

# Great Alne Primary School

## Inspection report

---

|                                |                |
|--------------------------------|----------------|
| <b>Unique reference number</b> | 125511         |
| <b>Local authority</b>         | Warwickshire   |
| <b>Inspection number</b>       | 381083         |
| <b>Inspection dates</b>        | 10–11 May 2012 |
| <b>Lead inspector</b>          | Clive Lewis    |

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

---

|  |  |
|--|--|
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 5–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 94   |
| <b>Appropriate authority</b>               | The governing body                               |
| <b>Chair</b>                               | Lorraine Armstrong                               |
| <b>Headteacher</b>                         | Lesley Hendrie                                   |
| <b>Date of previous school inspection</b>  | 24 September 2008                                |
| <b>School address</b>                      | School Road<br>Great Alne<br>Alcester<br>B49 6HQ |
| <b>Telephone number</b>                    | 01789 488247                                     |
| <b>Fax number</b>                          | 01789 488247                                     |
| <b>Email address</b>                       | admin2024@we-learn.com                           |

---

|                           |                |
|---------------------------|----------------|
| <b>Age group</b>          | 5–11           |
| <b>Inspection date(s)</b> | 10–11 May 2012 |
| <b>Inspection number</b>  | 381083         |



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

Inspection team

Clive Lewis

Additional Inspector

This inspection was carried out with two days' notice by an additional inspector, who observed eight lessons. Most teachers and all support staff were seen working with children. Meetings were held with pupils, members of the governing body and members of staff. Questionnaires from 45 parents and carers were analysed. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, looked at documentation including teachers' planning documents, and examined tracking and assessment data.

## Information about the school

The school is much smaller than other primary schools. The proportion of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils from minority ethnic groups is below average. Overall, the proportion of disabled pupils and those who have special educational needs is below the national average, although the proportion of pupils supported by school action plus or with a statement of special educational needs is above average. Since the last inspection, there have been a number of significant changes in teaching staff. The school meets the current government floor standards, which set the minimum expectations for attainment and progress. The school has gained Healthy Schools status.

## Inspection judgements

|                                       |          |
|---------------------------------------|----------|
| <b>Overall effectiveness</b>          | <b>3</b> |
| <b>Achievement of pupils</b>          | <b>3</b> |
| <b>Quality of teaching</b>            | <b>3</b> |
| <b>Behaviour and safety of pupils</b> | <b>2</b> |
| <b>Leadership and management</b>      | <b>3</b> |

## Key findings

- Great Alne is a satisfactory school. The effective leadership and teamwork of the headteacher and governing body have ensured that the school has weathered some significant changes to staffing well. Lessons are now consistently satisfactory or better across the school and clear priorities have been set for further improvement. The school is not yet good because there remain some inconsistencies in the quality of teaching, attainment in mathematics is not yet as high as in reading and writing and provision for the outdoor curriculum in the Early Year Foundation Stage is limited. The great majority of parents and carers are very supportive of most aspects of the school. They particularly like the positive family atmosphere. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils' achievement is satisfactory. Most children join the Reception class with levels of attainment that are above those typically found for their age. They get off to a satisfactory start in the Early Years Foundation Stage. However, there are insufficient opportunities and equipment to allow children to freely explore things with purpose and challenge in the outdoor area. Pupils make satisfactory progress as they grow older. By the end of Year 6 standards are above average, although standards in mathematics are not as consistently high as those in reading and writing.
- Parents and carers say their children really enjoy coming to school and pupils agree enthusiastically. This is confirmed by their consistently high levels of attendance. A strong moral code is implicit within the school's ethos and reflected in pupils' good behaviour.
- The quality of teaching is satisfactory overall. Although there are several examples of good teaching, in some lessons the pace slows and the most-able pupils are not always sufficiently challenged.
- Leadership and management are satisfactory. Improved leadership and management of teaching means that teachers have gained a better understanding of the progress each of their pupils is making and data are being

used to ensure that any pupil falling behind is identified quickly and support promptly provided. The curriculum ensures that pupils receive a satisfactory variety of interesting activities and experiences through visits and visitors to school.

