



# Grimoldby Primary School

## Inspection Report

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**Unique Reference Number** 120684  
**Local Authority** LINCOLNSHIRE  
**Inspection number** 291832  
**Inspection dates** 23–24 January 2007  
**Reporting inspector** David Matthews

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary	<b>School address</b>	Tinkle Street
<b>School category</b>	Foundation		Grimoldby, Grimoldby
<b>Age range of pupils</b>	3–11		Louth, Lincolnshire LN11 8SW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01507 327393
<b>Number on roll (school)</b>	189	<b>Fax number</b>	01507 327393
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr John Lusby
		<b>Headteacher</b>	Mrs Maureen Barnes
<b>Date of previous school inspection</b>	11 June 2002		

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<b>Age group</b> 3–11	<b>Inspection dates</b> 23–24 January 2007	<b>Inspection number</b> 291832
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Broadly average in size, Grimoldby Primary School serves the village of Grimoldby and the surrounding area. The vast majority of pupils are white British and all use English as their first language. A small proportion of pupils is entitled to free school meals. A slightly below average number is identified as having learning difficulties or disabilities. Children start school with levels of knowledge and skills broadly similar to those nationally. The school has been awarded the Bronze Artsmark. The head teacher has been in post for a year.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Inspectors confirm the school's evaluation that it provides a satisfactory education for its pupils. Standards are similar to the national average and pupils' overall progress and achievements are satisfactory throughout the school.

Staff changes beyond the school's control and a lack of rigour in checking how well pupils are doing, however, contribute to variations in standards and achievement from year to year. Staff absences in 2006 had an adverse effect on standards in Year 2 mathematics but these are now satisfactory. Pupils' achievements in writing remained sound because of the school's strong and effective focus on this aspect of English. New staff in the nursery and reception classes are having a positive impact on children's satisfactory achievement and standards. There are already signs of good progress in communication, language and literacy and creative development. Good leadership in this Foundation Stage is enthusiastic and well-focused on how provision can be improved. There is a whole school emphasis on challenging the more able pupils. In Key Stage 1, more able pupils are usually challenged well, though occasionally opportunities are missed to extend the level of challenge in mathematics. The school's effective focus on the more able learners resulted in more Year 6 pupils gaining higher levels in English, mathematics and science in the 2006 tests than in 2005. However, pupils did not achieve well enough overall in science because too little time is given to the subject in the curriculum. Pupils of all ages do well in art because the school makes good use of staff's good subject knowledge.

In her first year, the new headteacher has made a good start in setting up arrangements for checking pupils' progress, though these have had little time to make a full impact. Insufficient use is made of information provided to the school to check and act on trends in pupils' achievements. This sometimes results in insufficient focus on weaknesses and too much emphasis on areas where the school is already effective. The headteacher has plans to address this through staff training.

Teaching and learning are satisfactory and all adults create a caring environment where pupils feel secure and happy. Support assistants are deployed well. The headteacher plays a strong role here, nurturing staff and pupils alike, creating strong and increasingly effective teamwork amongst staff committed to doing their best for the learners. Relationships are good at all levels. Parents and governors are overwhelmingly supportive of the school. The personal development of the pupils is good, particularly morally and socially, because of the strong care and guidance that they receive. Pupils behave well, enjoy school and are a credit to Grimoldby Primary School. They embrace healthy lifestyles enthusiastically through a satisfactory curriculum and play an increasing role in making decisions that affect the school. Satisfactory progress has been made in addressing the issues from the last inspection. The school has a satisfactory capacity to continue to improve and it gives satisfactory value for money.

## **What the school should do to improve further**

- Make more effective use of pupil performance data in planning the focus for school improvement.
- Raise the attainment of the more able pupils in Key Stage 1, particularly in mathematics.
- Raise achievement in science in Years 3 to 6 by giving it more prominence in the curriculum.

## **Achievement and standards**

### **Grade: 3**

Standards are broadly average and achievement is satisfactory. Progress in the nursery and reception is satisfactory, with examples of good progress emerging in communication, language and literacy and creative development. These improvements are too early to have had a significant impact on the satisfactory standards. Continued satisfactory progress results in pupils reaching average standards by the end of Year 2. Standards in mathematics fell in 2006 to below those nationally. They have broadly recovered but higher attaining pupils sometimes do not make enough progress in some lessons. The school has successfully narrowed the gap between boys and girls' attainment in writing. Standards are average and achievement is satisfactory by the end of Year 6. Recent trends suggest a slight decline in the progress that pupils make in Key Stage 2, writing contributing most to this trend. However, an increased number of pupils reached the higher Level 5 in the 2006 tests in English, mathematics and science compared with the 2005. This is a direct result of improved teaching, particularly in Year 6, beginning to redress the negative effects of staff changes, and the school's focus on the more able pupils. However, despite these improvements, pupils do not do well enough in science compared with pupils nationally. Pupils with learning difficulties or disabilities achieve satisfactorily. Throughout the school pupils achieve well in art.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils enjoy school, especially the regular Arts afternoons, and attendance is good. Their spiritual, moral, social and cultural development is good overall with particular strengths in their moral and social development. This is reflected in pupils growing to be polite and well-behaved. They develop their confidence well and play an increasingly important role in school decisions through the recently-formed school council, helping to improve play time facilities. Older pupils carry out additional responsibilities to the school community effectively. They are reliable monitors and look after younger pupils at play times well. All pupils help the school carry out its commitment to recycling very successfully and know why this is socially responsible. Pupils have a satisfactory understanding of staying safe and know about safety issues in science, for instance. They are free from harassment

