

Inspection of a good school: Grundisburgh Primary School

Alice Driver Road, Grundisburgh, Woodbridge, Suffolk IP13 6XH

Inspection dates:

10 and 11 February 2022

Outcome

Grundisburgh Primary School continues to be a good school.

What is it like to attend this school?

Traditional values are important at Grundisburgh Primary School. Hard work and good behaviour are rewarded. Pupils respond admirably to high expectations. They are motivated to earn stars, merits and headteacher's certificates.

Pupils like to learn. They said they were glad to be back in school after periods of remote learning. Pupils said they 'missed learning with teachers and friends'. Most pupils have gone a long way to regaining confidence and resilience in their learning. Pupils are eager readers and singers. They like to share their learning with classmates.

Pupils enjoy and make energetic use of the many outdoor activities provided for them. They are excited to use the adventure apparatus or to learn in the school's woodland areas.

From the start of Reception, pupils are taught to manage their behaviour and emotions. They understand the 'golden rules' and behave with kindness. Pupils use the school's 'three steps to heaven' process to put right the few minor disagreements that occur. Bullying is a rare event, which adults swiftly resolve. Pupils agree they are safe and well looked after at school.

Pupils contribute fully to the school community, as Year 6 play leaders or members of the 'Fairtrade Crew' or 'PE Crew'.

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

Leaders and governors have made clear their vision for high-quality education. This vision is built on two principles: that pupils' well-being is high on everyone's agenda; and that pupils become fluent readers. Staff have risen to the challenge. Leaders and staff have designed coherent, interesting programmes of learning. In a few subjects, this work is newer and ongoing.

Most pupils read fluently by the end of key stage 1. From Reception through to Year 6, adults emphasise the importance of language and communication. Pupils receive consistent, good-quality phonics teaching. They read and write often. Adults read stories, and speak a lot, with pupils. Teachers explain the meaning of tricky words. As a result, many pupils quickly pick up early reading skills. Some need extra help. Skilled adults provide these pupils with apt, patient support.

Leaders have continued to promote reading during national pandemic restrictions. For example, pupils in key stage 2 had the chance to meet with authors online. The 'Friends of Grundisburgh School' play their part too. They raised funds for the library and gifted each pupil a book for Christmas. Most pupils sustain their love of reading through key stage 2. They like to choose books from classroom and school libraries. Leaders continue to fine-tune the reading curriculum in upper key stage 2.

Pupils with special educational needs and/or disabilities (SEND) are supported to access the same curriculum as their classmates. In most subjects, leaders have spelled out what pupils, including those with SEND, need to learn. Staff welcome this clarity. Teachers teach these subjects with confidence and accuracy. They introduce pupils, including those in Reception, to new information in small steps. Teachers check that pupils understand what has been taught before moving on. Consequently, staff spot when pupils, including those with SEND, need to revisit certain aspects or need extra practice. Pupils achieve well as a result.

In a couple of subjects, teachers are developing their fluency in teaching to the newer programmes of learning. A very small number of subject leaders are new to their role. They have not fully measured the impact of the delivery of the new programmes of learning. This is in part due to the strict restrictions of the current pandemic.

Leaders' focus on pupils' physical and mental well-being is paying dividends. Pupils grow in confidence. Staff take heed of any concerns noted in pupils' weekly 'well-being check-ins'. Pupils appreciate that adults 'look after us and listen to our concerns' and that they 'believe in us'. Leaders have struck an appropriate balance between providing pupils with a sense of security and making them aware of the risks that exist in the world around them. For example, pupils understand how to stay safe online. They also learn to recognise the signs when friendships are healthy and when they are not.

Plenty of parents left positive comments on Ofsted Parent View. Almost all comments were glowing in their praise for the quality of education and care that staff provide. Many mentioned the lengths to which staff went to maintain the quality of education, care and communication over periods of remote learning.

Staff are very positive about their school. They consider leaders to be considerate of their workload and well-being. This sense of togetherness is sustaining the pace of improvement evident in the school.

Safeguarding

The arrangements for safeguarding are effective.

Ensuring pupils' safety and well-being is leaders' top priority. All parents and staff who responded to surveys agree that pupils are safe at Grundisburgh Primary School.

On top of annual training, adults receive relevant safeguarding updates in staff meetings. This helps them to maintain vigilance in safeguarding pupils' well-being. Leaders act promptly and in pupils' best interests when concerns are reported to them.

Leaders have created an open culture where pupils are confident to share concerns that they may have. For example, as part of weekly check-ins, pupils are encouraged to report any online risks that they have faced.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have reorganised and improved the design of the programmes of learning in many subjects. Where this work is most deeply engrained in practice, pupils achieve well. In a very small number of subjects, the redesigned programmes of learning are still bedding in. Some teachers are developing their knowledge of these subjects and how best to teach them. Leaders must provide teachers with guidance and support so that they teach the curriculum equally well in all subjects. Senior leaders should then provide new subject leaders with the knowledge and time to check the quality of curriculum delivery and its impact on how well pupils achieve.

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 February 2017.

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	124584
Local authority	Suffolk
Inspection number	10211329
Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	163
Appropriate authority	The governing body
Chair of governing body	Debbie Standing
Headteacher	Sue Marks
Website	www.grundisburghprimaryschool.co.uk/
Date of previous inspection	1 February 2017, under section 8 of the Education Act 2005

Information about this school

- Grundisburgh Primary School is a smaller-than-average primary school.

Information about this inspection

This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.

- The inspector carried out deep dives in mathematics, music and reading.
- For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. The inspector also listened to several pupils read.
- The inspector also spoke with subject leaders and looked at curriculum plans and some pupils' work in a small number of other subjects.
- The inspector met with the headteacher and other leaders, including the assistant headteacher and the special educational needs coordinator.

- The inspector looked at school documentation and spoke with pupils, leaders, teachers, support staff, members of the local governing body, parents and a representative from the local authority to establish the effectiveness of the school's safeguarding procedures.
- The inspector met those responsible for governance. In this meeting were five members of the local governing body, including the chair and vice-chair.
- The inspector also spent time observing and speaking with pupils at breaktimes and lunchtimes. The inspector also visited the school's breakfast club and after-school provision.
- The inspector took account of the views of parents expressed in the 62 responses to Ofsted Parent View and in the discussions held with some parents at the start of the second day of the inspection.
- The inspector considered the views in the 13 responses to the staff survey.

Inspection team

John Lucas, lead inspector

Her Majesty's Inspector

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