



Greenford Church of England Primary School

Inspection Report

Unique Reference Number 113762
LEA Dorset
Inspection number 279240
Inspection dates 3 May 2006 to 3 May 2006
Reporting inspector David Curtis AI

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

Type of school	Primary	School address	Chilfrome Lane
School category	Voluntary controlled		Maiden Newton
Age range of pupils	4 to 11		Dorchester, Dorset DT2 0AX
Gender of pupils	Mixed	Telephone number	01300 320644
Number on roll	98	Fax number	01300 320644
Appropriate authority	The governing body	Chair of governors	Mr S Huges
Date of previous inspection	30 October 2000	Headteacher	Mr M F Atkinson

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small village primary school. Most pupils are of White British heritage. The proportion of pupils with learning difficulties is below the national average. Very few pupils are entitled to free school meals. Children start school with broadly average standards. The number on roll has fallen over the last few years because of demographic reasons.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school that gives good value for money. Inspection evidence endorses fully the school's view of its own effectiveness as good.

By the end of Year 6, standards are generally above average and pupils make good progress. Boys do not achieve as well as girls in writing, although the gap is closing. Boys are not always involved in question-and-answer sessions in class as much as they could be. Pupils make particularly good use of literacy skills, especially in science and history. Standards in information and communication technology (ICT) are very good and significantly better than at the time of the last inspection. The quality of provision and standards in the Foundation Stage are good.

Pupils really enjoy school, especially lessons. Through the school council, pupils feel they have a very good voice in the day-to-day life of the school. Attendance is good. Teaching and learning are good. Teachers' subject knowledge is strong and they use marking and assessment effectively to tell pupils how well they are doing. The curriculum is outstanding, especially the range and quality of extra-curricular activities. Care, guidance and support are good, with every child valued as an individual. An excellent emphasis is placed on the importance of staying healthy.

Leadership and management are good. The school really knows itself and its self-evaluation is robust and accurate. The current school improvement plan has too many targets. The means by which targets are measured are not precise enough in relation to standards. The school has very good capacity to build on its successes and the improvements made since the last inspection.

Parents are very supportive of the school. As one wrote, 'We would recommend anyone to send their child to Greenford School'

What the school should do to improve further

- Build on the successful initiatives in place to improve boys' writing.
- Involve boys more fully in question-and-answer sessions in class.
- Ensure that the issues identified in the school improvement plan are realistic and achievable and that their success can be measured in relation to improvements in standards.

Achievement and standards

Grade: 2

Pupils make good progress and reach standards which are generally above average, with none significantly below, by the time they reach Year 6. Targets for the current Year 6 are particularly challenging, with all pupils expected to achieve Level 4 in the national tests. Targets in recent years have been met. Children make a good start in the Reception class, particularly in communication, language and literacy and in mathematical development. Across the school, boys have not achieved as well as girls,

particularly in writing. Boys do not make sufficient contributions in question-and-answer sessions. As the result of good action taken by staff to improve teaching and learning, the gap is narrowing. Pupils are confident in speaking and listening. They listen to and value the opinion of each other. Reading standards are very good, although more need to project their voices when reading to an audience. Pupils with learning difficulties and disabilities make the same good progress as their peers.

Pupils' use of literacy skills in other subjects is good. In Year 2, work is of a very high standard, as seen, for example, when writing about snails. In Years 5 and 6, pupils have produced impressive individual projects on the Tudors. Standards in ICT are now very good. The exceptionally high-quality school newspaper produced by pupils received a 'commended' in a competition run by the TES (Times Educational Supplement).

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They are very enthusiastic about school and really enjoy lessons. As one pupil said, 'It's not just sitting and listening!' Relationships and behaviour are very good. Pupils particularly enjoy commenting on each other's work. On occasions, boys could be more enthusiastic in contributing to class discussions. Attendance is good. Parents confirm that their children like school.

Spiritual, moral, social and cultural development is good. Pupils reflect on issues which are important to them through worship and in lessons. They know right from wrong. Pupils relate particularly well to each other. They welcome visitors and enjoy taking responsibility, an area much improved since the previous inspection. Pupils have a good understanding of life in Britain and of multi-cultural aspects represented.