on the playgrounds. Pupils have a well-developed understanding of healthy eating options and they are prepared satisfactorily for the future.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory. Teachers have very good relationships and manage pupils' behaviour well, so they want to learn. Most lessons are lively and capture pupils' interests. Staff use their expertise well in the weekly Arts afternoons to inspire pupils to reach high standards in, for instance art and design and to appreciate and make music. Just occasionally, however, lessons lack vitality and fail to engage pupils' imaginations. Here learning is satisfactory rather than good. The level of challenge is suitable for most pupils for most of the time, though brighter pupils are not always challenged as well as they might be, for example in mathematics in Key Stage 1. Teachers mark pupils' work regularly. Though supportive and helpful in pointing out where pupils have gone wrong, their comments do not always give pupils a clear enough idea of how to improve their work. Furthermore, learners are not sufficiently guided to assess their work themselves so that they develop a clearer view of how well they are doing and what they need to do to improve. Teaching assistants are mostly well directed to support learning, particularly in the nursery and reception and those supporting pupils with learning difficulties.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory and has some good features. It meets statutory requirements but is not focused precisely enough to enable all pupils to achieve well. For instance, not enough time is allocated to science to improve pupils' progress and raise standards. The school has begun to improve the provision for gifted and talented pupils, and while satisfactory, it is at an early stage and has had insufficient time to make an impact on learning. There is satisfactory provision for literacy and numeracy. Provision for pupils with learning difficulties and disabilities is satisfactory through the individual education plans that focus appropriately on their specific needs. There is an extensive range of visitors to the school who broaden the curriculum and provide good support for pupils' well-being. Local visits are used well to encourage pupils to enjoy learning.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good. Pastoral care particularly provides a secure basis for pupils' personal development. Pupils feel they are known and supported well. Parents comment very favourably, one writing, 'I have been delighted with the overall care and education provided for my children and also us as a family.' Good relationships

support parents in helping pupils with additional learning needs to succeed. Staff are careful to include all the pupils in all activities. The school has good systems to ensure pupils' health and safety and staff are vigilant over pupils' welfare and protection. For instance, all teaching staff are trained in first aid and are aware of child protection procedures. There are good links with outside agencies to support vulnerable pupils well. The improved systems to chart pupils' progress are too recent to have had an impact on achievement, and in making pupils' satisfactory individual targets more precise. Displays of pupils' work, specifically in art, promote self esteem and set a good example.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The school's leaders successfully promote pupils' personal development and well-being and have sustained a common sense of purpose among staff, underpinned by good relationships. The focus on raising standards is reflected in the increased number of Year 6 pupils reaching the higher levels in English, mathematics and science in the 2006 tests. The headteacher has set up suitable systems for checking pupils' progress, and these have already begun to help the school to identify which pupils need additional support for literacy and numeracy. As a result, groups of pupils receive extra support in these subjects. The school recognises the need for staff to be trained to make best use of national data on pupil performance to spot areas of weakness and address them swiftly. The senior teacher has played a strong role in supporting the head teacher in establishing secure arrangements for monitoring pupils' progress and she is developing the Foundation Stage well. The headteacher knows what needs to be done to help subject co-ordinators to raise standards and there are training plans to develop their role in monitoring achievement. The inclusion of all learners is central to the school's ethos and is managed satisfactorily. Governors play a supportive role but do not always challenge the school sufficiently.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

24 January 2007

Dear Pupils,

Grimoldby Primary School, Tinkle Street, Grimoldby, Louth, LN11 8SW

Thank you for welcoming us to your school. We enjoyed our two days with you very much. Thank you for speaking to us and helping us to find out all about your school. We think you are well behaved and that you are growing up to be sensible and responsible young people. The grown-ups look after you very well and make sure you feel happy and safe. Your work on recycling is a wonderful idea and we hope you continue it even when you leave Grimoldby Primary. We were impressed by your art work. It shows how much care and thought you have put into it. Good luck with your attempts at the next Artsmark Award. Nursery and Reception children have done some very careful art work too and are trying very hard with reading and writing.

Most of you make satisfactory progress in your class work and we have suggested some ideas to make it even better. We have asked Mrs Barnes, the teachers and governors:

- To check more closely how well you are doing so they will get an even clearer view of which of you are doing well and who might do even better.
- To help some of you in Years 1 and 2 to do even better in reading and in mathematics, especially those of you who find learning easy and learn quickly.
- Take an even closer look at writing in Key Stage 2 so that teachers can tell each of you exactly what you need to do to improve.
- Look at the time spent on learning science to see if is enough for you to make good progress.

With best wishes for the future,

D. Matthews

Lead Inspector