

The Grasby All Saints Church of England Primary School

Vicarage Lane, Barnetby le Wold, Barnetby, DN38 6AU

Inspection dates 25–26 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Teaching is consistently good and some is outstanding. Teachers are skilled in teaching mixed-age classes and use their strong subject knowledge to inspire pupils to make good progress in lessons.
- Standards are above those expected in English and mathematics when pupils leave the school at the end of Year 6.
- Pupils enjoy school. They feel safe, attend regularly and behave well. They try hard in lessons, and excel in sport and music.
- The leadership of the Early Years Foundation Stage is strong, giving children a good start to their education.
- Teaching assistants are skilful. They provide effective support for disabled pupils and those with special educational needs to enable them to make good progress.
- The headteacher has created a culture of continuous improvement which is now shared by all staff. She provides very effective support and guidance to teachers and challenges them to be the best they can.
- Governors and senior leaders rigorously monitor the quality of teaching and pupils' achievement, which has led to much improvement since the time of the last inspection.

It is not yet an outstanding school because

- Teachers do not always provide tasks which really stretch the most able pupils in English and mathematics.
- The best practice in the school is not shared fully to help all teachers move their teaching to outstanding.
- Pupils do not always understand and use written comments from teachers to improve their learning.
- It is not possible for children in Reception to make full use of outdoor activities throughout the year.
- Not all parents are satisfied with the quality and quantity of information provided by the school.

Information about this inspection

- The inspector saw all teachers teach in the six lessons observed, two of which were seen together with the headteacher. In addition, the inspector made a number of other short visits to lessons and learning areas.
- Separate meetings were conducted with governors, staff, senior leaders, an adviser from the local authority and a group of pupils. The inspector talked to pupils during lessons, listened to pupils read and scrutinised samples of their work.
- The 40 responses to the online questionnaire (Parent View) and the results of the school's own surveys of parents' views were taken into account. The views of several parents who communicated with inspectors during the inspection were also taken into consideration.
- The inspector took account of the 12 responses to the staff questionnaire.
- A number of documents were reviewed. These included the school's development plan, its self-evaluation report, information about pupils' current progress, arrangements for safeguarding and records of pupils' behaviour and attendance. Reports from the local authority about the school's effectiveness were also examined.

Inspection team

Cathy Morgan, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average primary school.
- There are four mixed-age classes.
- Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is similar to that seen nationally.
- A higher-than-average proportion of pupils joins or leaves the school at different times throughout the year.
- The proportion of pupils known to be eligible for the pupil premium is rising but is below average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children who are looked after by the local authority and other groups.)
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- The inspector was aware during this inspection that serious allegations of a child protection nature were being investigated by the appropriate authorities. While Ofsted does not have the power to investigate allegations of this kind, actions taken by the setting in response to the allegations were considered alongside the other evidence available at the time of the inspection to inform inspectors' judgements.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding by:
 - making sure that the most able pupils are always provided with appropriately demanding tasks which help them to reach the standards they are capable of in all lessons
 - making sure that pupils clearly understand and respond to teachers' written comments
 - sharing the best practice in teaching already in the school to assist all teachers in moving their teaching to outstanding.
- Improve leadership by:
 - improving the quality and quantity of information provided to parents
 - improving facilities in Reception so that children may access outdoor activities throughout the year.

