

# Grimoldby Primary School

## Inspection report

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<b>Unique Reference Number</b>	120684
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	339755
<b>Inspection dates</b>	10–11 June 2010
<b>Reporting inspector</b>	Glynis Bradley-Peat

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 category</b>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	202
<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>	23 January 2007
<b>School address</b>	Tinkle Street Grimoldby Louth
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, observed 9 teachers and held meetings with the headteacher, senior leadership team, teaching staff, governors and pupils. They observed the school's work and looked at pupils' exercise books. They checked documents including the school improvement plan, systems for tracking the pupils' progress, safeguarding documentation and school policies. They also analysed information from the 64 questionnaires from parents and carers, in addition to those received from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- what leaders are doing to ensure that attainment and achievement rise steadily by the end of Year 6 across all subjects
- if teaching is said to be good with some outstanding features, why outcomes for learners are not consistent at Key Stage 2
- if provision and leadership and management are said to be outstanding in the EYFS, why outcomes appear only good
- the quality of partnerships, promotion of community cohesion and governance and the impact they have on the well-being and outcomes for pupils.

## Information about the school

Grimoldby is a smaller-than-average-sized primary school. There is provision for the Early Years Foundation Stage in both Nursery and Reception classes. Pupils come from predominantly White British backgrounds with relatively few pupils from other heritages. Very few pupils speak English as an additional language. About one in 12 pupils has special educational needs and/or disabilities, which is below average. Their needs are mostly related to autism and moderate learning difficulties. There is extended provision before and after school run by an outside provider.

The school has gained a number of awards, some of which demonstrate a commitment to developing healthy lifestyles, for example, Healthy Schools status and the Activemark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Grimoldby is a good and improving school where pupils are happy and enjoy their education. This is clearly evident in both the parent and pupil questionnaires. One parent wrote, 'It's a lovely school with all teachers ready to help with challenges that may arise, turning negatives into positives.' Another remark was, 'My daughter thoroughly enjoys school... she has been very fortunate to attend Grimoldby School and has many fond memories.' These echo the comments made by many other parents.

Senior leaders, together with subject leaders, are very adept at galvanising commitment to school improvement among all members of staff. This is because they lead by example and demonstrate enthusiasm and high levels of professionalism. The key issues from the last inspection have been fully addressed. More effective use of data has ensured that teachers adapt their planning to ensure that all pupils learn well. As a result improvements are clearly seen in national test results in Year 6, most recently in 2009, and rising teacher assessments in 2010. The school knows itself well and appropriate areas for development are prioritised. Pupils make good progress from their starting points to achieve standards that are above average. The consistently good and sometimes outstanding teaching is making a significant contribution to this raising of achievement. Teachers' thoughtful, careful planning to meet a variety of needs together with a good and improving curriculum ensures that work is highly appropriate for each individual pupil. This has had a marked impact on raising attainment in science in particular. The school's own data indicate pupils are on track to meet their challenging targets. This is clear evidence of the school's continuing good capacity to make further improvements.

Governors regularly come into school and are beginning to develop their skills. However, many of them are new to their role and have not yet participated in training to improve their ability to challenge and hold the school to account for its work. The promotion of community cohesion is satisfactory but leaders realise there is more to be done to extend this beyond the school and into the wider community. There has been only a limited evaluation of the work in this area. As a result, pupils' understanding and appreciation of cultural diversity is also not as good as it could be.

Parents quite rightly praise the good start to the education their children receive in the Early Years Foundation Stage. Children are able to develop new skills in a stimulating and creative environment. This ethos continues throughout the school and is evident in the good care, guidance and support the school offers pupils. This ensures that vulnerable pupils are supported well in a sensitive and helpful setting. Safeguarding requirements are met well. The rate of pupils' attendance remains good because of the supportive systems in place. This, alongside pupils' currently above average basic skills,

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good teamwork seen in classrooms and mature attitudes means that pupils' preparation for the next stage of their education is good.

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

- Extend the skills of governors so that they are able to hold the school to account more effectively by:
  - providing a rigorous and appropriate programme of training in partnership with teachers and other staff.
- Improve the promotion of community cohesion beyond the school by:
  - ensuring that the school's actions are evaluated for impact
  - ensuring that pupils' understanding and appreciation of cultural diversity is enhanced.

