

# Inspection of The Harrowby Church of England Infant School, Grantham

New Beacon Road, Grantham, Lincolnshire NG31 9LJ

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Inspection dates: 10 and 11 May 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Early years provision

**Good**

Previous inspection grade

Good

## **What is it like to attend this school?**

Pupils are happy to attend Harrowby Church of England Infant School. They show positive attitudes to all aspects of school life. Pupils get along well together in lessons and at playtimes. They say that they feel safe at school. They trust their teachers to keep them safe.

Teachers help pupils to develop confidence and resilience. Pupils behave well. Teachers do not tolerate disruption to learning. They use clear routines to help pupils behave well.

Leaders have high expectations for what pupils can achieve. They want all pupils to achieve well so that they are ready for the next stage in their education. Teachers support pupils well to learn to read and to gain the knowledge they need in mathematics. In some other subjects, however, pupils do not learn as well as they could. Children in the early years get a good start in the school. They learn in a well-planned environment with lots of opportunities to pursue their interests.

Pupils appreciate a range of extra-curricular opportunities. These include sports, music and drawing clubs. Pupils enjoy visits to a farm and Lincoln cathedral. Leaders invite visitors, such as athletes and a professional storyteller, to the school to create memorable experiences that inspire pupils.

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

The school became part of the Lincoln Anglican Academy Trust in November 2021. Since then, there have been significant changes to leadership and teaching staff in the school. The new executive headteacher, along with other leaders, has quickly identified the need to develop the curriculum. Leaders from the academy trust provide support to subject leaders to develop their subjects. Subject leaders have begun to make changes to curriculum plans, but many of these plans are not yet in place.

In many subjects, the curriculum plans do not support teachers to build pupils' knowledge over time. Leaders have identified the important knowledge and vocabulary that they want pupils to learn. However, they have not yet planned how and when teachers will deliver that knowledge. Teachers plan lesson activities that do not help pupils to gain the knowledge they need at the right time. Teachers do not routinely check what pupils have learned. They do not always provide opportunities for pupils to revisit important knowledge. Pupils struggle to remember what they have learned.

In mathematics, leaders have planned the curriculum so that teachers know what to teach, and when. Teachers help pupils build on what they already know to deepen their understanding over time. In lessons, teachers present knowledge clearly. They question pupils well to help them remember what they have learned. When pupils

have misconceptions, teachers give support with useful feedback. Teachers provide pupils with lots of activities to practise what they have learned. This helps pupils to remember the important knowledge. Pupils enjoy their mathematics lessons.

Leaders have improved the curriculum for reading. Teachers deliver phonics and reading lessons well. They check pupils' progress often. Pupils practise reading from books that support them to become more fluent readers. Teachers provide lots of extra support to pupils that struggle with reading. Children begin to learn phonics in the early years. Teachers encourage pupils at all stages to read for pleasure. They enjoy reading.

In the early years, there is a well-planned curriculum. Leaders have carefully chosen books and themes that match the children's interests. They have identified the knowledge and vocabulary that children will learn so that they develop the skills they need. Teachers and other adults plan interesting activities. They know the children well and support them to enjoy learning and playing. Children learn how to communicate with each other and work together. Leaders check the progress that children make. They provide extra support for those that need it.

Pupils with special needs and/or disabilities (SEND) access the same lessons as other pupils. Leaders know these pupils well. They make sure that pupils with SEND get extra support when they need it. Teachers and other adults adapt lesson activities to meet pupils' needs.

Classrooms are calm. Pupils try hard in lessons. They say that they enjoy the rewards that they can earn for good behaviour. Leaders provide support for a small number of pupils that struggle to regulate their behaviour.

In personal, social and health education (PSHE) lessons, pupils learn how to keep themselves healthy and safe. In daily collective worship, pupils learn the school's values. They enjoy stories and singing. Teachers encourage pupils to reflect on their own thoughts and feelings.

## **Safeguarding**

The arrangements for safeguarding are effective.

Teachers and other adults know pupils well. They know how to identify when they may be at risk. Leaders act quickly and appropriately when any concerns are raised. When they need to, leaders work well with other agencies to make sure that pupils get the help that they need.

Leaders make appropriate checks on all members of staff and visitors to the school. They make sure that all staff receive up-to-date training for keeping pupils safe. Pupils learn how to keep themselves safe, including online, and avoid risky behaviour.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- The curriculum plans in many subjects do not contain enough detail. Leaders have identified the important knowledge and vocabulary that they want pupils to learn. They have not yet planned well enough the order in which teachers should present new knowledge. Sometimes, lessons do not help pupils learn the components of knowledge that they need in the right order. Leaders need to ensure that curriculum plans are sequenced in a way that helps pupils build knowledge over time.
- In some lessons, teachers do not focus sharply enough on the knowledge that they want pupils to learn. Teachers do not give pupils opportunities to recall important knowledge they have learned previously. Pupils do not reliably remember what they have learned. Teachers need to make sure that lesson activities help pupils to learn and remember the important knowledge.
- In many subjects, teachers do not routinely check pupils' learning. Leaders and teachers do not know how well pupils have learned the important knowledge. Teachers do not always identify and address misconceptions or gaps in pupils' learning. Teachers need to check pupils' learning routinely and make sure they support pupils to gain the knowledge they need to be ready to progress to the next stage.

## 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

<b>Unique reference number</b>	138283
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10254839
<b>Type of school</b>	Infant
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	49
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	Jerry Woolner
<b>Executive headteacher</b>	Gareth Smith
<b>Website</b>	<a href="http://www.harrowbyinfantschool.com">www.harrowbyinfantschool.com</a>
<b>Date of previous inspection</b>	12 and 13 December 2017, under section 5 of the Education Act 2005

## Information about this school

- The school became part of the Lincoln Anglican Academy Trust in November 2021. When the predecessor school, also known as Harrowby Church of England Infant School, was last inspected by Ofsted, it was judged to be good.
- The executive headteacher was appointed in September 2022.
- The school does not use any alternative providers.
- There are plans for the school to become a primary school from September 2023.
- This is a Church of England School. The most recent section 48 inspection took place in January 2020. This is an inspection of the school's religious character.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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 executive headteacher and the SENCo.
- The lead inspector met with the chief executive officer and other representatives of the Lincoln Anglican Academy Trust.
- The lead inspector met with representatives from the interim local board.
- Inspectors carried out deep dives in these subjects: reading, mathematics, design technology and science.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector observed some pupils reading to their teacher.
- The lead inspector also looked at curriculum plans and samples of pupils' work for some other subjects.
- The lead inspector looked at the single central record, spoke to the designated safeguarding lead and looked at safeguarding records.
- Inspectors visited the early years setting and spoke to the leader about curriculum plans.
- The lead inspector looked at attendance and behaviour records.
- Inspectors observed pupils in lessons and around school.
- The lead inspector looked at curriculum plans for PSHE, met with leaders and spoke to a group of pupils to inspect personal development.
- Inspectors considered responses to parent and staff surveys and considered the views of parents at the school.

## **Inspection team**

John Spragg, lead inspector

His Majesty's Inspector

Emma Tayler

Ofsted Inspector

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