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

- Improve the consistency and quality of teaching to the level of the best by:
  - planning lessons which are well paced
  - providing appropriate challenge for the range of age and ability groups within each class.
  
- Improve the outdoor curriculum in the Early Years Foundation Stage by:
  - planning activities, resources and regular child-centred access to the outdoors that enhance children’s independent learning skills.
  
- Improve attainment in mathematics to match that in English by:
  - devising ways of improving pupils’ problem-solving skills
  - providing more opportunities for pupils to use their numeracy skills across a range of subjects.

## **Main report**

### **Achievement of pupils**

Although there is some variation from year-to-year due to small cohorts, most children join the Reception class with levels of attainment that are above those typically found for their age. While children make satisfactory progress, provision for the outdoor curriculum is currently restricted, which constrains the development of children’s independent learning skills. Pupils’ attainment at the end of the Early Years Foundation Stage is above average, particularly in communication and language skills and personal skills. Attainment in Year 6 is above average overall and particularly strong in English. The focus on literacy, in conjunction with lessons in phonics (the sounds that letters represent) and regular guided-reading activities ensure the impact of the teaching of reading is good and consistent across the school. Attainment in reading is above the national average by the end of Year 2 and by the time pupils leave in Year 6. Although improving steadily, attainment in mathematics is not yet as strong as in English because pupils are not given enough opportunities to practise their skills across the curriculum. In the best cases, such as in a Year 5/6 numeracy lesson, pupils respond positively to opportunities they are given to explore ways of solving problems and confidently explain their conclusions to the rest of the class, having discussed their ideas with a partner. Occasionally, where the pace of learning is slower, some pupils do not achieve well.

All adults pay close attention to pupils’ individual needs and quickly identify those who may show any delay in learning. Where necessary, they provide good support through the good links they have with external health agencies. These links ensure that all groups within the school, including disabled pupils and those who have special educational needs, make similar progress to that of their classmates. The

very large majority of parents and carers feel that their children are making good progress. However, inspection findings suggest that pupils are making satisfactory progress overall, even though there are a number of examples of good progress being made and clear signs of improving progress across the school, with a number of Year 6 pupils expected to achieve Level 6 in the latest national tests.

### **Quality of teaching**

Although there are some strong features in teaching, it is not consistently good enough to ensure the rapid progress pupils must make to secure consistent improvements in attainment. Teachers demonstrate good subject knowledge. They ensure classroom routines are made clear and regularly reinforced so that learning takes place in a well-structured environment in which all pupils can contribute to lessons. In one good numeracy lesson on 3D shapes, pupils in Years 1 and 2 were very well behaved and responsive to the teachers' questions and suggestions. Work was carefully planned to provide appropriate challenge and support for the range of age and ability within the class and the teacher consistently reinforced relevant subject vocabulary, with the result that pupils enjoyed their tasks and made good progress in their understanding of face, edges and corners. However, in a small minority of lessons, the pace of learning slows after a brisk start and too much time is given over to activities reviewing work that the majority of pupils already understand.

The school places a strong focus on the teaching of reading and as a result, attainment in reading is above average across the school. The rigorous whole-school assessment and tracking system provides the school with secure data on pupils' progress as they move through different year groups and information obtained is used well in termly meetings that consider pupils' progress. This means teachers have a better understanding of how well pupils are doing and the action they should take to support them effectively and help them reach their challenging targets. This is a significant improvement since the last inspection. The school's good arrangements for the care of all pupils, including disabled pupils and those who have special educational needs, contribute to their well-being and support their learning well. Teachers promote pupils' spiritual, moral, social and cultural development well by engaging and motivating pupils to learn and fostering their curiosity and enthusiasm for learning. Although the very large majority of parents and carers say that teaching is good, inspection findings are that, although the quality of teaching is improving, inconsistencies remain across the school.

