

Grimoldby Primary School

Tinkle Street, Grimoldby, Louth, LN11 8SW

Inspection dates 9–10 December 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement at the end of Key Stage 2 fell between 2012 and 2014, in writing and mathematics.
- Pupils, including those who benefit from additional funding, do not make good progress, in writing and mathematics, in Key Stage 2.
- The difference between the attainment of pupils who benefit from additional funding and their classmates was greater in 2014 than in previous years.
- The quality of teaching over time has not been good enough. Teachers' explanations do not always help pupils to understand fully what they have to do, especially in mathematics.
- The school's assessments of the standards pupils reach are not sufficiently accurate.
- Marking does not always help pupils understand how to improve their work.
- School leaders do not ensure that their planning and actions focus on improving pupils' progress as they move through the school.
- The leadership and management of the early years do not ensure that children are taught well enough. Consequently, children do not get off to a good start in their communication and numeracy skills.
- Use of the outdoor environment in the early years provision does not consistently promote good progress.
- Governors have yet to address inconsistencies in pupils' achievement fully, to ensure the school's previously strong performance is restored.
- Behaviour is not consistently good. Some pupils do not settle to their work and this distracts others from their learning. Pupils' attitudes to learning are not sufficiently strong and this hinders their progress in lessons.

The school has the following strengths

- Pupils achieve well in Key Stage 1, where teaching is consistently strong.
- The school's caring ethos nurtures pupils and ensures all pupils feel safe. The school promotes pupils' spiritual, moral, social and cultural development well.
- Pupils' achievement in reading is improving across all age groups in the school.
- Leaders have identified key aspects to improve the quality of teaching. Consequently, pupils' achievement is starting to improve.
- The range of subjects, together with visits and after-school clubs, enrich pupils' learning.

Information about this inspection

- Inspectors observed 11 lessons, three of which were seen jointly with the headteacher.
- Inspectors looked at pupils’ books during lessons and scrutinised their work in their exercise books.
- Meetings were held with staff, a group of pupils and three members of the governing body. A telephone conversation was held with a representative of the local authority.
- Inspectors heard pupils read and talked to them informally at break and lunchtime.
- Inspectors took account of the 16 responses to the online questionnaire, Parent View, letters from parents, and the school’s most recent survey of parental views. They had conversations with parents as they dropped their children off at the start of the school day. Inspectors also considered the nine responses to the staff questionnaire.
- Inspectors examined school documentation including: data on pupils’ current progress and records of governing body meetings, teachers’ performance, behaviour, attendance and safeguarding. Documentation relating to the care of disabled pupils and those who have special educational needs was also reviewed.

Inspection team

Andrew Stafford, Lead inspector

Additional Inspector

Vondra Mays

Additional Inspector

Full report

Information about this school

- Grimoldby Primary school is smaller than the average-sized primary school. There is one class in each age group, including Nursery and Reception. Children in Nursery attend up to five sessions per week, either in the morning or in the afternoon; children in Reception attend full time.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs, at 13 percent, is below the national average. A small number of pupils have an Education, Health and Care plan.
- At 13 percent, the proportion of pupils eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals and those looked after by the local authority) is lower than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Three new teachers, one of whom was a newly-qualified teacher, have been appointed in the past three years.
- Recently completed refurbishment and extension work took place in the early years to accommodate the increasing numbers of children.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better in order to raise pupils' achievement by:
 - identifying and sharing the most effective ways for teaching writing and mathematics across the school so that pupils make the best possible progress in their literacy and numeracy skills
 - ensuring staff in the early years intervene effectively, both indoors and outside, to enable children to make the most of all opportunities to learn and swiftly improve their communication and numeracy skills
 - making sure that teachers' written guidance in their marking makes clear to pupils how they can improve their work.
- Strengthen leaders' roles in checking the school's performance so that actions have a greater impact on pupils' achievement by:
 - sharpening targets in the school's plans for improvement so that actions can be checked for their impact on pupils' achievement
 - having a stronger focus on how well teachers promote pupils' progress when checking teaching across the school
 - ensuring that the monitoring of pupils' progress is accurate
 - making sure that attainment of pupils, supported through the additional funding, consistently becomes closer to that of their classmates
 - strengthening the role of governors so they hold leaders to account for the school's performance more effectively.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management requires improvement

