

Inspection of Grindleford Primary School

Sir William Hill, Grindleford, Hope Valley, Derbyshire S32 2HS

Inspection dates: 21 and 22 November 2023

Overall effectiveness **Good**

The quality of education **Good**

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?

There is a real sense of community at Grindleford Primary School. Pupils say that they enjoy coming to school. They know the staff care for them. They know that if they have a problem, they can get the help that they need. They talk with enthusiasm about the many activities they can do after school. Pupils feel safe in school.

Pupils work hard in lessons. Staff have high expectations of pupils. Pupils contribute to lessons and they enjoy learning. They are polite and use good manners in and around school. They behave well. They say everyone is welcome in their school. They say they would recommend it to their friends.

Staff make sure that they provide experiences outside the curriculum. Pupils enjoy many opportunities to develop their talents. These include playing hand bells and the flute. Pupils learn to keep safe online and in the rural community. They can attend after-school activities such as yoga or sports club.

Parents and carers are supportive of the school. They raise funds to help. One typical comment from a parent was, 'A lovely community school, where my child is well supported by staff.'

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

The school has created a sequenced curriculum in almost all subjects. The curriculum starts in the early years. The school has identified the knowledge that pupils must learn. The sequencing of the curriculum has been thorough. Subject leadership needs to be further developed. This will help the school check that the curriculum is being delivered well in all subjects.

Assessment is used well to check that pupils learn the curriculum. Teachers' subject knowledge is strong. Staff are knowledgeable and deliver lessons effectively. There is minimal disruption in classes. Pupils enjoy their lessons and remember what they have learned. They can recall learning about the Plague, for example. They can give details about how it spread to a nearby village.

Staff have received training so that they can teach the school's phonic scheme well. As soon as children arrive in early years, they start learning their sounds. They receive help if they begin to fall behind. Extra phonic sessions help these children to catch up quickly. Staff encourage pupils to love books. They share stories together in class. The books that pupils read match the sounds they are learning. One pupil said, 'I love books.' Staff support pupils well when they need prompting about strategies during reading sessions. Pupils are encouraged to read regularly.

Pupils behave well in lessons. They know that, 'It's good to be green.' They can earn points for good behaviour. They know that poor behaviour leads to consequences.

Pupils and staff treat each other with respect. Pupils' attendance in school is good. The school takes appropriate action to address it, if it starts to fall.

Pupils understand about diversity and equality. They learn about different relationships and about treating people with respect. They learn about faiths, such as Christianity, Judaism and Islam. They go on residential visits. Various charities get support from the school. Pupils have lots of opportunities to develop character and resilience. The school prepares them well for life in modern Britain.

Children get off to a positive start in early years. They quickly learn school routines, so they settle in well. Staff talk to children about being ready to learn and ready to listen. Children enjoy mark making and using construction materials. There is a wide choice of books to read. Children can register themselves in class. This helps them to develop their independence. Children enjoy playing music outside. There are opportunities for role play, which help children grow in confidence when they talk to friends. Children are well prepared to start Year 1.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Staff ensure that pupils get the support they need to succeed. They access the full curriculum. Pupils grow in confidence and they enjoy working with their peers in class. The school works with outside agencies to access further support.

The governing body holds leaders to account. Governors visit the school often and speak to staff and pupils. Governors are mindful staff's workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the school has not yet fully planned and sequenced the key knowledge it wants pupils to know. Pupils do not always learn the curriculum as well as they might. The school needs to ensure that these subjects are planned and sequenced, so pupils can build securely on prior knowledge.
- The leadership of some subjects is not fully developed. Leaders do not have an accurate view of all the strengths and weaknesses in the curriculum. The school needs to ensure that subject leadership is fully developed so that leaders can accurately check on, and improve, their subjects.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	112550
Local authority	Derbyshire
Inspection number	10298373
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	53
Appropriate authority	The governing body
Chair of governing body	Neil Roden
Headteacher	Kate Gemmell
Website	www.grindlefordprimaryschool.co.uk/
Dates of previous inspection	13 and 14 March 2018, under section 5 of the Education Act 2005

Information about this school

- The school uses the services of two unregistered alternative providers.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the headteacher, teachers and a range of staff.
- The lead inspector met with members of the governing body. He spoke with a representative of the local authority.

- The inspectors carried out deep dives in early reading, mathematics, music and modern foreign languages. For each deep dive, the inspectors met with subject leaders to discuss the curriculum, spoke with teachers and spoke with pupils about their learning.
- The inspectors visited lessons and looked at samples of pupils' work. They observed some pupils reading to a familiar adult.
- To evaluate the effectiveness of the school's arrangements for safeguarding, the inspectors reviewed school policies, procedures and records. They met with the designated safeguarding lead. The inspectors also spoke with staff, governors and pupils about the school's approach to keeping pupils safe.
- The inspectors observed pupils' behaviour in lessons and around school.
- The inspectors considered responses to Ofsted's online survey, Parent View, including free-text comments. The inspectors met with staff and considered responses to the Ofsted survey for school staff.

Inspection team

George Huthart, lead inspector	Ofsted Inspector
Michelle Thompson	Ofsted Inspector

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