**Outcomes for individuals and groups of pupils****2**

The vast majority of pupils thoroughly enjoy school and as a result they behave well. They make good progress in lessons because they concentrate well and have positive attitudes to their learning. Relationships between adults and pupils are excellent and promote the smooth running of a wide range of activities in lessons which make them fun and motivating. Pupils work exceptionally well in pairs and groups. In an effective mathematics lesson, pupils challenged one another to answer questions they had devised about data handling. One was heard to say excitedly, 'They'll never get the answers to my questions!' Quick fire games and quizzes are a feature of lessons; some pupils practised their number skills in a bingo game, and others consolidated their spelling skills, making swift progress in a short space of time in Year 2. Teachers' written and spoken feedback to pupils has a clear effect on improving outcomes for pupils. Exercise books show that pupils act upon comments teachers make about how to improve their work. Short-term targets are used effectively to help pupils make adjustments to their work so as to reach the next level of attainment. Most know their longer-term targets and are keen to make the necessary progress to reach them. All these factors make a marked contribution to the attainment and progress pupils make. Those pupils with special educational needs make similar levels of progress to their peers. Higher attaining pupils are provided with good opportunities to shine, for example, in well organised group work.

Pupils display good levels of safety awareness including when using the internet. They move around school sensibly and play well together in the playground. They know who they can approach if they have any questions or concerns. They are confident that these will be taken seriously and 'sorted out'. Older pupils buddy younger ones which helps them settle into school quickly. Pupils know what constitutes a healthy lifestyle. Even young children understand how to eat healthily and told inspectors that the guinea pigs eat healthy food like fruit and vegetables. Pupils assume a number of responsibilities in school as monitors and school councillors and take pride in this. Pupils develop a

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satisfactory understanding of spiritual, moral, social and cultural issues. Although pupils are knowledgeable about the school and local community, they are not sufficiently aware of other cultures or the diversity of other communities beyond their own.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

The quality of teaching is good and rapidly improving. Some outstanding lessons were observed by inspectors. The effect of this is clearly evident in the classrooms, where learning and progress are consistently good and better. Teachers are confident in their own subject knowledge and revel in pupils' questions. They use the electronic whiteboards highly effectively to enliven and enhance learning and engagement. In an outstanding Year 5 lesson the highly appropriate use of a video clip used in conjunction with very effective success criteria enabled pupils to improve mundane sentences and make them exciting and descriptive.

Teachers go out of their way to provide lessons which enable pupils to learn new skills in different ways. In a good English lesson in Year 4, pupils had made some excellent puppets and used them to act out their play scripts. Pupils enjoyed the activity

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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immensely and were able to offer each other hints and tips about how to improve their work.

Different subjects are effectively linked together to make learning more meaningful. A topic lesson about the Victorians in Year 6 ensured that pupils used their research skills well to discover what life was like for Victorian children. Fiction by Charles Dickens was linked well to facts through good quality discussion in groups. Pupils' findings were represented through extended writing and information and communication technology. The curriculum provides opportunities for all learners, including those with learning difficulties and or disabilities, to make good progress. Teachers implement a well structured programme of personal, social and health education. This has a good influence on the progress pupils make in their personal development. The curriculum is enriched well by visits and visitors into school and a range of after-school clubs. Pupils' participation in these activities has a positive effect on their enthusiasm for school and helps develop their social skills and a healthy outlook on life.

Good care, guidance and support for pupils are based on a commitment to meeting the individual needs of all. Those with autism and moderate learning difficulties are provided with effective adult support and links with external agencies to enhance provision are beneficial. New pupils are helped to settle into life in the school quickly and the school ensures that Year 6 pupils are confident about moving on to their next school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The tireless and dedicated work of the headteacher has successfully led a new senior management team and introduced the necessary initiatives to accelerate progress. The parental questionnaires showed a high degree of satisfaction with the way in which the school is led and managed. Subject coordinators have developed their roles since the last inspection and they are fully involved in monitoring and evaluating the school's work through a scrutiny of planning, pupils' work and pupil progress meetings. They have more recently begun to focus more effectively on teaching and its impact on pupils' learning.

