

Greenhead Church of England First School

Inspection report

Unique Reference Number	122284
Local authority	Northumberland
Inspection number	380443
Inspection dates	15–16 September 2011
Reporting inspector	Ann Ashdown

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–9
Gender of pupils	Mixed
Number of pupils on the school roll	36
Appropriate authority	The governing body
Chair	Alan Sharp
Headteacher	Judith Reay
Date of previous school inspection	23 March 2009
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Introduction

This inspection was carried out by one additional inspector. She observed teaching and learning in seven lessons and saw four teachers teach. She held meetings with members of the governing body, staff and pupils. She observed the school's work, and looked at pupils' books, pupils' progress data, safeguarding information and other documentation. The inspector analysed 19 questionnaires from parents and carers and also those from pupils and staff.

The inspector reviewed many aspects of the school's work. She looked in detail at a number of key areas.

- The features of the school which support its own judgement that aspects of pupils' personal development, care, guidance and support and leadership and management are outstanding.
- Whether teaching is consistently good across the school.
- Whether collaborative working and shared leadership across a soft federation are strengths of the school.

Information about the school

This first school is much smaller than the average size of most primary schools. Pupils are taught in a Reception class and two mixed-age classes. Very few pupils are from minority-ethnic groups and none speak English as an additional language. A below average proportion of pupils are known to be eligible for free school meals. The proportion of pupils who have special educational needs and/or disabilities is below average. The school has gained healthy school status and has Activemark, Basic Skills, International and Investor in People awards. The school is part of a soft federation with two other first schools and the executive headteacher leads all three schools.

The privately-run provision for childcare, 'Greenhead Pre-School & Rainbow Nursery' shares the school's site. It is subject to a separate inspection and will receive its own inspection report which will be published on the Ofsted website.

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

This is a good school. It has a particular strength in the excellent way in which the governing body, leaders and managers and all staff collaborate with partner schools in their federation. This collaboration leads to pupils having the benefits of outstanding individual care, guidance and support in their own small school while also enjoying a rich curriculum, wider friendships and specialist subject teaching on days when all schools join together. Under the innovative and talented leadership of the executive headteacher staff work seamlessly with those from other federated schools to plan lessons, share resources and expertise and track pupils' progress. Self-evaluation is robust, appropriate priorities for improvement have been identified and the school is building successfully on the good practice identified at the last inspection. It has good capacity to improve further.

Pupils enjoy learning. They want to come to school and feel completely safe when they are at school. They have an excellent knowledge of how to stay fit and healthy. The skills and talents of all pupils are highly valued and they all have equal opportunities to succeed in every area of school life. Their social, moral, spiritual and cultural understanding is extremely well developed. A sense of belonging to a Christian family permeates the school. They have an excellent awareness of other cultures, which has been rewarded by the school recently gaining an international award.

Children get a good start to their education in the Reception class. Exceptionally close links with the on-site nursery ensure that most children, after only a few days at school, feel very secure and have already settled quickly into their new class. A stimulating indoor learning environment helps Reception children to make good progress. Opportunities for outdoor learning are more limited. The outdoor area is not yet fully developed to provide sufficient opportunities for purposeful independent learning. Children join the Reception class with skills which are in line with those expected for their age. They achieve well and make good progress as they move through the school to reach above average attainment when they leave Year 4.

Pupils achieve well because teaching and learning are good. Teachers know their pupils well and monitor their progress very carefully. Pupils' work is marked regularly and they are very clear about how to reach their challenging targets. Most lessons proceed at a brisk pace, learning is checked regularly and work is well matched to pupils' needs. In some lessons, pupils make slightly slower progress because they

have fewer opportunities to learn independently and their learning is not checked as regularly. Parents and carers are in a very good position to support their children’s learning because the school engages with them particularly well.

What does the school need to do to improve further?

- Further improve the quality of already good teaching and learning by:
 - giving pupils more time to learn independently and find out things for themselves
 - checking pupils’ learning regularly, both during and at the end of lessons
 - ensuring the pace of learning is quick enough in all lessons.

- Improve provision in the Early Years Foundation Stage by developing the outdoor area to give children more opportunities for purposeful independent learning outside.

Outcomes for individuals and groups of pupils

2

In lessons, pupils were seen to be very keen to learn. They concentrate on the task in hand and answer questions readily. They enjoy learning and their achievement is good. Pupils were seen making good progress in mathematics as they practised using coordinates on a grid in the schoolyard. Work on classroom walls and in pupils’ books confirmed the good progress that all groups of pupils are making. Both teachers and teaching assistants give very timely and well-focused help to those with special educational needs and/or disabilities so they make the same good progress as their peers. Although pupils’ attainment varies from year-to-year because of the very small numbers in each year group it has been above average overall for the last three years. The schools’ very effective and detailed tracking system confirms that current pupils are on course to achieve their challenging targets this year.

Pupils have a highly developed sense of what is right and what is wrong. They are highly knowledgeable about other cultures through trips and visits and through their links with other countries. They also have a good awareness of the needs of others and treat each other, staff and visitors with kindness and respect. They take part in a wide range of sports, are very keen to keep fit and know exactly what is involved in eating healthily and taking care of themselves. Pupils’ good literacy and numeracy skills combined with their ability to work in teams means they are well prepared for the next stage of their education and for future life.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	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

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

The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is consistently good across the school. Teachers use a range of varied resources to engage the interest of their pupils and to increase their enjoyment of learning. In a literacy lesson, the teachers' lively and expressive storytelling helped the pupils write their own imaginative stories based on the traditional tale of '*Three Little Pigs*'. Work is carefully matched to their needs so it is neither too easy nor too hard. Teachers use praise judiciously to help build their pupils' confidence and reward them when they do their very best. The pace of learning is usually brisk but occasionally learning is not checked regularly enough and pupils' progress slows. In a few lessons teachers talk for a little too long and pupils have less time to find out things for themselves. Marking is consistently helpful so pupils know how to improve their work.