### **Behaviour and safety of pupils**

Observations during lessons and around the school confirm that pupils' behaviour is consistently good. Pupils show high levels of engagement, courtesy, collaboration and cooperation in and out of lessons. Pupils confirm that behaviour is good and there is no bullying of any kind, including name-calling and racial harassment. School records confirm that this high standard of behaviour has been maintained over time. Parents and carers also say that they believe pupils behave well and are safe in school. Pupils show respect for the feelings and beliefs of others. They have mature attitudes to learning and develop considerate relationships with peers and adults.

They understand the need for healthy lifestyles and exercise. All groups of pupils say they feel safe at school at all times. They take on responsibility and play a constructive role in the school and, through the school council, have had some influence on decisions about school life. Pupils say they enjoy coming to school, and this is reflected in above-average levels of attendance. One parent commented: 'The caring, calm family atmosphere at Great Alne makes it a happy place to learn – my children always really enjoy coming to school'. Children in the Early Years Foundation Stage clearly enjoy school and have settled into routines well, playing happily both together and individually.

## **Leadership and management**

The headteacher, with the strong support of the governing body, has dealt appropriately with the considerable turbulence in staffing since the last inspection and has tackled areas requiring further improvement with appropriate rigour. The school has dealt effectively with the issues raised at the last inspection. The quality and consistency of teaching has been improved through effective professional development and performance management that includes regular monitoring and termly meetings to discuss pupils' progress. Assessment and tracking systems have been significantly strengthened and pupils are involved in self-assessment of their own work. The governing body fulfils its statutory duties, is supportive and challenges the school to do well. The school shows it has the capacity to improve further.

The school has a positive relationship with the great majority of parents and carers, and its strong links with a wide range of external providers contribute well to pupils' learning and progress. The school is very inclusive and promotes equal opportunity and tackles discrimination in all its work. It adopts recommended good practice for safeguarding pupils across all areas of its work and quality assurance and risk assessment systems take full account of the views of pupils and their parents and carers. The school identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. The curriculum provides carefully adapted activities to ensure all groups of pupils experience success. There is an appropriate emphasis on developing key literacy and numeracy skills and on extending pupils' knowledge and skills in other subjects, particularly in music, which is a strength of the school. The curriculum promotes pupils' spiritual, moral, social and cultural development well. For example, all Year 6 children have a responsibility for the support and care of a Reception child during their first year in school. This involves taking them into, and sitting with them during, assemblies, caring for them in the playground, and speaking to adult helpers on behalf of the younger child if they are worried or upset.

## 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      | 54  | 42   | 2            | 2          |
| Primary schools      | 14  | 49   | 32           | 6          |
| Secondary schools    | 20  | 39   | 34           | 7          |
| Special schools      | 33  | 45   | 20           | 3          |
| Pupil referral units | 9   | 55   | 28           | 8          |
| All schools          | 16  | 47   | 31           | 6          |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

|                            |   |
|----------------------------|---|
| Achievement:               | the progress and success of a pupil in their learning and development taking account of their attainment.   |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.  |
| Attendance:                | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.   |
| Behaviour:                 | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.   |
| Capacity to improve:       | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.                    |
| Floor standards:           | the national minimum expectation of attainment and progression measures.  |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and 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:     | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.  |
| 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. |
| Safety:                    | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.             |

**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 May 2012

Dear Pupils

### **Inspection of Great Alne Primary School, Alcester B49 6HQ**

Thank you for welcoming me to your school, for talking to me about what you do there and for filling in questionnaires. Great Alne is a satisfactory school. Those who lead your school do so satisfactorily and provide you with appropriate care and guidance. It is to your credit that most of you behave very well and get on very well with each other and with all the staff. You told me you really enjoy coming to school and you show this by your high levels of attendance – well done for that.

For the school to improve further I have asked teachers to:

- improve teaching so that all your lessons are as exciting and interesting as they can be in order that you all make good progress in every lesson
- ensure opportunities for outdoor activities for Reception children are improved so that they become more confident in finding things out for themselves
- work to improve your mathematics by giving you more opportunities to use your numeracy skills in other lessons.

You can all help by always doing your best.

Once again, thank you for being so welcoming during my visit.

Yours sincerely

Clive Lewis  
Lead Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**