

# Exton and Greetham CofE Primary School

Garden Road, Exton, Oakham, Rutland, LE15 8AY

**Inspection dates** 26 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good in English and mathematics.
- Children make good progress in the Early Years Foundation Stage, especially in learning their letters and sounds.
- Good teaching is strong in improving the key basic skills in reading, writing and mathematics.
- Pupils behave well, feel safe in school and believe that it is a good place to learn.
- The acting headteacher has been determined to make improvements in pupils' achievement and the quality of teaching.
- The staff know the pupils very well and check their progress often so that any pupil falling behind is supported and helped to catch up.
- The governing body has made improvements to its committee structure and has a good understanding of the school's performance.

### It is not yet an outstanding school because

- There is some inconsistency in the quality of teaching between Key Stage 1 and Key Stage 2.
- Pupils are sometimes not clear about what they are expected to achieve by the end of each lesson.
- Marking does not always show pupils how to improve their work.
- The quality of handwriting and presentation is uneven across key stages.

## Information about this inspection

- The inspectors observed the lessons of two teachers and support staff in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2. The Key Stage 2 observations were conducted jointly with the acting headteacher.
- The inspectors heard children read from Key Stage 1 and Key Stage 2.
- The inspectors met with the school council and a random sample of pupils.
- Discussions were also held with the Chair of Governors, acting headteacher, school business manager and a representative from the local authority.
- The inspectors reviewed the school's data on pupils' current progress, leaders' reports on lesson observations, the school's improvement plan, planning and monitoring documents, documents relating to safeguarding, and records relating to behaviour and attendance.

## Inspection team

David Berry, Lead inspector	Additional Inspector
Jane Brothers	Additional Inspector

## Full report

### Information about this school

- This is a very small village primary school.
- There are two classes comprising of Reception/Key Stage 1 and Key Stage 2. During the day, pupils in Key Stage 2 attended a rehearsal for a dance festival.
- The closure of Joint Force Harrier Cottesmore in 2011 has led to a decline in the number on roll.
- Most pupils are of White British heritage and the vast majority speak English as their first language.
- The proportion of pupils known to be eligible for the pupil premium (additional money to support those pupils known to be eligible for free school meals) is lower than the national average.
- The proportions of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The governing body is currently in the process of appointing a permanent headteacher.

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

- Improve the quality of teaching so that it is more consistent by:
  - making clear to pupils what they are expected to achieve by the end of each lesson
  - ensuring that marking in all subjects tells pupils how they can improve their work and then allowing them time to do it
  - ensuring the quality of presentation and handwriting are consistently good in all books.

## Inspection judgements

### The achievement of pupils is good

- The small groups of children that annually join Early Years Foundation Stage vary in skills and knowledge. As a result of good teaching, the deeply caring environment and a thorough understanding that all adults have of individual children's needs, all children make good progress whatever their starting points.
- A noticeable strength of Early Years Foundation Stage is how well children do in their reading and writing. For example, children effectively applied their knowledge of phonics (sounds that letters make) when tackling mathematical problems. Also, children's own writing books showed evidence of good progress.
- In Key Stage 1, the good start that children make to school continues. Their knowledge and understanding of reading, writing and mathematics are good. Pupils are enthusiastic about reading. They are able to read with expression complex words once they have broken them down and put them back together. Pupils use and apply these skills across other subjects very well. As one pupil stated, 'Reading is my favourite thing in school'.
- In Key Stage 2, pupils continue to do well and by Year 6, pupils have made good progress in their reading, writing and mathematics. A particular strength is the focus on the accuracy of their writing and the good understanding of grammar and punctuation that pupils show.
- The most-able pupils enjoy the challenges set by the teacher. In a Year 1 lesson, the pupils had to focus on multiplication and division problems. Although the lesson was demanding, the children resiliently stuck to the task and accurately evaluated their understanding of the questions.
- Marking is used very effectively in Key Stage 1 in all subjects. Although the quality of the teacher's marking is effective in the writing and English books in Key Stage 2, there is variation in the quality of marking and how pupils respond to it in some of the other subjects. Equally, the quality of presentation and handwriting varies in Key Stage 2.
- Disabled pupils and those with special educational needs make good progress because they receive good support and guidance from their teachers and teaching assistants.
- The small numbers of pupils eligible for the pupil premium make similarly good progress as the rest of the pupils. In lessons observed, a teaching assistant often provided small-group support. The support the pupils receive is carefully evaluated and shows that they are doing well.

### The quality of teaching is good

- Observations of lessons, talking to pupils, evaluating the progress that they make in their books and school records show that teaching over time is good. However, there are some inconsistencies in teaching between Key Stage 1 and Key Stage 2.
- The quality of teaching in the Early Years Foundation Stage and Key Stage 1 is good and some is outstanding. The teacher and support staff have an excellent understanding of the needs of each child and they plan work accordingly. On looking at pupils' books, it was clear that work is planned carefully and that it matches the needs of all pupils.

