

Galley Common Infant School

Inspection report

Unique Reference Number	125539
Local Authority	Warwickshire
Inspection number	359907
Inspection dates	25–26 November 2010
Reporting inspector	Barbara Atcheson

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	141
Appropriate authority	The governing body
Chair	John Collins
Headteacher	Kay Middleton
Date of previous school inspection	29 January 2008
School address	Plough Hill Road Nuneaton, Warwickshire CV10 9NZ
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in nine lessons taught by five teachers. They also held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at school policies, including those relating to safeguarding, minutes of governing body meetings, planning documents, pupils' work and questionnaires returned from pupils, staff and 48 parents and carers.

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

- How successful has the school been in accelerating progress and raising attainment in writing for more-able pupils?
- Are the quality of teaching and learning and the rigour and accuracy of assessment good enough to ensure that all pupils are challenged at the right level and make good progress?
- How effective have leaders at all levels been in raising achievement and sustaining improvement?

Information about the school

This is a small school. Most of the pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below the national average. Their needs relate mainly to speech, language and communication or general learning difficulties. The headteacher was appointed in April 2010 having previously been acting headteacher.

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?

1

The school's capacity for sustained improvement

1

Main findings

This school provides an outstanding education for its pupils. They make exceptional progress because learning is exciting and meaningful and because the teachers know the pupils very well. The school has a warm, welcoming, stimulating environment, in which the pupils feel extremely safe, secure and ready to learn. This is reflected in their outstanding behaviour and high level of attendance. Parents and carers appreciate the excellent care, guidance and support their children receive and have overwhelmingly positive views about what the school does for their children. The views of one parent are typical of many: 'Fantastic, caring school with excellent staff. This school caters for children of all abilities.'

The headteacher's clear vision and passion for improvement are shared by the whole school community. This high level of commitment and unity is a powerful tool which drives improvement and embeds ambition in an outstanding way. Highly successful measures have been taken to address the issues from the previous inspection report and to move the school forward. The school now has a three-year integrated development plan which is based on an accurate review of its performance and is clearly focused on sustained improvement. This has improved the quality of teaching and learning, raised attainment and confirmed the school's outstanding capacity to continue improving.

The teaching is highly effective in inspiring the pupils and ensuring that they learn at a brisk pace. The teachers use the pupils' own interests as starting points and turn them into memorable experiences which deepen the pupils' learning. Then, they weave in skilfully the important steps that ensure that pupils build successfully on what they know and can do. The children make excellent progress in the Early Years Foundation Stage. The high rate of progress continues through the school. In 2010, the attainment of pupils at the end of Year 2 recovered from a dip in 2009 and was significantly above average in reading, writing and mathematics. Over the last term, the school's concerted efforts to increase the number of more-able pupils reaching the higher Level 3 in writing at the end of Year 2 has met with great success. Twice as many pupils as average are now securely on track to reach this level at the end of the year. This brings writing in line with the success achieved by more-able pupils in reading and mathematics.

The governing body make sure that they are well informed and know the school well. They challenge and support where and when necessary. Procedures for safeguarding are outstanding and this ensures that all of the pupils feel very safe and that their emotional and social needs are met. Checks on the suitability of adults to work with children are thorough and child protection arrangements are very secure and updated regularly. The school's commitment to promote community cohesion is good and, consequently, the school is a cohesive community where the pupils play and work happily and learn about and respect the beliefs of others. Although the school is taking action, it realises that the

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links it has with a school in different circumstances are not used well enough to ensure that the pupils gain first-hand experience of what life is like for pupils from other backgrounds and cultures.

What does the school need to do to improve further?

- By July 2011, improve the pupils' awareness of the cultural diversity in the United Kingdom by ensuring that the pupils gain first-hand experience of meeting pupils from other backgrounds and cultures.