Inspection judgements

The achievement of pupils is good

- Children arrive with skills and knowledge that are usually typical for their age. The school works hard to ensure children settle quickly into school. The highly effective leadership and the systematic approach to the assessment and evaluation of children's achievement in the Early Years Foundation Stage ensure that they make good progress in preparation for Key Stage 1.
- The effective teaching of phonics (the sounds that letters make) ensures that children quickly develop their skills in reading and writing. Almost all of the small number of Year 1 pupils reached the expected level in the recent national reading test and many exceeded them.
- Pupils' achievement has improved significantly since the last inspection. Pupils now comfortably achieve the standards expected by the end of Year 2 and more pupils reach the higher levels in reading, writing and mathematics. Effective individual help and the use of stimulating resources are helping pupils to quickly improve their knowledge and skills.
- At the end of Key stage 2, pupils achieve above the standards expected in English and mathematics because of the outstanding teaching in Class 4. Unvalidated test results for 2013 show that all of the small number of pupils in Year 6 made at least good progress, particularly in mathematics.
- Work in pupils' books, including homework, and analysis of data in the school's informative monitoring system for progress and attainment show that almost all pupils, including those who joined the school during Key Stage 2, are working at or above, the level expected for their age in English and mathematics.
- Pupils generally understand their targets which are clearly presented in their books. Targets and tasks for the more able pupils however, do not always enable them to reach their potential in lessons.
- Pupils with particular skills in music and sport receive specialist tuition and coaching which enable them to reach exceptional standards and has contributed to the schools' success in competitions and external events.
- Disabled pupils and those with special educational needs make good progress because they receive intensive and effective support from skilled teaching assistants and appropriate specialist agencies.
- Pupil premium funding is used effectively to provide additional tuition in one-to-one and small group sessions for eligible pupils. As a result, this small group of pupils is making similarly good and occasionally better progress than their classmates. There are not enough pupils known to be eligible for the pupil premium to comment in detail on their attainment in English and mathematics without identifying them.
- The school has a strong reading culture. Pupils read confidently with expression and they talk enthusiastically about the books they most enjoy.

The quality of teaching is good

- Teaching is consistently good and some is outstanding. For example, pupils in Years 5 and 6 were highly motivated by the teacher's enthusiastic approach and imaginative 'garden of synonym' resource, which enabled them to make excellent progress in their understanding and use of persuasive writing.
- Teachers are skilled in teaching mixed-age classes and they use their good subject knowledge well to motivate pupils, extend their natural curiosity and foster good attitudes to learning. The steady improvement in teaching over the past two years has been facilitated by the headteacher, through appropriate training, mentoring and professional support.
- The focus upon improving pupils' basic skills across the school has been highly successful in raising standards and achievement. As a result, teachers are gaining in confidence and raising their expectations of pupils. However, they do not always provide the most appropriate level of challenge for more able pupils in every subject and this sometimes restricts the progress they make in individual lessons, even though this group still performs very well in the statutory tests.
- Teachers make sure that there are many opportunities for pupils to work together and to explain the reasoning behind their answers to one another. Pupils' confidence in giving their views is developed well and from an early age.
- Whilst there is consistency in the format used to give feedback to pupils, not all teachers ensure that pupils understand and respond to this feedback, which prevents them from knowing how they can improve their work. The outstanding practice which enables the oldest pupils to make rapid progress in English in class 4 is not shared widely enough across all classes.
- Teaching assistants are skilful in supporting learning in lessons and intervention sessions. In particular, their work with disabled pupils and those who have special educational needs is effective because it is specifically tailored to their learning and personal needs. Consequently these pupils grow in confidence and ambition, make good progress and achieve well.
- Detailed planning enables children in the Early Years Foundation Stage to learn through imaginative and creative play and good use is made of the vibrant outdoor environment. In one lesson, children excitedly but carefully re-enacted the 'Silly Races' from their story book. They rapidly developed their understanding of working in teams and 'always following the rules'! The lack of a permanent covered area, however, prevents children from having opportunities to access all of the outdoor activities when the weather is poor, and this limits their opportunities to develop their social and practical skills to the full.
- Specialist tuition in music enables all pupils to learn to play at least one instrument. Access to a wide range of sporting activities has led to excellent achievement in many competitive events.

The behaviour and safety of pupils are good

- Pupils are eager to learn new things. They are articulate and enthusiastic about how much they enjoy their learning. They confirm how safe they feel in school and stress that there is rarely any bullying. They are knowledgeable about the various kinds of bullying, including physical bullying, cyber bullying and name calling.
- School records confirm that staff deal with incidents quickly and that the school is highly effective in promoting good relationships and ensuring discrimination of any kind is not

tolerated.

