

Church Gresley Infant and Nursery School

York Road, Church Gresley, Swadlincote, DE11 9QQ

Inspection dates

04–05 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from starting points which are below those expected nationally for their age.
- Teachers match work very effectively to pupils' individual needs. Lessons promote thorough learning and good understanding.
- The school is a calm and well-ordered community where behaviour is exemplary. Pupils greatly enjoy school and feel very safe there. The school is held in high regard by parents.
- School leaders keep a close check on the quality of teaching and pupils' achievement, so both are improving. Staff strive constantly to seek further improvements for the benefit of pupils.
- Governors know the school well and provide a high level of support and challenge.
- The school promotes pupils' spiritual, moral and social development well. Pupils enjoy a wide range of special events, visits and visitors.

It is not yet an outstanding school because

- A very small amount of teaching is still not good and there is not enough outstanding teaching to make progress outstanding.
- Although good overall, pupils' achievement in writing is not as good as it is in reading or mathematics.
- Opportunities for pupils to extend their horizons and develop their cultural awareness beyond the immediate community are underdeveloped.

Information about this inspection

- Inspectors observed teaching in all classes. They observed substantial parts of 19 lessons, two of them jointly with the headteacher, and made brief visits to several more. They closely examined the work in pupils' books.
- Inspectors held discussions with pupils, parents and carers, staff, governors, and an officer representing the local authority.
- Inspectors looked at a wide range of documents covering safeguarding and child protection, attendance, behaviour, pupils' progress and attainment, the work of the governing body, the school improvement plan, and the monitoring of teaching quality.
- The team consulted the Parent View website, where 29 parents and carers had posted responses to the online questionnaire, and considered 13 questionnaires completed by staff.

Inspection team

Richard Marsden, Lead inspector

Additional Inspector

Debbie Vials

Additional Inspector

Mark Cordell

Additional Inspector

Full report

Information about this school

- The school is larger than most infant schools.
- Most pupils are White British, with a very small minority from other ethnic groups, and very few who speak English as an additional language.
- The proportion of pupils for whom the school receives the pupil premium is broadly average. This is additional government funding for pupils known to be eligible for free school meals, those in local authority care and pupils with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school's current buildings are being replaced by a new school building which is due to open in October 2013.

What does the school need to do to improve further?

- Make all teaching at least good, and increase the proportion of outstanding teaching by ensuring that:
 - in all lessons, pupils are actively engaged in learning and are not required to sit and listen passively for too long
 - when teachers mark pupils' work, pupils understand and act on the advice they are given about how they can improve.
- Raise achievement in writing by giving pupils more opportunities to practise the skills of writing at length across a range of subjects, not just in English lessons.
- Extend pupils' cultural awareness by creating opportunities for them to interact at first hand with people from contrasting communities beyond the immediate locality.

Inspection judgements

The achievement of pupils

is good

- Children join the school with knowledge and skills that are below those expected for their age. They are well-below national expectations in language and communication skills. They make good progress as they move up the school.
- Pupils' attainment at the end of Year 2 varies considerably from year to year, because of the different starting points of different cohorts. Although varying from below to above average, it is broadly average overall in reading, writing and mathematics. This represents good achievement for each group.
- There is no marked variation in achievement between boys and girls. Disabled pupils and those who have special educational needs also achieve well. Teachers identify their needs early and give them the extra help which they need.
- Pupils eligible for the pupil premium also receive good support from the individual and small group activities which the pupil premium has funded. By the end of Year 2 in 2012, the standards attained by these pupils were roughly half a term behind those of the other pupils in mathematics, one term behind in writing and two terms behind in reading. Given the lower starting points of these pupils, this still represents good achievement for them. The gap between their attainment and that of others was smaller than found nationally. This year, for current pupils in the school, the gap has narrowed further.
- Pupils read often both in and out of school and talk enthusiastically about how much they enjoy learning to read. Most, though by no means all, read regularly to an adult at home. Scores in the 2012 Year 1 national check on standards in phonics (the sounds that letters represent) were below average but, by the end of Year 2, reading standards are average.
- The most able pupils in Year 2 read fluently and with excellent expression. They show skills above those expected for their age. Less-able pupils in Year 2 read with more difficulty. They sometimes rush and 'guess' words rather than reading them properly. When asked, however, they can clearly show how they 'sound out' unfamiliar words using the techniques they have been taught.
- Pupils' achievement in writing is, in general, not as good as in reading or mathematics. In some classes, pupils have the chance to write at length across a range of subjects and in different styles but, in other classes, pupils only practise their writing skills in English lessons. This lack of consistency holds some pupils back.
- Achievement in mathematics is good because teachers relate mathematics to the real world and allow pupils to practise skills in many different ways. In one lesson in the Reception Year, for example, children engaged excitedly in counting, adding, subtracting and dividing activities as they made the arrangements for a tea party later in the week.

The quality of teaching

is good

- Teachers have high expectations. They expect pupils to concentrate hard and apply themselves well. Their subject knowledge is good and they give very clear explanations. They understand pupils' capabilities well and they make sure that activities are appropriately demanding for all groups of pupils.

