

Inspection of Grasslot Infant School

Main Road, Grasslot, Maryport, Cumbria CA15 8BT

Inspection dates: 18 and 19 June 2024

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 15 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils enjoy coming to school each day. They know that there are trusted adults who they can go to if they have a worry or a concern. This helps them to feel happy and safe. Pupils look forward to taking part in exciting and engaging activities right from the moment that they join the school. For example, children in the early years enjoy creating pictures and making patterns from pebbles and shells found in the local area.

Children in the early years, including those who access the two-year-old provision, develop high levels of concentration and resilience. These learning behaviours are built on well by staff as pupils move into key stage 1. As a result, pupils are eager to learn and behave well.

The school places a high importance on developing pupils' academic success. Most pupils live up to the school's high aspirations for their learning. They typically achieve well.

Pupils relish the wide range of clubs and activities that are on offer, such as gardening, science and physical activity sessions. Pupils also enjoy participating in competitive sports such as wheelchair basketball and rugby. These activities nurture and develop pupils' talents and interests.

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

The school has considered carefully the needs of pupils and the local area in its curriculum design. In most subjects, the key subject content that pupils will learn is identified clearly. This content is well ordered from the beginning of the early years through to the end of Year 2. However, in a few subjects, and in some areas of learning in the early years, the school has not made it clear what pupils should learn and when this should happen. This hampers teachers from designing learning that builds pupils' knowledge over time.

In most subjects, teachers deliver the curriculum using appropriate and well-chosen resources. They explain new learning well. Staff typically check on what pupils know and remember. They use this information well to shape future lessons. However, in some subjects, teachers are not as skilled in helping pupils to revisit their learning. As a result, some pupils develop gaps in their knowledge and struggle to recall the subject content that has taught previously.

The additional needs of pupils with special educational needs and/or disabilities (SEND) are quickly and accurately identified. Staff adapt the delivery of the curriculum content so that pupils with SEND can learn alongside their peers. Overall, these pupils make secure progress through the curriculum from their starting points. They participate fully in school life.

Rich opportunities for reading are threaded through the school's curriculum. Children in the two-year-old provision and in the Nursery class enjoy joining in with songs, rhymes and poems. This prepares them well for learning phonics when they enter the Reception class. Pupils practise reading using books that contain the sounds that they already know. Teachers receive regular training so that they have the expertise to deliver the phonics programme consistently well. Pupils who struggle to read are supported to catch up quickly. This helps pupils to become successful and fluent readers.

Children in the two-year-old provision and across the early years, listen carefully to their teachers. Throughout the school, pupils are polite and considerate and behave well. The school works effectively to support any pupils and their families who struggle with attendance issues. Attendance rates are high for most pupils.

The school provides pupils with many opportunities to develop into well-rounded, responsible citizens who are ready for the next stage of their education. For example, pupils benefit from well-thought-out trips, visits and visitors. Pupils attend events to celebrate the work of local artists. They also take part in Remembrance Day services to commemorate fallen soldiers from the Second World War. Pupils enjoy their leadership roles in school, such as working as playground buddies and school councillors.

Members of the governing body are dedicated and ambitious for the pupils. They have the necessary skills and training to challenge and support the school in equal measure. They work effectively with the school to bring about continuous improvement. Staff morale is high. They are proud to work at the school. They know that the school and governors consider their well-being when making decisions. For example, the recent changes to the phonics programme have helped staff to manage their workload well.

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 few subjects, and in some areas of learning in the early years, the school has not identified the specific knowledge that it wants pupils to acquire. This makes it difficult for teachers to design learning that helps children and pupils to build on their prior learning effectively. The school should identify the key knowledge that pupils should learn so that they progress well in these subjects from the early years through to the end of Year 2.
- In some subjects, pupils do not have enough opportunity to revisit their previous learning. This means that they struggle to remember what has been taught. The

school should ensure that pupils are helped to remember their learning so that they can build on what they know as they move through the curriculum.

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	112132
Local authority	Cumberland
Inspection number	10242365
Type of school	Infant
School category	Maintained
Age range of pupils	2 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	94
Appropriate authority	The governing body
Chair of governing body	Patsy Harvey
Headteacher	Lisa Chilton
Website	grasslot.cumbria.sch.uk
Dates of previous inspection	11 and 12 February 2009, under section 5 of the Education Act 2005

Information about this school

- A new headteacher and chair of governors have been appointed since the previous inspection.
- The school provides a before- and after-school club for pupils.
- The school offers provision for two-year-olds.
- The school does not make use of any alternative provision for pupils.

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 that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken this into account in their evaluation of the school.

- Inspectors spoke with leaders and with members of staff. The lead inspector held discussions with members of the governing body, including the chair of governors. She also spoke with representatives of the diocese and of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art and design. For each deep dive, they 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 pupils' work.
- The lead inspector observed pupils from Years 1 and 2 read to a familiar adult.
- Inspectors discussed the curriculum in some other subjects. They spoke with leaders and with some pupils. Inspectors reviewed samples of pupils' work in these curriculum areas.
- Inspectors observed pupils' behaviour during lessons and around school.
- To evaluate the effectiveness of safeguarding, the 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 reviewed a range of documents, including records of governing body meetings, leaders' evaluation of the school's strengths and areas for improvement and documents relating to pupils' behaviour and attendance.
- Inspectors spoke with groups of pupils about their experiences at school and observed their behaviour at playtime and during lunchtime. They considered the views of pupils shared through Ofsted's online survey for pupils.
- Inspectors spoke with staff about their workload and well-being. They also considered the responses to Ofsted's online survey for staff.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also spoke with some parents and carers during the inspection.

Inspection team

Sue Dymond, lead inspector

His Majesty's Inspector

Garry White

Ofsted Inspector

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