- In a lesson observed in the Early Years Foundation Stage, children were encouraged to match items for 'three bears'. The support assistant emphasised very well the importance of accurate mathematical language. The children enjoyed being asked questions that made them think and were fully engaged in solving the problem.
- Teachers' accuracy and knowledge of checking pupils' progress in the Early Years Foundation Stage and Key Stage 1 are very good. Targets are used rigorously and they help pupils improve their learning. The teacher and other adults really know their pupils. The quality of marking seen in the books provides several prompts and questions for pupils to reflect upon. Pupils were able to talk about these questions and how they like the challenge of learning being hard.
- In Key Stage 2 there is a lack of consistency in some books. This was apparent in the themed books, some mathematics books and the science books. Some of the marking did not extend pupils or show them how they could improve their work.
- Teachers' planning is good and takes into account the needs of pupils in mixed-age classes as well as by ability. However, planning does not consistently make it clear what pupils should learn by the end of the lesson, which means that they do not always do as much work as they could.
- Teachers focus extremely well on different groups of pupils. In a Key Stage 2 lesson, the pupils were required to write a setting based on a well-known story. The teacher explained the aims of the learning well and supported all groups of pupils throughout the lesson. For the most able, he encouraged them to use a wide range of vocabulary to make their writing both lively and interesting.
- A real strength of the school is the warm and welcoming atmosphere that values all pupils. Attractive displays, an emphasis on the arts and good use of resources all add to the good teaching observed. The outdoor space for younger children in the Early Years Foundation Stage is particularly good. This well-equipped area was used extremely well. It was noticeable how well children and pupils cooperated and supported each other.
- Teaching assistants ably support disabled pupils and those with special educational needs in class and in small groups outside. In a Key Stage 2 lesson, the teaching assistant supported a small group of pupils and helped them to make good progress in their recording of ideas for a story.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good both in lessons and around the school. Over time, there have been no exclusions and the school's records show no bullying and hardly any behavioural issues.
- Pupils have a good understanding of the different forms of bullying, especially cyber bullying. They are clear about what to do in the event of any bullying. Pupils strongly believe that there is no bullying in school.
- The school's work to keep pupils safe and secure is good. Pupils feel safe in school and are confident that they can speak to any adult should they need help. Key Stage 2 pupils talked about a school trip to the 'Warning Zone'. They explained how they learned about 'stranger danger' and substance abuse.

- In the Early Years Foundation Stage, children make good progress in their personal, social and emotional development and learn well from being in a class with pupils from Years 1 and 2.
- Pupils work well together in lessons, building upon their learning and social skills. They try hard and generally remain focused when the work becomes too difficult. Nevertheless, some younger children in Key Stage 2 can become restless when they have finished the tasks set by the teacher.
- The school council are highly effective. They were able to discuss a wide range of events and activities that they have participated in which includes cake sales, 'Sports Relief' and creating posters. As one pupil stated, 'We are a kind and friendly school where everyone supports each other'.
- All pupils attend daily acts of collective worship. This helps them to learn important lessons that support their spiritual, moral, social and cultural development.
- Attendance is below average because the attendance of a very small number of pupils is irregular. The school is working hard to improve this situation. Pupils' punctuality is good.

### **The leadership and management are good**

- The acting headteacher, supported by a dedicated staff team, are keen to stabilise and improve the school after a period of uncertainty related to the school's future. The school has addressed all issues from the previous inspection.
- The quality of teaching is good as a result of accurate monitoring and appropriate training for all staff. The school has sought to improve writing further and has taken steps to be more consistent between Key Stage 1 and Key Stage 2. This is apparent in the improved quality of marking and presentation in most books. Nevertheless, there is still more work to be done to ensure consistency in presentation of pupils' work, handwriting and marking in some subjects.
- The school's view of its own effectiveness is accurate and links well with its plans for improvement. The acting headteacher's judgement on the quality of teaching in the school correctly identifies what needs to improve. Although there is regular checking of the quality of teaching in lessons, teachers' planning does not always make clear what pupils are expected to achieve by the end of each lesson.
- The management of teachers' performance and progression up salary scales are linked to pupils' achievement and the quality of teaching.
- The local authority has provided good termly support for the school. The support has focused on assisting the acting headteacher in her new role. A substantial part of the governing body and headteacher's time has been spent on exploring the future direction of the school.
- The school ensures equality of opportunity for all its pupils and discrimination in any form is not tolerated.
- The pupil premium is spent effectively on extra support for eligible pupils in small-group sessions. The headteacher checks on their progress and she is able to show the positive impact of the support that is provided.

- The school uses the primary sports funding effectively. The school is visited by a coach who works with all pupils. The school also offers a range of activities for its pupils. Pupils were able to talk positively about the impact of the additional funding.
- The school prepares pupils well as they move through the Early Years Foundation Stage, Key Stage 1 and Key Stage 2. The school welcomes a variety of visitors. Moreover, it seeks to work with the wider community and is involved in raising funds for the local church and different charities. The school is proud of being the only recipient in Rutland of a national singing award. The school is keen to work collaboratively with other successful schools.
- Pupils are taught all the subjects to which they are entitled and teachers give them good opportunities to use and apply key English and mathematics skills in other subjects.
- The development of pupils' spiritual, moral, social and cultural development is very important to the school. As a result, pupils' personal development is highly effective and pupils develop into confident, enthusiastic and inquisitive learners.
- **The governance of the school:**
  - The small governing body has steered the school through a difficult period with the retirement of the previous headteacher and the decline in pupil numbers. Nevertheless, with considerable resolve it has stabilised the school and is keen for it to improve further. Governors check pupils' achievement and ask the headteacher to account for any underperformance. They have a good understanding of how the pupil premium funding is spent and its impact on the progress of these pupils. A reorganisation of committees now provides a sharper focus on standards and the performance of teachers. Governors ensure that the school complies with all requirements for safeguarding and child protection.

## 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

<b>Unique reference number</b>	120178
<b>Local authority</b>	Rutland
<b>Inspection number</b>	440562

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	37
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Chalkley
<b>Headteacher</b>	Megan Davis
<b>Date of previous school inspection</b>	17 May 2011
<b>Telephone number</b>	01572 812380
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