

# Inspection of Goxhill Primary School

Northend, Barrow-upon-Humber, North Lincolnshire DN19 7JR

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|---------------------------|----------------------|
| Inspection dates:         | 29 and 30 April 2025 |
| The quality of education  | <b>Good</b>          |
| Behaviour and attitudes   | <b>Good</b>          |
| Personal development      | <b>Good</b>          |
| Leadership and management | <b>Good</b>          |
| Early years provision     | <b>Good</b>          |
| Previous inspection grade | Requires improvement |

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

Pupils are happy at this caring and inclusive village school. Staff form positive relationships with pupils. Pupils enjoy attending school. They are safe. Pupils have trusted adults to speak to and class worry boxes where they can share any concerns.

The school has high expectations for the achievement of all pupils. Pupils achieve well. Pupils are receiving a better quality of education than they were at the time of the previous inspection.

Pupils behave well around school. They live out the values of 'ready, respectful, safe'. Pupils are supportive and understanding of one another. In classrooms, pupils actively engage with learning. In the early years, routines and expectations are embedded. Children are eager to learn and apply their knowledge to the indoor and outdoor learning environments.

Pupils learn about water safety and rail safety. This helps them to stay safe in the community. Through the personal, social, health and economic curriculum, pupils learn about the fundamental British values. They know why these are important in modern Britain. Pupils enjoy using the range of facilities within the school's extensive grounds, which include tennis, table tennis and the off-ground play equipment.

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

The school has developed an ambitious curriculum. The school has clearly identified the important knowledge that it wants pupils to learn. This knowledge is regularly checked to allow teachers to address misconceptions and fill any gaps in pupils' learning. Staff consistently use the school's chosen learning strategies well. These include staff modelling how to do things and activities that revisit what pupils have learned previously. This ensures that pupils know more and remember more of the curriculum. Some areas of the curriculum, such as writing, have been further strengthened this year. The positive impact of these areas is not yet fully reflected in pupils' work. Pupils expand their knowledge of the curriculum by attending carefully selected visits, for example a history trip to a local fishing museum and a science trip where they observed a heart dissection.

Reading is a priority across the school. Teachers read carefully chosen texts to their classes. These texts expose pupils to cultures and people they may not see in everyday life. All pupils visit the local library. This encourages them to become independent readers. Pupils enjoy reading.

Children begin to learn phonics straight away in Reception. In Nursery, children take part in activities that prepare them well to learn phonics. Books are well matched to pupils' reading knowledge, which allows them to practise reading at an appropriate level. The school identifies pupils who are struggling to learn phonics and helps them to improve. These pupils catch up quickly with their peers.

Pupils with special educational needs and/or disabilities (SEND) are quickly identified. Personalised targets clearly identify appropriate support for each individual pupil. The school trains staff to implement this support in their lessons. Staff apply this support consistently across the school. As a result, pupils with SEND achieve well.

The early years curriculum is well designed and sequenced. Children learn to be independent and develop their concentration and resilience. Children in Reception demonstrate these abilities, for example when making dough before they use it and making their own toast for a snack. Children interact positively with each other and the adults around them. Children are increasingly well prepared for Year 1.

The school has a robust and effective system to improve attendance. It quickly identifies pupils with low attendance. The school supports pupils and their families to improve their attendance. As a result, pupils attend school regularly.

Pupils benefit from a strong personal development offer. Pupils learn how to stay safe online. They learn age-appropriate information about healthy relationships. Pupils have access to a range of leadership opportunities, for example play leaders, environment ambassadors and the school council. Play leaders lead activities with younger pupils at lunchtime. This helps to promote warm relationships between pupils of different ages. The school does not provide a wide range of opportunities for pupils to engage with different faiths and beliefs. As a result, pupils' knowledge of different faiths and beliefs is not as developed as it might be.

Most parents are supportive of the school. However, some parents' views are negative. This is in part due to the significant changes at the school since the previous inspection. The school is working closely with parents to ensure that all stakeholders are aligned in their ambition to provide the best possible education for the pupils.

The interim executive board has a strong oversight of the school. The school has worked closely with the local authority on its journey of improvement. Teachers and school leaders acknowledge that workload has increased as the school has improved. All stakeholders understand why this has happened. Leaders have put measures in place to reduce this workload. Staff are supported well. They are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Many areas of the curriculum, including writing, have been further strengthened. The positive impact of writing is still to be fully reflected in some aspects of pupils' work.

The school should continue to ensure that the writing curriculum is fully embedded across the whole school.

- The school does not provide a wide range of opportunities for pupils to engage with different faiths and beliefs. As a result, pupils' knowledge of different faiths and beliefs is not as developed as it could be. The school should increase the number of opportunities for pupils to engage with different faiths and beliefs, which will ensure that pupils' knowledge and understanding of a wide range of faiths and beliefs are more fully developed.

## 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

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| <b>Unique reference number</b>             | 117737   |
| <b>Local authority</b>                     | North Lincolnshire   |
| <b>Inspection number</b>                   | 10379350   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 3 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 170  |
| <b>Appropriate authority</b>               | Interim executive board  |
| <b>Chair of interim executive board</b>    | Jo Buckle  |
| <b>Executive Headteacher</b>               | Hayley Twidale   |
| <b>Website</b>                             | <a href="http://www.goxhillschool.com">www.goxhillschool.com</a> |
| <b>Dates of previous inspection</b>        | 8 and 9 February 2023, under section 5 of the Education Act 2005 |

## Information about this school

- The school is part of the Humber Estuary Federation. The leadership team works across all three schools within the federation.
- An interim executive board was established for the school and federation in May 2022. The local authority plans to dissolve the board in September 2025 and appoint a local governing body.
- The school does not use alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector spoke with the members of the interim executive board, including the chair, and a representative from the local authority.
- Inspectors met with the executive headteacher, senior leaders, other leaders, teachers and the safeguarding, behaviour and attendance leads.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. Inspectors also considered the quality of education in geography and English.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in a range of situations, including in corridors, at social times, at transitions and in lessons. They also spoke to pupils about behaviour and bullying.
- Inspectors spoke with leaders, teachers and pupils about the school's programme of personal development.
- Inspectors considered the views of pupils, parents and carers, and staff through discussions and by looking at information collected from Ofsted Parent View.

## **Inspection team**

Chris Sergeant, lead inspector

His Majesty's Inspector

Matthew Harrington

His Majesty's Inspector

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