Outcomes for individuals and groups of pupils

1

A key factor in the success of all pupils is their obvious enjoyment of learning, particularly when they play an active role. This was seen very clearly in each class as groups of pupils donned their white coats eagerly and set about their work in the 'science lab'. Year 1 pupils were keen to explore the dark recesses of their boxes using torches and were quick to accurately record their findings. In the same class, pupils rose to the challenge of writing a list of instructions that the whole school could use to simplify the choice of meals at lunchtime. Their rate of progress was high because they were interested, involved and understood the purpose. The teacher's effective use of questioning guided them skilfully to produce work of a high quality that would make a very real contribution to the smooth running of the school community.

Measures focussed on accelerating the progress in writing of more-able pupils have successfully ensured that an above average percentage are firmly on course to reach the higher Level 3 in writing as well as reading and mathematics at the end of Year 2. Pupils with special educational needs receive excellent support and make very good progress. The teaching assistants are skilled in structuring the small steps that help the pupils to build on what they have already learnt.

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These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The teachers work successfully and use a range of strategies to involve the pupils in their learning. They use questioning well to extend the pupils' learning and deepen their thinking. They plan activities that build on previous learning and maintain the pupils' interest and motivation. Procedures for keeping track of pupils' learning are highly effective in accelerating learning. For example, in a Year 2 lesson on writing information texts, the teacher's clear picture of the steps needed to achieve success ensured a high level of independent learning based on what the pupils knew, understood and could do. Despite the challenge, the pupils were enthusiastic, they had become 'experts' in space travel and enjoyed using the facts that they had discovered. The teacher's systematic checks on learning throughout the lesson gave the pupils the confidence to write grammatically correct sentences containing 'wow' words and interesting connectives. The teacher's high expectations were reflected in the way that they checked their work and refined it independently.

The curriculum is fine-tuned to ensure that learning gaps are closed and progress is accelerated when and where necessary. It is also planned with interesting themes and projects which capture pupils' imagination. The pupils talk excitedly as they recall the time that they went to a man-made beach to learn about the seaside. Memorable experiences such as watching chicks hatching from their eggs provide rich opportunities for high-

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quality learning and personal development. One pupil said, 'I nearly fainted. It made me feel really excited. I just stared in amazement!'

The extremely high level of care, guidance and support enjoyed by all of the pupils and their families ensures that every pupil participates fully in all aspects of school life. External support is sought quickly when needed to improve the learning and well-being of the pupils and help families when they have to face difficulties. Pupils with special educational needs and/or disabilities benefit from the excellent support of teaching assistants who are highly skilled at adapting work to the pupils' interests and capabilities and encouraging their language development and concentration.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The senior leaders, staff and members of the governing body share the headteacher's drive and enthusiasm to seek further improvement and raise achievement. The headteacher has developed a strong team of staff who are totally committed to school improvement and who strive constantly for excellence. This unity of purpose has brought a consistency in the high-level practice seen throughout the school and created a highly stimulating learning environment. All of the teachers are held to account through pupil progress meetings in which the school's accurate tracking system highlights any underperformance and enables the school to address the learning needs of all pupils, regardless of gender, ability or ethnicity. This reflects the school's excellent commitment to equal opportunities. Outstanding partnerships with other schools and agencies make a significant contribution to the pupils' good achievement, particularly with regard to the pupils most in need of support. The school's performance is monitored and evaluated systematically and used to make successful plans for improvement. Excellent relationships with parents and carers support pupils' learning in a highly positive way.

The effectiveness of the school's safeguarding is outstanding. The school is a leader of very high-quality practice, but it continues to develop its already excellent quality assurance systems. Risk assessment is attended to very carefully and the school undertakes excellent work with parents and carers to ensure that they are fully briefed in all that they do. For example, an information and communication technology workshop for parents and carers included extremely pertinent advice and guidance on internet safety linked to personal, social and health education. Members of the governing body and staff at all levels have a comprehensive awareness of safeguarding issues because they have been trained to a very high level and because they have such a very good knowledge and understanding of the pupils themselves.

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Although many members of the governing body are relatively new, they have a good understanding of the school and the community it serves. The governing body takes a strategic view of the school's development and is well aware of potential challenges. It holds the school to account well and ensures that statutory duties are met. It ensures that parents and carers know its members well through a regular governor profile in parents' and carers' newsletters. A high take-up of relevant training and regular monitoring visits to the school ensures that the governing body is well informed about what goes on in school.

