and carers are proud of you and your school.
- Occasionally you are not involved in checking and improving your own work.
- Some of the activities for children in reception do not help them make the best progress they could.
- You have few chances learn about the world of work.

To help your school become even better, I have asked your headteacher and the governing body to improve these last three points. You can help by working with teachers to try to judge how well you are doing and how to improve.

Yours sincerely

Andrew Clark  
Lead Inspector

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