The curriculum is broad and balanced and meets pupils' needs well. Good use is made of the local environment, including the adjacent woodland, to extend learning. Pupils enjoy a range of trips and visits. Older pupils are very excited about their forthcoming trip to London. Much of the curriculum this term has been designed around this visit which has captured pupils' enthusiasm and made their learning even more relevant. On Mondays, when all the federated schools work together, pupils enjoy specialist physical education, religious education, French, Latin and music teaching which broaden their interests further.

Pupils and their parents and carers are very appreciative of the excellent care, guidance and support which the school provides. Pupils are absolutely secure in the knowledge that should they have any worries staff in school will be on hand to help them. Support and guidance are highly tailored to pupils' individual needs. Pupils with special educational needs and/or disabilities and those whose circumstances make them vulnerable receive timely, expert help from specialists when required. Pupils transfer seamlessly between the different stages of their education. They make many friendships with pupils from other schools in the federation, which helps them settle more easily into a larger middle school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has been instrumental in facilitating excellent collaborative working between the three small schools in the federation. A clear and shared vision for improvement is ensuring good outcomes for the pupils at Greenhead School. Teaching and learning are monitored carefully and good practice is increasingly being shared within the school and across the federation. Systems for tracking pupils' progress are meticulously detailed and ensure pupils receive well-targeted extra help when this is needed. Governance is good. Members of the governing body know the school well and are becoming increasingly more involved in monitoring its work and determining its strategic direction. The school has great strengths in the outstanding way it engages with partners, particularly through the federation, its equally excellent engagement with parents and carers and in its exemplary promotion of equal opportunities for all pupils. Safeguarding procedures are robust. Staff are well trained and child protection and risk-assessment policies and procedures are firmly in place. The school promotes community cohesion well particularly at local and international level. Links with differing communities at national level are now developing further.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Reception class with skills and abilities as expected for their age. Very close and productive links with the on-site nursery ensure they settle quickly into school routines and feel secure. The Reception teacher and teaching assistant support children well and offer high levels of care so that children feel safe and are confident and happy. They encourage children to take turns and to behave well. Children shared equipment sensibly and really enjoyed learning as they used glue and mud to form the letter 'd' as part of a phonics lesson. Although cohorts are small and attainment varies from year-to-year, children make good progress from their individual starting points. Their attainment is often above average when they enter Year 1. Careful planning ensures that children make good progress in both the sessions led by teachers and in those led by teaching assistants. There is a good balance between activities directed by staff and those chosen by children. The recently refurbished indoor environment provides a range of varied and stimulating

activities which encourage children to learn independently. The outdoor environment has yet to be fully developed so that children have equally good opportunities for independent learning outdoors as they do indoors. Regular assessment of children’s performance ensures activities are well matched to their needs. Leadership and management are good. Staff are well deployed to ensure that children achieve their best and get a good start to their education in the Early Years Foundation Stage.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
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 in the Early Years Foundation Stage	2

Views of parents and carers

Of the high proportion of parents and carers who filled in the questionnaire the overwhelming majority are entirely happy with the education the school provides. They are very appreciative of the good teaching and excellent care, guidance and support that their children receive. Inspection evidence entirely supports these views. A very few parents and carers felt that they had not received sufficient information about their child’s progress while most were very complimentary about the way the school communicated with them. Inspectors found that the evidence showed communication with parents and carers to be outstanding.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greenhead Church of England First 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 inspector received 19 completed questionnaires by the end of the on-site inspection. In total, there are 36 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	79	3	16	1	5	0	0
The school keeps my child safe	14	74	5	26	0	0	0	0
The school informs me about my child's progress	13	68	5	26	1	5	0	0
My child is making enough progress at this school	8	42	8	42	0	0	0	0
The teaching is good at this school	12	63	6	32	0	0	0	0
The school helps me to support my child's learning	11	58	7	37	0	0	0	0
The school helps my child to have a healthy lifestyle	12	63	5	26	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)	9	47	7	37	0	0	0	0
The school meets my child's particular needs	10	53	6	32	0	0	0	0
The school deals effectively with unacceptable behaviour	10	53	8	42	0	0	0	0
The school takes account of my suggestions and concerns	8	42	9	47	0	0	0	0
The school is led and managed effectively	13	68	6	32	0	0	0	0
Overall, I am happy with my child's experience at this school	13	68	6	32	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



19 September 2011

Dear Pupils

Inspection of Greenhead Church of England First School, Brampton, CA8 7HB

Thank you for the very warm welcome you gave me when I inspected your school. A particular thank you to all those of you who spoke with me and told me with such enthusiasm about all the things you really enjoy doing at school. Please thank your parents and carers for filling in the questionnaire.

These are some of the things I have said in my inspection report.

- Yours is a good school where you make good progress and reach above average attainment.
- Children in the Reception class get a good start to their education.
- The teaching you receive and the curriculum you follow are all good; the care, guidance and support you are given is outstanding.
- The leadership and management of your school are good.
- Your behaviour is good and you have an excellent knowledge of how to stay safe and healthy.

This is what I have asked your school to do now:

- Make your lessons even better by:
 - making sure you work at a brisk pace and that your learning in lessons is checked regularly
 - giving you more opportunities to work on your own.
- Give the children in the Reception class more opportunities to learn outdoors.

You can all help your school to be even better by continuing to work with your teachers to achieve the very best you can.

Yours sincerely

Ann Ashdown
Lead inspector

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