

Inspection of a good school: Grainthorpe Junior School

Fen Lane, Grainthorpe, Louth, Lincolnshire LN11 7JY

Inspection date:

7 March 2023

Outcome

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

What is it like to attend this school?

This school is at the heart of its community. Leaders ensure that the curriculum celebrates the uniqueness of their local environment. Pupils are proud of their school and their village.

Pupils feel happy and safe. They say that they enjoy coming to school. They know that there is always a member of staff they can speak to if they are worried. They say that adults listen to them and will step in if they need help. Bullying rarely happens. If it does occur, pupils feel that staff will resolve it immediately.

Parents and carers are overwhelmingly positive about the school. They talk about the school being 'like a family'. They value the quality of care that the pupils receive, describing the school as 'a hidden gem'.

Most, but not all, pupils behave well. Leaders do not have consistently high enough expectations of how pupils should behave. Staff do not always follow the behaviour policy.

Leaders have improved the curriculum. However, they know that there is still more work to do. In some subjects, the curriculum is not well sequenced or taught. This means that not all pupils gain the knowledge and skills they should over time. This includes some pupils with special educational needs and/or disabilities (SEND).

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

Leaders have not ensured that the quality of the curriculum is equally strong in all subjects. In some subjects, the knowledge and skills that pupils will need for their future learning have not been precisely set out. As a result, leaders have not given clear guidance for how teachers will successfully deliver and assess the curriculum in some areas. This hinders pupils' ability to know and remember more in all areas of the curriculum over time.

Leaders have raised the profile of reading across the school. There is a strong focus on ensuring that pupils read for pleasure. As a result, most pupils have positive attitudes towards reading. They read with enthusiasm and expression. Most reading books are matched to the pupils' abilities. Leaders have accurately identified the next steps they need to take to make sure that the reading curriculum supports all pupils to develop as fluent readers.

The mathematics curriculum is well sequenced. This enables pupils to develop secure knowledge and skills over time. Leaders have a clear plan for how they want the subject to develop. Pupils enjoy mathematics and say that they feel well supported. However, teachers do not always adapt their lessons effectively to ensure that all pupils can access the curriculum.

Leaders understand the needs of pupils with SEND well. However, pupils' individual plans are variable in quality. The targets that teachers set for pupils to achieve are not always precise and measurable. As a result, pupils with SEND do not always receive effective support. Teaching is not always successfully adapted to meet their needs.

Leaders prioritise pupils' personal development. Leaders understand the remote and rural location of the school. They have designed the curriculum to develop pupils' awareness of the wider world. The assembly programme is wide-ranging. Pupils enjoy hearing from visitors and representatives from the community, including a local farmer. Pupils know how to keep fit and eat healthily. Lessons focus on helping pupils to explore emotions and their own well-being. They learn about healthy relationships and friendships. Pupils understand right from wrong. They know that voting means that you have a choice. Pupils are well prepared for life in modern Britain.

Staff have to take on a number of different roles. However, they know that leaders are very mindful of their workload and well-being. They feel supported and cared for. Leaders are also mindful of the time that staff need to make any required changes.

Governors are involved in the life of the school and visit often. They are knowledgeable about their roles. School leaders feel supported by all governors and value their involvement. They work in partnership with leaders to challenge and support school priorities.

Safeguarding

The arrangements for safeguarding are effective.

Pupils say that they feel safe. The school is a nurturing environment where adults care about the pupils and understand their needs. Leaders prioritise safeguarding. There is effective training for all staff. Everyone knows how to raise concerns. Safeguarding leaders act on concerns without delay.

Pupils learn how to keep themselves safe. This includes when they are using the internet or playing games online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not identified and mapped out the precise sequence of knowledge that pupils should learn and remember. Consequently, pupils do not develop the detailed knowledge and skills that will enable them to know more and remember more over time. Leaders should ensure that the curriculum sets out clearly and precisely what pupils need to know and be able to do, and when, in all subjects.
- Adults' expectations for how pupils should behave are inconsistent. Not all staff know the steps they need to take to address negative behaviour. This results in some low-level disruptive behaviour in some lessons and when pupils move around the school. Leaders should establish clear guidelines for pupils' behaviour so that all pupils understand what is expected of them. Leaders should ensure that they support all staff to understand and apply the behaviour expectations fairly and consistently.
- The curriculum is not suitably ambitious for pupils with SEND. Targets set for these pupils are often too broad and not easy to measure. Teachers do not consistently adapt their teaching to meet the needs of pupils with SEND. Consequently, pupils with SEND do not achieve as well as they could. Leaders should ensure that the curriculum is equally ambitious for all pupils so that pupils with SEND achieve the best possible outcomes.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2011.

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.

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	120450
Local authority	Lincolnshire
Inspection number	10211588
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	42
Appropriate authority	Local authority
Chair	Marilyn Bell
Headteacher	Amanda Turner
Website	www.grainthorpe.lincs.sch.uk
Date of previous inspection	8 November 2016, under section 8 of the Education Act 2005

Information about this school

- There have been significant changes in leadership across the school since the previous inspection in November 2016.
- The school does not make use of any 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the senior teacher and other leaders. A meeting was held with three members of the governing body, including the chair. The lead inspector spoke to a representative of the local authority.
- Inspectors carried out deep dives in reading, mathematics and history. This work included meetings with leaders to discuss the curriculum, talking to pupils and staff,

visiting lessons and looking at a sample of pupils' work. Inspectors listened to pupils reading to a familiar adult.

- Inspectors spoke with pupils and observed their behaviour in lessons and at other times around school.
- Inspectors evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks, other records and policies, and holding discussions with leaders, staff and pupils.

Inspection team

Rebecca Jackson, lead inspector

Ofsted Inspector

Heather Hawkes

Ofsted Inspector

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