- Pupils have regular opportunities for reflection through the schools' Christian collective worship programme. This is a key factor in pupils' positive attitudes and successfully develops their spiritual, moral, social and cultural awareness.
- Behaviour is not outstanding because when tasks are not sufficiently challenging, pupils' concentration wanes. A few pupils find it difficult to manage their behaviour. Staff ensure that any disruption to learning for others is minimised. One parent commented that the school goes 'above and beyond what could be expected of them to provide astounding support' which has enabled her children to make rapid progress. Equality of opportunity is promoted well by the school.
- Attendance is above average and punctuality is excellent which further reflects pupils' enjoyment of learning.

The leadership and management are good

- The headteacher provides strong and supportive leadership. All staff work closely together as a cohesive team and they know what needs to be done to drive forward further plans for improvement. Rigorous self-evaluation is used to identify priorities accurately and this, together with the school's clear action plans, demonstrates its good capacity for further improvement.
- All staff clearly understand their roles, responsibilities and lines of accountability. Subject leaders are well-supported and lead their subjects well. Teachers are set clear performance targets linked to pupils' achievement, which have to be met before a rise in salary can be considered.
- Staff are reflective and respond positively to the increasing opportunities for professional development. They value learning from one another but have limited opportunities to observe the most effective teaching from across the school to enable them to further develop their skills.
- Each pupil's progress is carefully tracked and discussed regularly and if pupils are not doing as well as they should, individualised programmes are immediately put into place to help them. The schools' approach to teaching different subjects is much improved since the previous inspection. Pupils now have well-planned experiences across a range of interesting subjects.
- Teaching programmes are well-constructed and offer many opportunities for pupils to think creatively and develop ideas for themselves. This makes their learning enjoyable and is one reason for their very positive attitudes to learning. Pupils' social, moral, spiritual and cultural development is promoted energetically.
- The primary school sport funding is being used to provide pupils and staff with expert tuition from specialist sport and gymnastics teachers. The school fully intends to monitor its effectiveness in improving the health and well-being of pupils carefully.
- The headteacher and the governing body ensure that good use is made of pupil premium money to help eligible pupils to achieve well, make good progress and to take part in all aspects of school life.
- School leaders, including governors have responded rapidly and highly effectively to a very small number of safeguarding issues during the last year, ensuring that robust procedures were followed and positive outcomes reached. Governors ensured that significant improvements were

immediately made to safeguarding policies and procedures which did meet statutory requirements but are now even more robust.

- Staff have established productive relationships with parents to enable them to gain a greater understanding about how they can help to improve their children’s learning. Despite this, a small number of parents believe that they do not receive timely information about current issues in the school.
- The headteacher and governors have been keen to make the most of the local authority’s positive support for the school.

■ **The governance of the school:**

- All statutory duties are fulfilled effectively by governors. The arrangements for safeguarding have been thoroughly reviewed and refined to ensure pupils are kept safe. Development needs are identified accurately and resources, including staffing, sports funding and the pupil premium, are used effectively to raise achievement. Governors are committed to providing the very best opportunities for all pupils to achieve high standards, and they measure effectiveness in terms of pupils’ attainment and progress. They undertake high quality training so that they can challenge school leaders and hold the school to account by checking the quality of teaching against pupils’ progress. This leads to well-focused plans for further improvement. They challenge staff effectively through a well-developed system of managing teachers’ performance and its link with salary progression. They know what the quality of teaching is and what the school is doing to reward good teaching and to tackle any underperformance.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120571
Local authority	Lincolnshire
Inspection number	425004

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	79
Appropriate authority	The governing body
Chair	Canon Ian Robinson
Headteacher	June Richardson
Date of previous school inspection	29 February 2012
Telephone number	01652 628343
Fax number	01652 628343
Email address	enquiries@grasbyallsaints.lincs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

