

Greatworth Primary School

Inspection report

Unique reference number	121822
Local authority	Northamptonshire
Inspection number	380332
Inspection dates	17–18 May 2012
Lead inspector	Joseph Peacock

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	73
Appropriate authority	The governing body
Chair	Jim Dobson
Headteacher	Fiona Toman
Date of previous school inspection	8 June 2009
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Age group	4–11
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Introduction

Inspection team

Joseph Peacock

Additional Inspector

This inspection was carried out with two days' notice. The inspector spent almost four hours visiting eight lessons and observing four teachers. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. He held meetings with the headteacher, Chair of Governors and staff, and talked to pupils, parents and carers. The inspector observed the school's work and looked at assessment data and pupils' work, documentation including minutes of meetings of the governing body, improvement planning and policies relating to safeguarding and children's welfare. The inspector scrutinised 44 questionnaires returned by parents and carers, and those returned by staff and pupils.

Information about the school

The school is much smaller than the average-sized primary school and almost all pupils are of White British heritage. The proportion of disabled pupils and those who have special educational needs is broadly average. The proportion supported by school action plus and those with a statement is also broadly average. The number of pupils known to be eligible for free school meals is below average. The school meets the current floor standards, through which the government sets the minimum expectations for pupils' attainment and progress. The school has National Healthy School status. In January 2012, a collaboration agreement with another small local school resulted in the headteacher becoming its executive headteacher and spending half of the week at each school.

A privately run play group operates from its own building on the school site.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. It is not yet outstanding because senior staff and those with leadership roles are not yet sufficiently involved in checking on and improving the quality of teaching, to reduce the variation in attainment from year to year caused by the very small year groups.
- Achievement is good. Pupils, including disabled pupils and those who have special educational needs make good progress throughout. All have a good start in Reception because of the well-managed provision and effective teaching. The attainment of current Year 6 pupils is above average in English and average in mathematics. In 2011, attainment was lower because there was greater mobility in this larger year group and more pupils had special educational needs.
- Teaching is good. Teachers strive hard to make lessons interesting and fun. All make good use of computers to enhance pupils' learning. The favourable ratio of adults ensures effective support for pupils. In mathematics, teachers do not always plan sufficiently challenging activities or provide opportunities to practice mathematics skills in other subjects.
- Well above average attendance has been maintained since the previous inspection. This reflects how much pupils enjoy school. Pupils' positive attitudes and good behaviour in lessons ensure that there is usually a calm, purposeful atmosphere for learning. Pupils are kept safe and all are well cared for by staff.
- The headteacher, staff and the governing body work as a cohesive team to bring about improvement. The management of performance is constantly under review and ensures that the school has a good capacity to go on improving. Currently, only the headteacher is evaluating teaching and learning but the role of the new senior teacher is being developed to provide additional support.

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What does the school need to do to improve further?

- Raise attainment in mathematics by the end of Key Stage 2 by:
 - ensuring that teachers provide work which is challenging for all pupils, especially those of average and below average ability in order to accelerate their rate of progress
 - planning more opportunities for pupils to use and develop their mathematics skills in other subject areas, beginning in September 2012.

- Develop the role of the senior teacher and staff with leadership roles in checking the quality of teaching and learning in lessons within the next 12 months.

Main report

Achievement of pupils

Attainment on entry to the Reception class varies from year to year but is usually broadly in line with the expectations for children of this age. This year, more than usual have lower than expected early writing skills. Consequently, there is a strong emphasis in all activities on developing and promoting writing. Children complete fire incident forms in their role as firemen, for example and count and list how many objects they can send down a slide in one minute. Outdoors, they enjoy putting the actions to action words such as waving and standing. Independent play activities in the sand or water, or role play on the fire engine sometimes lack challenge and as a result, do not hold children's interest for long or successfully promote learning. Daily sessions to learn letters and their sounds (phonics) are effective in ensuring most children make good progress. Children are able to spell out and write simple words accurately and independently by the time they transfer to Year 1. By the end of the Reception year, most exceed the level expected in all six areas of learning.

Pupils maintain their good progress through Key Stages 1 and 2. By the end of Year 2, attainment in reading, writing and mathematics is above average. Reading is taught effectively in school and supported regularly by parents at home. Most pupils are secure in the links between sounds and letters or groups of letters when reading. Overall attainment varies by the end of Key Stage 2. The variation is often due to the impact on the very small year groups of individual pupils' performance. This year and last year, pupils' performance in English has been better than in mathematics. Pupils' work shows that writing has a high profile with Year 6 pupils producing work of an above average standard. Most pupils demonstrate above average skills in reading. This was clearly evident as pupils researched information about Jane Austen or read French text with confidence. In mathematics, the lack of challenge in some lessons slows the progress of average and lower achievers so fewer attain above average standards. More able pupils invariably achieve their potential. The progress of the few disabled pupils and those who have special educational needs is good.

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In their questionnaires, almost all parents and carers agreed that their children make good progress and that the school is meeting their particular needs.

Quality of teaching

In most lessons, teaching is effective. Almost all parents, carers and pupils agree that teaching is good and successfully promotes literacy and numeracy skills. 'You get good help if you get something wrong and others do not make fun of you' was a typical quote from one pupil. Features in lessons where teaching is good include the use of computers, skilful questioning by staff and the support provided by attentive teaching assistants. All Year 3 and 4 pupils concentrated well when investigating shadows using torches and worksheets provided challenge for all groups. Pupils in Years 5 and 6 confidently and competently used computers to complete profiles about Jane Austen. Teachers usually make good use of assessment information and ensure that work is matched closely to the different ability of pupils in the mixed-age classes. Tasks are particularly well-planned when Reception and Years 1 and 2 are together in the same class each afternoon. All had interesting and challenging work for their topic about 'The Fire of London'. However, in some mathematics lessons, pupils find planned work too easy. Reading skills are taught effectively throughout the curriculum as pupils work in pairs or groups to read number problems or research facts from books or computers. The progress of disabled pupils and those who have special educational needs is good because staff analyse their progress in depth and accurately identify their individual learning needs each half term.