The governors share the headteacher's vision and want pupils to have the best education possible but many of them are new to post and have yet to undergo any training. As a result they are only just beginning to develop their role as critical friends. Community cohesion is in the early stages of development. There has been some initial

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analysis but the school has yet to engage with the wider United Kingdom and global communities. The school has formulated good partnership links with a variety of local institutions and agencies that have had a good impact on the well being of pupils. Pupils with different learning needs are catered for well and given every chance to succeed in Grimoldby, so that all have equality of opportunity and there is no discrimination. The school's procedures for safeguarding are good. Levels of parental engagement are good because the school listens well to their concerns and views.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

When children start in the Nursery or Reception classes, their skills are broadly similar to those typical for their age, but this varies from year to year. The very warm and caring relationships between adults and children, along with the bright, lively and well resourced learning environment, ensure that children quickly develop a thirst for learning. The many exciting theme-based activities, such as 'holidays' contribute well to the good progress they make.

Children's personal, social and emotional development is outstanding. Adults take every opportunity to encourage children to understand routines and boundaries. This results in very good behaviour and excellent manners. Careful attention is given to ensuring that children learn in a safe and secure environment. Adults work very well together to assess children's progress. They record their daily achievements accurately and plan future steps in learning based on this knowledge. Consequently, new learning builds effectively on what children can already do, especially those children in Reception. In recent times, children's level of skills by the time they start Year 1 has been rising, with



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a higher than average proportion of children working beyond the level expected nationally in 2009. Children's good progress reflects good leadership and management. The Early Years Foundation Stage provides a good balance of opportunities for children to learn both independently and under the direct guidance of adults. This, along with improved use of the outdoor learning environment and a strong focus of staff professional development all contribute to recent improvement. Leaders are well aware that their next steps are to ensure that the assessments made of children's skills and knowledge are used even more rigorously in planning activities in the Nursery that always match children's varying learning needs.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The parents and carers who returned the questionnaires were very positive about the school and the level of disagreement with any of the questions on the questionnaires was low. About a third of parents and carers made additional comments. Some spoke highly of the particularly good start their children receive in the Early Years Foundation Stage. Some spoke very positively about the work of the headteacher and her staff. A very small minority felt that unacceptable behaviour was not dealt with effectively. Inspectors found only good behaviour evident during the inspection. In addition, there was good evidence to support very good behaviour management. A small number of parents and carers also felt that the school does not help them to support their children's learning at home. This was brought to the attention of the school by inspectors, without breaching anonymity.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grimoldby Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	69	20	31	0	0	0	0
The school keeps my child safe	46	72	18	28	0	0	0	0
The school informs me about my child's progress	33	52	29	45	1	2	0	0
My child is making enough progress at this school	34	53	27	42	2	3	0	0
The teaching is good at this school	35	55	27	42	1	2	0	0
The school helps me to support my child's learning	32	50	27	42	3	5	0	0
The school helps my child to have a healthy lifestyle	36	56	27	42	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	52	27	42	0	0	0	0
The school meets my child's particular needs	39	61	20	31	3	5	0	0
The school deals effectively with unacceptable behaviour	27	42	25	39	7	11	0	0
The school takes account of my suggestions and concerns	29	45	27	42	4	6	2	3
The school is led and managed effectively	34	53	25	39	3	5	2	3
Overall, I am happy with my child's experience at this school	41	64	19	30	4	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 June 2010

Dear Pupils

Inspection of Grimoldby Primary School, Louth, LN11 8SW

We very much enjoyed visiting your school when we came to inspect it recently and enjoyed speaking to many of you in meetings and lessons. We noticed how polite and well mannered you are; this is highly commendable, well done! We liked the way you all know how to stay fit and healthy, even the youngest children. The guinea pigs are well fed and one of you told us that they eat lots of vegetables. We also liked the way that many of you take on extra responsibilities in school as councillors and buddies for younger children. Well done again! The school cares for you very well and makes sure that you are kept safe.

We think your school is good and getting better. Your teachers do a very good job and spend time thinking carefully about how to make your lessons interesting and different. We enjoyed watching lots of good and some excellent lessons. Your teachers use the electronic whiteboards very well to make your lessons enjoyable and fun for you. You learnt about Florence Nightingale in a quiz and played a spelling game which made you laugh but you also learnt your spelling rules very well. You all make good progress in most of your lessons.

Even in a good school like yours there is work to be done. Many of the governors (these are people who help to run your school) are new and haven't had help to do their job well just yet. Quite a lot of you know the area around your school very well but you do not know very much about schools in areas different to where you live or in other countries. We have asked the school to ensure that:

- you understand better what schools and communities are like in other parts of the United Kingdom and in other countries
- governors get help to carry out their duties better including checking how well they have done in looking at communities further away from your school.

We wish you every success at Grimoldby in the future.

Yours sincerely

Glynis Bradley-Peat

Lead inspector

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