- Leadership and management require improvement because the quality of teaching and pupils' achievement are not good enough. As a result, the school's previously strong performance has not been maintained.
- School plans do not show how and when school actions will bring improvement in pupils' progress in key subjects. As a result, actions of school leaders do not effectively focus on improving the progress made by pupils as they move through the school.
- The school's assessment of pupils' attainment has been too generous. This has led to an inaccurate view of pupils' progress. Parents identify the accuracy of information about pupils' progress as a concern to them.
- Teaching is not consistently good, even though the headteacher is tackling some weaker teaching. Checks on the quality of teaching do not focus enough on how pupils' progress is being promoted. As a result, there are weaknesses in pupils' achievement, especially in writing and mathematics.
- Subject leaders' efforts to improve the quality of provision in their subjects do not have a consistent impact and pupils' progress is variable. Pupils' progress is stronger in reading but improvement is needed in pupils' writing, particularly in the accuracy of spelling.
- Gaps in attainment are not closing quickly enough for pupils eligible for additional funding. This is because the range of approaches introduced does not have a consistently strong impact on their progress.
- Provision for disabled pupils and those who have special educational needs enables them to share equally in the range of activities the school provides. They make similar progress to their classmates.
- Leaders recognise the need to refocus their priorities. Recently the local authority has alerted the school of its declining performance and has effectively identified key aspects for improvement and begun to work with leaders to address these.
- There are established routines to review teachers' targets and pay and career progression. Good links with other schools enable teachers to learn from one another. Teachers are further supported by planned training provided by the school.
- This is an inclusive school where positive relationships are clearly evident and discrimination is not tolerated. The headteacher very successfully promotes the good care, equality of opportunity and well-being of pupils. All staff share these values. Parents are very complimentary about how well the school looks after their children.
- The provision for sport is well developed. The extra primary sports funding is enhancing teachers' capacity through the deployment of sports coaches. Pupils' physical well-being is advanced through an extensive range of activities, which includes tennis and dance and competitive sports such as archery, football and rugby.
- Subjects are designed and taught in ways to develop pupils' literacy through topic themes. However, approaches for teaching writing across the school are less effective. Mathematics is covered as a discrete subject and pupils say they enjoy opportunities to engage in investigative tasks. Pupils are taught French in Years 3, 4 and 5, and Spanish in Year 6.
- A range of good opportunities serve to develop pupils' spiritual, moral, social and cultural awareness well. The school emphasises its values, and pupils have a strong sense of fairness what is right and wrong. This serves to reinforce their understanding of being British and prepares them well for life in modern Britain. The school council is a forum for pupils to debate and make decisions about how to improve the

school.

- Safeguarding arrangements meet requirements. These are effective and include background checks of adults working with pupils and risk assessments covering aspects of school life, such as educational visits.
- **The governance of the school:**
 - Governors have not addressed inconsistencies in pupils' achievement well enough to ensure the school's previously strong performance is maintained. They are currently developing an understanding about data on the school's performance. However, their challenge of school's leaders has not been sufficiently robust to secure improvements in key areas. For example, they have not ensured that additional funding is used effectively to close the gaps between the attainment of eligible pupils and that of their classmates. Governors undertake a range of training but this has yet to lead to the school's performance reflecting that of schools nationally. There are established routines for the management of the headteacher's performance and that of teachers' pay and progression against their targets. Governors know about the quality of teaching in the school and where the headteacher has addressed underperformance. Governors are active within school and make visits to subject areas. There is effective management of the school's budget so that resources are deployed to support pupils' learning within the new curriculum. Governors are overseeing changes in the way checks are made on how well pupils are learning.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement. Most pupils have positive attitudes to learning, but some are slow to settle and do not respond quickly enough to teachers' instructions. These negative attitudes act as a hindrance to the progress pupils make.
- The school's behaviour log shows few incidents of poor behaviour. The very few pupils with poor behaviour are benefiting from carefully planned support. This is helping to promote acceptable behaviour, and is successfully eliminating the need for exclusions.
- Pupils understand the system of sanctions for managing their behaviour and, as a result, their conduct in classrooms and around school is usually acceptable.
- Pupils are polite, friendly and co-operative around the school and in the playground. Relationships are positive and secure because pupils are well known to staff.
- Pupils say that adults take their views seriously. They enjoy the wide range of responsibilities on offer to them, such as buddies to younger children, ambassadors for sport, school councillors and junior road safety officers.
- The school has taken rigorous steps to promote regular attendance and punctuality. As a result attendance for the majority has improved and is above the national average. Leaders have been successful with the measures they have put in place and few pupils are persistently absent.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say that they feel very safe in school. Almost all parents who completed the online questionnaire agree.
- There are effective procedures in place to check on the suitability of staff who work in the school. Policies to ensure the safety of pupils are regularly reviewed with risk assessments carried out as required, for example, for school trips. There are good systems in place to control access to the school.
- Pupils are clear about what constitutes bullying and the different forms it can take, such as cyber-bullying or racist name-calling. They say that instances of such bullying are very rare. Adults address any occasional unkind behaviour quickly and effectively.

- Pupils have good strategies for keeping themselves safe, for example through street-wise training, cycling proficiency training and regular e-safety training.

