

Inspection of a good school: Grindleton Church of England Voluntary Aided Primary School

Sawley Road, Grindleton, Clitheroe, Lancashire BB7 4QS

Inspection date:

2 November 2021

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils enjoy school and the learning activities that teachers plan for them. Pupils believe that the school is a very friendly place. Many said that 'we all get along and share with each other'. New pupils settle in quickly because they feel welcome. Pupils enjoy playing with their friends, especially outdoors. There is plenty for everyone to do at breaktimes.

Staff expect pupils to listen carefully and to try hard in lessons. Pupils usually remember what they have learned. In a few subjects, pupils do not learn as well. This is because the curriculum does not set out clearly all of the important knowledge that pupils need in those subjects.

Pupils behave well in school. They move around sensibly and calmly. Pupils are kind and caring to each other. Older pupils provide a good example to younger ones. Pupils are confident that their teachers would put a stop to any bullying if it occurred.

Pupils said that the school is a safe place. They trust their teachers to look after them. Pupils know who to talk to in school if they have any worries. Pupils, including those with special educational needs and/or disabilities (SEND), enjoy a range of after-school clubs, such as gardening and drama.

What does the school do well and what does it need to do better?

Leaders want pupils to achieve well. They have planned a curriculum for pupils that covers a broad range of subjects. Leaders know what they want pupils to learn in each subject by the time they leave school. Leaders have set out these expectations in their curriculum plans.

In some subjects, such as mathematics and reading, the curriculum has been organised very carefully. In these subjects, leaders have decided exactly what important knowledge pupils need to learn. The curriculum plans set out clearly the order in which pupils need to learn this knowledge, from early years to Year 6. Pupils, including those with SEND, build up their learning securely in these subjects. This means that they know more and remember more over time.

In other subjects, curriculum plans are not organised as clearly. There is less detail about the most important knowledge that pupils need to learn. This makes it more difficult for leaders and teachers to check that pupils are learning and remembering everything that they should.

Teachers regularly check that pupils have understood new learning. They provide opportunities for pupils to revisit and deepen their learning. For example, in mathematics in the Reception class, children practise counting groups of objects. In Year 4, pupils practise using the nine times tables to solve number problems. This practice helps pupils to remember their knowledge and use it in lots of different situations.

Pupils learn to read well. Leaders have put in place a programme for teaching phonics. Children begin learning phonics as soon as they start in early years. They learn new letters and sounds every day and keep practising the ones they already know. Staff make sure that the books they give children to read contain the letters and sounds they have learned. Very soon, children are able to read these books by themselves. Older pupils talked enthusiastically about their favourite books and authors. They enjoy the stories that their teachers read to them. They said that their teachers bring books to life. Leaders make sure that pupils receive the support they need if they fall behind in reading. This helps all pupils, including those with SEND, to read confidently and fluently.

Leaders and staff work together to identify pupils who may have SEND. They make careful adaptations to resources and levels of support so that these pupils can learn as well as their classmates. Leaders work closely with parents, carers and a range of professionals. This ensures that pupils with SEND receive expert help if they need it.

Governors know the school well. They ask leaders for important information, for example about how the curriculum is working. This helps governors to know what the school does well and where it needs to improve. Governors are considerate of teachers' workload and of staff's well-being. They consider these issues when they make decisions about the school.

Pupils behave well in school. They are polite and respectful to adults. They try not to disturb each other by chatting in lessons. Pupils take part in a variety of activities which support their understanding of British society. They learn about a range of faiths and cultures. They take part in charitable activities to raise funds for charities. All of these experiences support pupils' wider personal development.

In discussion with leaders, the inspectors agreed that art and design, design technology and music may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Staff have regular training relating to safeguarding. This training helps staff to be alert to any signs of abuse or neglect. Staff know the right action to take if they have any concerns about a pupil.

Leaders and staff have good relationships with parents, the local authority and with other agencies. They know how to get extra help for families who need it.

The curriculum helps pupils to learn how to keep themselves safe. For example, their lessons in computing help them to stay safe when they use the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum plans in some subjects are not clear enough. They do not set out the smaller components of knowledge that pupils need to learn. This means that staff are less clear about what needs to be taught and when. Leaders need to make sure that curriculum plans set out clearly for staff enough detail about what pupils need to learn, so that pupils know more and remember more.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in May 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119686
Local authority	Lancashire
Inspection number	10204426
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	42
Appropriate authority	The governing body
Chair of governing body	Shirley Bush
Headteacher	Paul Holden
Website	www.grindletonschool.co.uk
Date of previous inspection	16 November 2016, under section 8 of the Education Act 2005

Information about this school

- A new headteacher has been appointed since the previous inspection. The school is being led by the assistant headteacher and by an associate headteacher during the headteacher's temporary absence.
- A new chair has been elected to the governing body since the last inspection.
- The school is a voluntary aided Church of England school. The most recent section 48 inspection took place in June 2017.
- The school does not make use of alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors observed

pupils reading to a familiar adult. Inspectors also spoke with leaders about curriculum plans in art and design, design technology, music, history, science, computing, languages and geography.

- Inspectors spoke with pupils about school life. They held meetings with the associate headteacher, assistant headteacher and governors. They spoke with a representative of the local authority.
- Inspectors reviewed documentation, which included the leaders' evaluation of the school's strengths and areas for improvement.
- Inspectors considered the views expressed by parents in their responses to Ofsted Parent View, Ofsted's online questionnaire, and in their free-text comments. They also considered responses to the staff questionnaire.
- Inspectors reviewed a range of documentation about safeguarding. They spoke with staff to understand how they keep pupils safe. They reviewed the school's record of checks undertaken on newly appointed staff.
- Inspectors met with leaders and pupils to discuss provision for pupils' personal development and pupils' behaviour. They looked at documentation associated with these areas.
- Inspectors spoke with a range of staff to discuss leaders' support for them.

Inspection team

Mavis Smith, lead inspector

Her Majesty's Inspector

Julie Barlow

Her Majesty's Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021