



Church Gresley Infant and Nursery

Inspection Report

Unique Reference Number 112634
LEA DERBYSHIRE LEA
Inspection number 278979
Inspection dates 12 September 2005 to 13 September 2005
Reporting inspector Mr. Geof Timms LI

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

Type of school	Infant	School address	York Road
School category	Community		DE11 9QQ
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01283217357
Number on roll	293	Fax number	01283217357
Appropriate authority	The governing body	Chair of governors	Mrs. J Lane
Date of previous inspection	24 January 2000	Headteacher	Mrs. Louise Mansell

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a large infant and nursery school serving a mixed area in south Derbyshire. Pupils come from a range of backgrounds. The large majority are white British with a very small number of mixed or Asian heritages. Very few pupils are new to English. The school has a very small number of pupils who are looked after by the local authority. The number of pupils eligible for free school meals is below average. Fewer pupils have learning or physical difficulties than in most schools. The movement of pupils to and from other schools is not significantly different from other schools.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Church Gresley Infant and Nursery School is a good school and is continuously searching for ways to improve further. The inspection findings support the school's assessment of its overall effectiveness. The school provides good value for money and a good quality of education because it is well led by the head teacher. The school runs very smoothly and pupils are well prepared for the next stage in their education. Parents are very satisfied with the school. Overall standards are broadly in line with those expected and this reflects the good progress pupils make from when they start school. Speaking and listening skills require further improvement, as do opportunities for pupils to use their skills in mathematics and science for investigating and problem-solving. Pupils are well cared for, including those with learning or physical difficulties, or those from other cultural or ethnic backgrounds. The teaching has a positive impact on the progress made by pupils and their attitudes towards school. The curriculum is good overall, and the school provides a very wide range of good extra-curricular activities. The provision in the nursery has improved since the last inspection. The planning is sound, and the adult support and teaching are good. This is also true of the reception classes, although these do not have such easy access to outdoor resources and activities. Improvement since the last inspection has been good. The issues raised have been addressed effectively, although more remains to be done to continue the improvements made in information and communication technology (ICT). The school is clearly able to improve further in the future and to become even more successful in raising pupils' standards.

What the school should do to improve further

- Raise standards in children's speaking and listening skills.
- Develop the children's abilities in applying and using their skills, and solving problems in mathematics and science.
- Continue to develop the provision in ICT and raise standards further through better planning and use of equipment across the curriculum.

Achievement and standards

Grade: 2

The available school data show that most pupils make good progress and the inspectors agree with this analysis. Children start at the school at an early stage of learning and have much ground to make up. In particular there are weaknesses in their personal and social skills, and in their speaking and listening. They make good progress throughout the nursery and reception classes. By the time they start in Year 1, some have reached the expected levels, although for the majority, speaking and listening skills are still below those typically found at that age. The progress of pupils in Years 1 and 2 continues to be good and almost all achieve well by the time they leave the school. Standards in mathematics and reading have improved over the last year, while standards in writing have fallen slightly over the last two years, although they remain at a broadly average level. The inspection supported the school's view that pupils make

good progress. Provision for ICT has improved but standards remain broadly in line with those expected for children of this age. The school sets challenging targets for individual children and these are usually met and sometimes exceeded. The small number of children at an early stage of learning English, and those in local authority care, are well supported and make equally good progress, as do those with learning or physical difficulties.

Personal development and well-being

Grade: 2

The school offers individual pupils a good level of care. Pupils behave well in and out of classrooms. They have clear rules and routines and they understand what is considered good or less acceptable behaviour. Pupils who spoke to inspectors were aware of very few incidents of bullying. They enjoy being at school and speak highly of how well teachers help them. Pupils have good attitudes towards school and take a full part in lessons. They have good opportunities to take part in sport and exercise and, from their earliest days in school, they learn about ways to stay healthy. For example, the school puts a high focus on their eating healthy snacks such as fruit and drinking water. Pupils know how to keep themselves safe. The quality of pupils' moral and social development has been maintained at the very good level found at the last inspection. Their cultural development has improved and, together with their spiritual development, is now good. In the playground, a buddy system and 'friendship stop' help to ensure that children are not isolated or have no-one to play with. The school has plans to develop a school council and this should provide more opportunities for children to take responsibility. The school works hard, in partnership with parents, to ensure good attendance. Current attendance figures are broadly average.