The quality of teaching

requires improvement

- Teaching requires improvement because it does not ensure that pupils make fast enough progress as they move through the school.
- Pupils do not always receive helpful feedback on their learning. Written guidance does not always help pupils understand how to improve their work and move to the next level. Examples of more effective practice are not routine.
- Teaching of writing does not enable pupils to make good progress as they move through the school. As a result, the quality and standard of writing are variable and this hinders pupils' overall achievement.
- The teaching of mathematics leads to weak progress in Key Stage 2. Pupils have not been taught how to successfully apply their calculation skills and this affects their ability to consistently solve mathematical problems.
- The range of approaches in place to support pupils eligible for additional funding are not closing gaps between their attainment and other pupils quickly enough. While support promotes their well-being it does not bring about consistently strong progress in all aspects of their learning.
- Planning enables teachers and other adults to work effectively together during lessons. Consequently, the learning of pupils who are disabled or who have special educational needs is not hindered and most make at least comparable progress to other pupils.
- Pupils' progress is stronger and reinforces good learning where teachers use questioning effectively. For example, in one Year 6 literacy session, discussion generated by the teacher was used so that pupils made strong gains in their learning. As a result, pupils were able to use their writing skills effectively to describe events, actions and feelings about life in the trenches during World War 1.
- In reading, teachers set high expectations to help pupils develop their phonic knowledge and skills (linking letters and sounds) in both early years and Year 1. Teaching techniques are used effectively to encourage resilience, provide appropriate challenge and develop fluency and good understanding in basic literacy skills. Older pupils enjoy reading a range of books by different authors.
- Pupils' use of subject vocabulary and skills are particularly well extended in their Spanish language sessions.

The achievement of pupils

requires improvement

- Pupils do not make sufficiently strong progress in their writing and mathematics as they move through Key Stage 2 and this hinders their overall achievement. . As a result, by the end of Year 6, pupils' achievement in national tests is not good enough. Weaknesses in spelling led to below average results in the national tests for spelling, punctuation and grammar at the end of Year 6 in 2014.
- From their starting points the gap in attainment between disadvantaged pupils supported through the additional funding and other pupils nationally is not closing quickly enough. In mathematics and writing the gaps broadened in 2014. Compared to other pupils in the school, eligible pupils were behind by four weeks in reading, three and a half terms in writing and over four terms in mathematics at the end of Key Stage 2 in 2014. Compared with other pupils nationally, disadvantaged pupils at the school were eight weeks behind in reading, four and a half terms in writing and nearly six terms behind in mathematics.
- The attainment of the most-able pupils is below that of similar groups nationally. From their starting

points, too few are successful at the higher levels in reading, writing and mathematics.

- The performance of pupils in the phonics (the sound that letters make) check at the end of Year 1 is comparable to that found nationally although reduced from the previous year. The provision for pupils' phonic work has strengthened and school evidence shows pupils are competent readers and enjoy reading books from a range of authors.
- Pupils' attainment by the end of Year 2 was above average in last summer's national assessments. Attainment fell in 2013 and so the 2014 result restored the school's strong showing since the previous inspection. However, attainment in mathematics is comparatively weaker than in reading and writing.
- The progress made by disabled pupils and those who have special educational needs is similar to that of their classmates. Pupils who have specifically targeted support for their learning needs make better progress.

The early years provision

requires improvement

- Children generally start Nursery with skills and abilities that are typical for their age. However, their language and number skills are generally the weakest elements.
- In both 2013 and 2014, the proportion of children achieving a good level of development at the end of Reception was below the national average. This resulted from weaknesses in communication, language and literacy, and in early calculation skills. This stems from staff in the early years not intervening effectively, both indoors and outside, to promote more opportunities to improve children's literacy and numeracy skills. These pupils are catching up in Year 1.
- In both Nursery and Reception, children engage in a variety of activities covering all areas of learning. Leaders have introduced changes that have led to adults now assessing children's skills more frequently and adapting their planning to meet the specific learning needs and interests of all children.
- Adults ensure that children settle into school life quickly. Right from the start, supportive links are established with parents. This has a positive impact on children's personal, social and emotional development. All safeguarding policies and procedures are good and implemented consistently so that children are kept safe.
- The refurbished and extended indoor area provides children with an appropriate learning environment. Resources are easily accessible and stimulate the children's interest. Activities contribute well to children's spiritual, moral, social and cultural development, such as encouraging imagination in the role-play areas. The safe and secure outside area supports most areas of learning. Current building work and the school's plans will provide more opportunities for children to improve their literacy and numeracy skills outdoors. The children love using the equipment to express themselves; for example, a group of three girls played some music on the radio and became absorbed in their ballet role-play.
- Support relationships between adults and children help develop each child's confidence and positive attitude to learning. The children enjoy being together, sharing and taking turns. Inspectors observed this in the joyous children's *Angel Express* production for their parents.
- An increased emphasis is now being given to the development of children's language skills because adults are encouraging them to talk about their learning. Children follow routines and their behaviour is always good and often exemplary.

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	120684
Local authority	Lincolnshire
Inspection number	449612

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	The governing body
Chair	John Lusby
Headteacher	Lesley Pringle
Date of previous school inspection	10 June 2010
Telephone number	01507 327393
Email address	lesley.pringle@grimoldby.lincs.sch.uk

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