

Inspection of West Grantham Church of England Primary Academy

Trent Road, Grantham NG31 7XQ

Inspection dates: 10 and 11 October 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	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Natalie Smyth. This school is part of Diocese of Southwell and Nottingham Multi-Academy Trust which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Chris Moodie, and overseen by a board of trustees, chaired by Philip Blinston. There is also an executive principal Anna Martin, who is responsible for two schools.

What is it like to attend this school?

This is a good school. It serves its community well. One parent spoke for many when they said, 'The school is brilliant. The love and care shown to all the children is exceptional. Staff are approachable. They often go over and beyond to ensure each child is happy and thriving.'

The school has high expectations of all pupils. Expectations are reinforced through the school values of 'courage, belief, love, ambition and integrity'. There is a determination that pupils' eyes are opened to the joy of learning. There is a passion for pupils to succeed. Pupils are well prepared for their next stage in education. They are polite, well-mannered and respectful. Pupils say that they love their school. Many 'want to come to school at weekends as well!'

Pupils say they have many people to turn to if they have worries or concerns. They know that staff will help them. They say that they feel safe.

Attendance has improved. Exemplary work with families ensures that more pupils are in school, safe and enjoying their learning. The rate of persistent absence is rapidly reducing, particularly for the most vulnerable pupils.

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

The school's curriculum is ambitious. The sequence of learning starts in the early years. It skilfully builds to clear end points. Key knowledge is identified and revisited. Important key vocabulary is taught. There are planned opportunities to enrich pupils' knowledge. They go on trips and learn from visitors. Pupils remember their learning. In Year 3, for example, pupils recognise that words such as, 'crash' and 'crackling' are onomatopoeic.

The provision for pupils with special educational needs and/or disabilities (SEND) is improving. Pupils with SEND are quickly identified. Pupils with an education, health and care plan receive effective support. However, the curriculum targets set for some pupils with SEND are too vague. They do not always address pupils' gaps in learning. Consequently, the curriculum is not always skilfully adapted to fully address their learning needs.

Staff appreciate the professional development opportunities they receive. Their subject knowledge is strong. They use this knowledge to successfully check pupils' understanding. They address pupils' misconceptions.

The teaching of reading is a priority. Many children have speech and language difficulties when they start school. Children begin to learn to read as soon as they start at the school. They receive intensive support to catch up. However, although this support is rapidly improving, some pupils do not catch up as quickly as they could by the end of Year 1.

The reading curriculum is well planned and sequenced. It is taught consistently well. Pupils read books that match the sounds that they are learning. They read frequently. The love of reading is well promoted. Books are everywhere! Pupils are introduced to books of different genres. They meet authors. Pupils appreciate the rewards they receive for reading. They say that 'reading is fun'.

The curriculum within the early years is strong. Activities are well planned and encourage children's independence. Children are keen to show what they know and can do. They are enthusiastic learners and are keen to know more.

Pupils benefit from a well-planned and sequenced personal, social and health education curriculum. This curriculum is complemented by, and reinforced through, collective worship. Pupils have a strong understanding of consent. They demonstrate respect, tolerance and an understanding of diversity. Pupils spoke about 'doing the right thing, even when no one is watching'.

Many children are involved in extra-curricular activities. They speak eagerly about the opportunities they receive in school that otherwise would not be open to them.

Support from the trust has had a significant impact. Staff appreciate the stability that the trust has brought to the school. They feel valued and more confident as practitioners.

Governors have shown great commitment. They have championed the school. They have made sure that the community voice is heard. The community now has a school to be proud of.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum targets for some pupils with SEND are sometimes too vague. The curriculum is not always adapted as well as is needed. This means that some pupils with SEND fail to achieve as well as they could. The school must ensure that the targets for pupils with SEND are clear and that they receive a well-planned and sequenced curriculum, accurately adapted to ensure learning needs are met.
- Many pupils enter the school with complex speech and language needs. Some pupils do not catch up to expected standards in reading quickly enough. The school must ensure that the reading curriculum supports pupils to quickly acquire

the knowledge and skills needed to read with confidence and accuracy by the end of Year 1.

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	148432
Local authority	Lincolnshire
Inspection number	10288394
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	Board of trustees
Chair of trust	Philip Blinston
Headteacher	Natalie Smyth
Website	www.wgpacademy.org.uk
Date(s) of previous inspection	Not previously inspected

Information about this school

- The school does not use alternative provision.
- The school received its Statutory Inspection of Anglican and Methodist Schools inspection in October 2016.

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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector met with the senior leaders to discuss their evaluation of the quality of education. She met with representatives of the trust and the local governing body.

- Inspectors conducted deep dives in reading, mathematics, physical education, and geography. For each deep dive, the inspectors met with subject leaders, looked at the curriculum plans, visited lessons, spoke to teachers, spoke to pupils and looked at samples of pupils' work. They also reviewed curriculum planning in languages and writing. They spoke with the subject leaders with oversight of these curriculum areas.
- Inspectors met with the early years leader and visited the early years provision. They visited the continuous provision.
- The lead inspector met with the subject leads for early reading. She discussed the actions taken to promote the love of reading. She heard pupils read.
- Inspectors observed pupils during lunch and playtime. They spoke to groups of pupils.
- 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.
- The views of members of staff, pupils and parents were considered. Additionally, inspectors spoke with members of staff.

Inspection team

Jayne Ashman, lead inspector	His Majesty's Inspector
Andrew Monaghan	Ofsted Inspector
Karen Slack	Ofsted Inspector
Deborah Mosley	His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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