The school community is strongly cohesive. The pupils are proud of their school and say that everyone gets on well with each other. However, they do not have enough opportunities to find out what life is like for pupils from other backgrounds and cultures.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The children make excellent progress in the Early Years Foundation Stage so that a large majority reach levels that are above those expected by the time they enter Year 1. The children settle quickly to the welcoming atmosphere because personal development is very good, relationships are strong and the children are cared for very well. The staff fosters positive attitudes to learning and, as a result, the children behave exceptionally well, are confident and sustain their concentration well. All adults interact extremely well with the children's play, encouraging them and providing good models for their language. As a result, the children speak with confidence and listen attentively.

There is a high degree of independent learning because tasks are exciting and planned at exactly the right level. The children know exactly what they want to do the minute the teacher says 'Let's get busy' because the teachers are very clear when they explain what is on offer. The children benefit from high-quality resources. Examination of a real X-ray slide encouraged them to take the soft toy animals from the home corner to the 'vet' so

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that their problems could be diagnosed. Both boys and girls enjoyed practising their writing skills as they wrote down the appointments. Those working outside found an exciting way to write their numbers to ten as they recorded their scores whilst practising throwing skills. In the Reception Year 'science lab', the task of wiring a circuit to light a bulb intrigued the children as they tried out every combination and reasoned why one combination was more successful than another. The leaders and managers have high aspirations and are strongly committed to ensuring that all of the children make the best progress they can, promoting their welfare and ensuring that partnerships with parents and carers and safeguarding procedures are of paramount importance.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The overwhelming majority of parents and carers who responded to the questionnaire were positive about all aspects of school life. Evidence from the inspection supports parents' and carers' views that the children enjoy school and that care for the children's health and safety is outstanding. It also supports their views that the school meets the needs of their children exceptionally well and that the children are well prepared for the future. The small minority of parents and carers who expressed any concern related to individual cases. Evidence from the inspection shows that the school is quick to listen and respond to any anxiety that has been voiced.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Galley Common Infant 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 141 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	83	7	15	1	2	0	0
The school keeps my child safe	37	77	11	23	0	0	0	0
My school informs me about my child's progress	30	63	16	33	0	0	1	2
My child is making enough progress at this school	35	73	11	23	1	2	1	2
The teaching is good at this school	35	73	11	23	2	4	0	0
The school helps me to support my child's learning	31	65	16	33	1	2	0	0
The school helps my child to have a healthy lifestyle	30	63	18	38	0	0	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)	26	54	19	40	0	0	0	0
The school meets my child's particular needs	32	67	15	31	0	0	0	0
The school deals effectively with unacceptable behaviour	22	46	22	46	2	4	1	2
The school takes account of my suggestions and concerns	26	54	18	38	3	6	0	0
The school is led and managed effectively	28	58	16	33	1	2	1	2
Overall, I am happy with my child's experience at this school	34	71	12	25	2	4	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



29 November 2010

Dear Pupils

Inspection of Galley Common Infant School, Nuneaton, CV10 9NZ

Thank you for being so friendly when we came to your school. We enjoyed visiting your lessons and talking to you. You really helped us with our work. Your school gives you an outstanding standard of education and there are a lot of things your school does exceptionally well.

You told us that you enjoy school thoroughly and that you feel very safe. We found that everybody in school looks after you very well, especially those of you who have difficulties from time to time. We were impressed with your understanding and knowledge of how to keep fit and your healthy lifestyles. We could see that you behave very well, get on well with each other and help the school to run smoothly.

The headteacher and other staff know that there is still work to be done to make the school even better. We have asked the school to do one thing. It should make sure that there are more opportunities for you all to gain first-hand experience of meeting people from other backgrounds and cultures so that you learn more about them.

We hope that you will all continue to enjoy coming to school and try your hardest so that you are successful in the future.

Yours sincerely

Barbara Atcheson

Lead inspector (on behalf of the inspection team)

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