

Inspection of a good school: Grimoldby Primary School

Tinkle Street, Grimoldby, Louth, Lincolnshire LN11 8SW

Inspection dates: 11 and 12 May 2023

Outcome

Grimoldby Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Grimoldby Primary School is a vibrant and welcoming school where pupils are eager to learn. The school's vision, 'being the best that we can be', is truly at the heart of school life. There is a strong sense of belonging among pupils and staff. Pupils trust staff to deal with any worries they may have. If bullying occurs, leaders deal with it swiftly and sensitively. As a result, pupils feel safe and love coming to school.

Leaders have high expectations of pupils' behaviour and learning. Pupils live up to leaders' high expectations. Pupils engage in purposeful learning activities. As a result, they achieve well. Children in early years are exceptionally well prepared for key stage 1. All pupils embrace the school values of 'respect, happiness, inspiration, creativity, unity and determination'.

Pupils benefit from an inspiring programme of activities for their personal development. Pupils have shared lessons online with pupils in Guadeloupe, looking at the issues around ocean plastic together and discussing solutions. Pupils relish taking on positions of responsibility, such as sports ambassadors. They enjoy being pen pals with residents in the local care home. Pupils dance and sing together every Friday in their values assembly, where they pledge to the school's vision.

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

Leaders have developed an effective, ambitious curriculum. Pupils build up their knowledge and skills in increasing depth as they move through the school. In the early years, children learn in a caring and nurturing environment. Adults working with the youngest children are highly skilled. All activities are carefully considered to build children's knowledge over time. Children become increasingly independent and resilient.

Teachers have excellent subject knowledge. Pupils experience lessons that are interesting and make them think. They have highly positive attitudes to their learning. Consequently, lessons are rarely disrupted.

Leaders have ensured that reading is a high priority. Children get off to a flying start in learning to read in the early years. Leaders have ensured that all staff have the expertise to teach phonics well. Pupils read books that accurately match the sounds they already know. Pupils who need support with their reading get the help they need to keep up with their peers. As a result, pupils develop fluency and accuracy in reading. The whole-school environment promotes a love of reading.

Through the curriculum, pupils develop a strong sense of belonging to their community. Leaders make sure that pupils gain an understanding of their place in the wider world. Pupils have taken part in lessons online with peers in India, discussing deforestation.

Leaders' use of assessment is highly effective. Teachers question pupils skilfully to check what they know and have remembered. They carefully consider what resources and materials are appropriate for their teaching. Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. Leaders identify pupils' needs well. Staff provide high-quality support to pupils with SEND. This means that these pupils get the extra help they need to succeed.

Pupils know the school charter for behaviour. Pupils are caring, courteous and polite.

The provision for pupils' personal development is exceptional. Pupils benefit enormously from the well-considered personal development programme. Character development is thoughtfully woven through the curriculum. Pupils relish the residential trip in Year 6 to develop problem-solving and resilience. They value the clubs and activities on offer to develop their interests and talents, making excellent use of these.

Pupils take on responsibility in the local community. For example, pupils worked with staff to organise and deliver the village Christmas fayre. Pupils also provide food for a local charity, which cooks healthy meals for local people.

Pupils have an excellent understanding of protected characteristics and fundamental British values. Pupils learn about the major world religions.

Pupils develop a clear understanding about their own mental health needs and those of others. Pupils benefit from working with Maisie, the therapy dog. In the morning, pupils enjoy the daily mile.

Leaders are relentless in their drive and determination to ensure that pupils receive the highest quality of education. They offer leaders high levels of support and challenge in equal measure.

Staff are proud and happy to work at the school and speak highly of how leaders support their well-being. Leaders have engaged with staff effectively to reduce their workload.

The vast majority of parents and carers hold the school in very high regard, with a typical comment being: 'We have "struck gold" with Grimoldby Primary School. It is a truly wonderful place of learning in which our child has completely and utterly thrived.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders maintain a strong culture of safeguarding at the school. They show a clear understanding of the policies and procedures in place to protect pupils' welfare. Leaders work closely with external agencies so that families receive appropriate support as swiftly as possible.

Pupils know that there are adults in school who they can talk to if they have a concern. They learn about keeping safe online and in the community, such as learning about road safety and the dangers of vaping. Pupils value the app they have for well-being checks and to report any concerns.

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 first ungraded inspection since we judged the school to be good in April 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.

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	120684
Local authority	Lincolnshire
Inspection number	10227904
Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair of governing body	Andrew Craven
Headteacher	Antonia Brooks
Website	www.grimoldbyprimaryschool.co.uk
Date of previous inspection	25 and 26 April 2017, under section 5 of the Education Act 2005

Information about this school

- Leaders do 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 of the school.
- The lead inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, she discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, and looked at samples of pupils' work. The lead inspector also spoke to some pupils about their learning.
- To further look at the curriculum, the lead inspector also spoke to leaders about the curriculum plans in some other subjects, including looking at examples of pupils' work.
- The lead inspector met with the designated safeguarding lead to discuss the actions leaders take to keep pupils safe. The inspector reviewed a range of documents, including the school's single central record of pre-employment checks.

- The lead inspector met with pupils and students from all year groups to gather their views about the school.
- The lead inspector examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance and documentation relating to pupils' attendance and behaviour. The inspector also reviewed the documents available on the school website.
- The lead inspector observed informal times, including break and lunchtime.
- The lead inspector met with support staff and governors and discussed the school with a local authority representative.
- The lead inspector took account of responses to the online survey, Ofsted Parent View, and the pupil survey and the staff survey.

Inspection team

Anne Maingay, lead inspector

His Majesty's Inspector

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