All staff successfully promote pupils' spiritual, moral, social and cultural development. This is reflected in pupils' positive attitudes, good behaviour and excitement about planning the post national tests disco. The good quality of teaching in the Early Years Foundation Stage ensures that children quickly learn to work together, take turns and share equipment. They thoroughly enjoy activities indoors or in the spacious and well-organised outdoor area. Pupils' cultural development is good, demonstrated by their knowledge about different religions and experiences such as Indian cooking and Irish, Bollywood and Mexican dancing.

Behaviour and safety of pupils

One pupils' comment that 'There is a warm glow in school' was echoed by other pupils. This, and comments such as 'You make friends instantly here' clearly illustrate how much pupils enjoy school and respect staff. Virtually every parent said that they would recommend the school to others and that behaviour is good. Behaviour around school is usually exemplary with all playing well together and looking after one another. 'Bullying is rare' was a widely held view amongst parents, carers and pupils. Pupils understand the different types of bullying including name calling, racist and homophobic behaviour. They say their concerns are quickly and effectively dealt with by staff. Some pupils and their parents had concerns about behaviour in lessons. Pupils said that it was because they did not like people calling out answers rather than waiting to be asked. 'It takes people's thinking time' explained one pupil.

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Teachers have effective strategies for managing pupils' behaviour in class and there is a good atmosphere for learning in the school. Very occasionally instances of low level disruption occur when tasks are not challenging enough. Usually all pupils listen attentively and are quick to respond to class instructions. Their excellent attitude to learning and their willingness to work hard are key factors in sustaining good progress.

Pupils say that they feel safe and almost every parent or carer who responded agreed that the school keeps their children safe. Pupils are proud of their school and a widely held view is, 'we put the great into Greatworth!'

Leadership and management

The headteacher inspires confidence in everyone and her enthusiasm is a key strength, appreciated by all associated with the school. There has been no adverse impact on the smooth day to day running of the school since the collaboration began despite the added workload on the headteacher. This is due to the strength of teamwork and well-established management structures. The school has effective routines for monitoring, evaluating and acting on any identified weaknesses in performance. Effective professional development ensures that the quality of teaching successfully promotes pupils' good progress. The collaboration has resulted in a senior teacher being appointed to support the headteacher who currently is the only one to check on the quality of teaching. Developing the role of the senior teacher and staff with leadership responsibilities to share this role has been identified as a priority.

Members of the governing body are knowledgeable and fully involved in helping to monitor all aspects of the school, including through frequent visits. They use their wide range of professional expertise to challenge staff and drive forward improvements. This challenging approach is consolidating the school's good capacity for sustained improvement.

The curriculum is constantly being reviewed by staff so that it is exciting, interesting and relevant to pupils. Music has a high profile with all pupils being involved in learning to play an instrument. Parents recognise this 'has inspired a love of music'. Pupils have the opportunity to learn to speak French and attend the good range of after-school clubs such as basketball and gardening. Residential visits rotate each year between city, seaside and countryside and pupils are getting excited about their trip to Bath. Pupils' spiritual, moral and social development is promoted effectively. Most have a good understanding of different cultures through French and links with a school in Kenya. Topics ensure a good understanding of religions which are different from their own.

Arrangements for safeguarding meet requirements. Risk assessments, particularly for trips and residential visits are detailed and thorough. Promoting equality of opportunity and tackling discrimination are at the heart of the school's work. All pupils are included in all activities and closely supported whatever difficulties they

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may be facing. The school draws on a wide range of expertise to support and enhance provision for disabled pupils and those who have special educational needs. All staff are fully involved in helping to promote the excellent partnership the school has with parents and carers. Parents and carers unanimously agree that they are kept well informed. Volunteers regularly support learning and many parents join in with social and fundraising events.

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).

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.



21 May 2012

Dear Pupils

Inspection of Greatworth Primary School, Banbury, OX17 2DR

Thank you for your friendly welcome when I inspected your school. I enjoyed my time with you very much. A special thank you goes to those of you who shared your views with me about school. You told me that you feel safe and well cared for and I found evidence to support this view in lessons and around the school. Key strengths are your excellent attendance and the good progress you make.

I judged that your school is good. You clearly want to do well and most of you concentrate fully in lessons. Your behaviour is good in class and around school. I found that the things you learn about in lessons are usually well planned, challenging and interesting. Many of you told me how much you like your teachers and how they make learning fun. The good progress you make is because you work hard in lessons.

Your headteacher, all the staff and governors work exceptionally well as a team to make sure school is a great place to be. Every member of staff is involved in checking how well you are doing. However, at present, only your headteacher is checking on the quality of teaching and learning in lessons. I found that in a few lessons, some of you found mathematics work too easy and you are generally not doing as well in mathematics as in English. I have asked staff to add more challenge in lessons to see if this helps and to plan more opportunities for you to use your mathematics skills in other lessons. I have asked the senior teacher and staff to help your headteacher to check teaching and learning more often to make sure that it is as effective as it can be for everyone.

Congratulations on what you have achieved so far and best wishes for the future. I hope you all enjoyed your post SATs disco and that you will continue to work hard and enjoy school as much as you do.

Yours sincerely

Joseph Peacock
Lead inspector

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