- Teachers make good use of visual aids, computer technology and practical activities to ensure that lessons usually move at a good pace and engage pupils' interest. Most make good use of individual, paired and group activities to keep pupils actively involved in their learning.
- The way teachers use questioning in lessons is a particular strength. They ask questions which cause pupils to think deeply. They give pupils time to think before answering rather than rushing in with the first answer which comes to mind. Teachers use questions skilfully to check what pupils do or do not understand, and they reshape their explanations accordingly.
- Teaching assistants and other adults provide good support for disabled pupils and those who have special educational needs. They support pupils in class, as well as in one-to-one and small group activities. They are very well informed about pupils' needs, and are proactive and energetic in offering support and challenging them to do their best.
- Teaching is good in the Early Years Foundation Stage, where staff set the tone for the rest of the school. Teachers set high standards from the outset, instilling a love for learning into the children. They interact constantly with them, seeking out opportunities to develop the children's language, social and observational skills. Activities, both indoors and out, are purposeful and varied.
- Topics and tasks are chosen to interest both boys and girls and to make sure that no group feels left out. A Year 2 class, for example, were starting a history topic based on the Titanic. All groups of pupils engaged eagerly with their work because the teacher allowed them to find things out for themselves from the wealth of fascinating documents and other items which she provided.
- By contrast, in the very small number of lessons where teaching is not good, pupils are not so actively engaged. In one mathematics lesson, for example, pupils sat and watched as the teacher worked through too many examples at the front of the class while the pupils were itching to get on and practise on their own. This slowed the pace of learning.
- Teachers mark pupils' work conscientiously, giving lots of praise and encouragement as appropriate. Most pupils say that the feedback they receive helps them to improve their work. Some pupils, however, told inspectors that they did not understand the lengthy comments that some teachers put on their work or that they did not take any action as a result of their teachers' comments.

The behaviour and safety of pupils are outstanding

- Pupils are treated with respect and, in turn, they show outstanding levels of respect for each other and for adults. The school is a very calm and orderly place where teachers can teach, and pupils learn, purposefully and effectively. Pupils show an eagerness to learn in lessons. They are extremely polite and courteous as they move around the school
- Behaviour is managed exceptionally well. Staff are careful to make sure that on the rare occasions when a pupil misbehaves, this is not allowed to interrupt the learning of others. In discussions with inspectors and in their responses to the Parent View online questionnaire, all parents and carers, without exception, said that the school makes sure pupils are well behaved.
- Bullying and safety matters are covered very well in lessons and assemblies. Pupils say confidently that they feel very safe in school and that bullying is unknown. They express complete confidence in the staff to deal with such matters if they should arise.

- Pupils readily take on jobs and responsibilities within school. They develop great confidence and self-esteem as they serve, for example, as playground buddies, or on the school council. Pupils respond particularly well to opportunities to help people less fortunate than themselves through charity fundraising.
- The school gives strong support to pupils whose circumstances may make them particularly vulnerable, drawing effectively on partnerships with outside agencies as it does so. This support has enabled such pupils to play a full part in the life of the school and achieve in line with other pupils.

The leadership and management are good

- Leaders and managers have a keen insight into school's strengths and weaknesses. They keep all aspects of its work under close scrutiny. The headteacher and staff have high ambitions for the school and its pupils.
- The school has an ambitious but realistic development plan. The performance of staff is monitored rigorously. Teachers' pay rises are carefully managed, and promotion is only given when the impact on pupils' achievement shows that it is fully deserved.
- Good staff training has led to improvements in, for example, the teaching of reading and mathematics, and the tracking of pupils' progress so that staff can swiftly identify any who might be falling behind and take appropriate action.
- The school engages well with parents and carers, and is held in high esteem by them. Some parents serve as volunteer helpers. Parents speak highly of the information the school gives them to help them understand its work and how they can support their child's education.
- The local authority judges the school to be good and, appropriately, gives only 'light touch' support. However, staff and governors value the training it has provided. The local authority also enables teachers to compare the standards they apply when they assess pupils' levels with those applied nationally. As a result, teachers can give pupils and their parents an accurate view of how well pupils are doing in comparison with pupils elsewhere.
- Pupils learn a broad range of subjects, and there are out-of-school activities in, for example, sport and music. Special events, such as History Day (with historical costumes for staff and pupils) and Mathematics Week, provide memorable experiences for pupils and bring learning to life. Visiting speakers and cultural and recreational visits enrich pupils' education.
- The school promotes pupils' spiritual, moral social and cultural development well overall. Pupils have opportunities for reflection in assemblies and at other times. They learn about different people's cultures and beliefs. They do not, however, have the opportunity to meet and interact at first hand with children and adults from contrasting communities beyond the immediate locality. This narrows their horizons and limits their cultural understanding.
- Leaders make very sure that there is no discrimination of any kind. All pupils, regardless of background or need, have full access to everything the school offers. Child protection and safeguarding have high priority and are kept under stringent review. All legal requirements are met and leaders ensure that good practice prevails.

■ The governance of the school:

- The governing body is well organised. Governors understand the school and are aware of its strengths and weaknesses, and how data about its performance compare with schools nationally. They understand how the school monitors teaching and takes action to bring about improvement where needed. They provide good support for the headteacher and can show how they have challenged decisions in order to secure the best for pupils. Some governors are involved with the day-to-day work of the school, serving as classroom volunteers, for example. Governors make formal visits, where they see lessons, hold discussions with staff, produce reports and agree targets for ongoing improvement. Governors know how finances, including the pupil premium, are used to close the gaps in achievement between different groups of pupils. They ensure that staff pay rises relate closely to pupils' achievement. Governors make sure that the school's arrangements for safeguarding children fully meet national requirements, that all adults who work with pupils are checked for suitability, and that all pupils are kept safe.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112634
Local authority	Derbyshire
Inspection number	412575

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	334
Appropriate authority	The governing body
Chair	John Nancarrow
Headteacher	Louise Mansell
Date of previous school inspection	09 December 2008
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