Quality of provision

Teaching and learning

Grade: 2

The inspectors agree with the school that the quality of teaching and learning is good. This is the key reason for pupils' achieving well. In the nursery and reception classes there is often a buzz of excitement as children take part enthusiastically in a good range of imaginative tasks. Pupils in Years 1 and 2 talk enthusiastically about how teachers make learning fun and enjoyable and how it 'really gets them thinking'. The high quality relationships, classroom management skills, and lessons that are often laced with good humour, help the pupils to succeed. Staff are always ready to go the extra mile to help bring learning to life. Teaching is often lively and animated, and seizes and maintains the interest of the pupils. Teachers use a wide range of teaching strategies appropriate for different tasks and different pupils' learning styles. However, teaching does not consistently provide enough planned opportunities for pupils to develop their practical and problem-solving skills in mathematics and in science or to put pupils' ever improving computer skills to good use in other subjects of the curriculum. This has been recognised by the school. There are good and robust

procedures for assessing and tracking pupils' progress. Teachers use this information well to identify pupils who are not doing as well as or, at times, better than expected and to plan work that supports or challenges such pupils more effectively. The school pays good attention to comparing how well girls and boys are doing and to checking whether the less able progress as well as the more able. The marking of pupils' work is satisfactory.

Curriculum and other activities

Grade: 2

The curriculum is good because it is lively and interesting. Nursery children get off to a flying start as they learn through a good variety of stimulating, practical experiences. There is a strong focus on encouraging children's personal development through sharing and through learning to take turns. This successful curriculum is skilfully developed further in the reception classes, where children experience an exciting balance of work and play. For example, they are learning to make choices as they are encouraged to contribute to the selection of new resources such as playground equipment. Year 1 and 2 pupils enjoy their learning because their curriculum is carefully planned and they are taught to build successfully on their earlier experiences. ICT provision has improved significantly but could be used more in all subjects. There are not enough planned opportunities for pupils to use their investigative and exploratory skills in science and mathematics. Numerous enticing events such as history days, maypole dancing and science weeks make the pupils' learning fun and sustain their interest and enthusiasm. A wide variety of clubs, visits and visitors ensures pupils find learning exciting and relevant. Almost all of the parents feel that the work children do is varied and interesting and that their children learn a lot and make good progress. The inspectors agree with them.

Care, guidance and support

Grade: 2

The school cares well for all its pupils and is always ready to recognise and celebrate their individuality. Staff know pupils and their needs well. Pupils are keen to point out that there is always someone to turn to if they have any worries or concerns or on the rare occasion that bullying occurs. Good procedures are in place for child protection and are swiftly put into action if needed. The school has established strong links with many support agencies, which helps pupils with learning or personal problems to take an active and enjoyable role in all that the school has to offer. Teachers set demanding but achievable targets for pupils in their work and pupils always try to rise to the challenge. The high priority that the school gives to pupils' well-being is shown in the way it encourages pupils to follow a healthy lifestyle and to care and lookout for one another. The way pupils are helped to learn the basic skills, and the opportunities for working together, provide a good preparation for their future education and life beyond school.

Leadership and management

Grade: 2

Leadership and management are good. The head teacher has worked very hard since the last inspection to improve provision in some significant aspects. The parents' views are very positive and almost all of them think the school is well led and managed. Together with the senior management team, the head teacher has created an ethos where all staff work together well to find ways to improve. The leadership and management of the nursery have improved and this is having a positive impact on the progress made by the youngest children. The school is good at working out what it does well and what it needs to do to improve. The school improvement planning, which is well monitored by the governors, is correctly focused on addressing weaknesses and maintaining strengths. The subject leaders have improved their role since the last inspection by developing the ways they monitor and improve teaching and learning throughout the school. Governance is effective. The governors have an efficient and effective structure, although they are aware that their monitoring tends to be informal and some large spending decisions, such as that for ICT, need more formal evaluation. They are committed to the school and aware of important strengths and weaknesses, such as the need to improve speaking and listening. All pupils are treated equally. When the school has had very talented or gifted pupils they have been given good opportunities to develop their talents.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	NA
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school when we visited. It was a pleasure to talk to some of you and to watch you working and playing. This letter is to tell you about some of the important things we saw. You are very lucky at your school because the head teacher, teachers and other adults all look after you well. They encourage you to be healthy and to stay safe, and ensure you have good opportunities to learn new things. Some of you told us how well you thought the teachers helped you learn. You behave very well most of the time and this makes it easier for the teachers to teach and for you to learn. You don't like it when people do not behave well, but you know what to do if they don't. You enjoy looking after each other, such as when you are playground buddies. You are also very interested in things and like taking part in the clubs, trips and other exciting things the school provides for you. Your teachers are keen to make the school even better for you. We think that to do this they need to help you get better at talking and listening, to each other and to adults. You need more chances to use your number skills and science knowledge to solve problems and investigate things. It will also be good if you can use the computers and other electronic things in more lessons. It was good to find out that so many of you were happy at school, and that your parents said you were happy there as well. Keep working hard and be good at Church Gresley!