Pupils talk most confidently about the importance of healthy eating and regular exercise. Sport features highly in their school life, including the daily 'Huff and Puff' session. They understand the importance of staying safe. Pupils regularly take part in sporting events within the community. The school newspaper produced by the pupils is sold in the village shop and pupils develop a good understanding of business opportunities through this. The school council prepares pupils well for life in a democratic society. Good skills in literacy, numeracy and ICT mean that pupils are prepared successfully for their future role in society.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good throughout the school. Teachers plan thoroughly and share the aims of the lesson with pupils. New vocabulary is emphasised and other key words revised. Pupils like their lessons because they have a chance to be actively involved, to do things practically and to use the interactive whiteboards. They feel the

teachers want them to do their best. Lessons are very well resourced and classrooms are made lively with helpful displays. Teaching assistants are well briefed and help individuals or groups with confidence. Behaviour is well managed, often just by making sure the lesson is interesting, has variety and the tasks are suitable for the pupils' abilities.

Lessons have very good introductory activities and end with good reviews of key ideas. Pupils make good progress in lessons, although there are occasions when the insufficient involvement of boys in question-and-answer sessions holds back their learning. Generally, work in pupils' books shows impressive improvement from one term to the next, although the standard of boys' writing sometimes detracts from this. The teachers' comments on their work are encouraging and often point out how to improve. Pupils know their targets in many subjects and have a feel for how well they are doing. This begins in Reception, when they are asked to tick off the activities they have been involved in during the day and to talk about what they have most enjoyed.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. In the lively, attractive Foundation Stage classroom the curriculum varies with the needs and interests of the children. Different elements of the foundation curriculum are interwoven to provide exciting lessons. In lessons in Years 1 to 6, applications of literacy or numeracy skills, or knowledge from other subjects, are always well emphasised. Where necessary, the curriculum is adapted imaginatively to give able pupils the chance to tackle more advanced ideas and to help less able pupils understand and make progress at their own speed. Computers and interactive whiteboards are used exceptionally well to make the curriculum come alive.

Pupils love the 'circus skills' lunchtime club and the many other activities available at lunchtime or after school. The curriculum is made more meaningful and linked to the world beyond school by visits from artists, theatre groups and sportspeople. Pupils take part in trips to theatres, museums and sporting events, culminating in Year 6 with a residential week in an urban environment. The curriculum is planned so that it contributes strongly to the emphasis on healthy eating and regular exercise.

Care, guidance and support

Grade: 2

Care, guidance and support are all good. The school takes great care to ensure pupils' safety. In Reception, children already talk about safe places for the three bears to walk. Older pupils are gradually given more responsibility and chances to work on their own and in teams. Child protection procedures are secure and all staff have received the appropriate training. There are effective systems in place to manage risk assessments. Bullying is rare and swiftly dealt with. Healthy living and eating are actively promoted in lessons with apt references to reinforce their importance. The school council feels that its views are listened to. Representatives talk confidently about many things which have been improved around the school at their suggestion. Pupils are aware of their targets in most subjects. They are profitably involved in

deciding whether or not they have been achieved. The least able are well supported. Teachers keep very good records of pupils' achievements. Parents have confidence that their children make good progress. There are various rewards systems but pupils and the school council feel it is easier to be rewarded in some classes than others, and that diminishes their value.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has established a team that is dedicated to the pupils and to achieving high standards. There is a shared vision and enthusiasm that is aimed at providing each pupil with the opportunity to give of his or her best. The headteacher, through his regular teaching, has a detailed understanding of the needs of all pupils. This is a school that really knows itself well. Its self-evaluation is accurate. However, the school improvement plan is currently overambitious, with too many issues. It does not have precise enough targets against which success can be measured.

Parents and pupils are consulted regularly about the school. As the result of parental wishes, a curriculum evening was introduced at the start of the school year. Through the school council, improvements have been made to the toilets and playground.

Governors are very supportive of the school and really challenge leadership and management. They are fully aware of the need to improve boys' writing and the quality of the school improvement plan. Budget management is prudent, especially in managing a period when the numbers on roll are falling.

The improvement in ICT provision and standards is a very good example of how the school can improve. It is now a leading school for ICT in the county. The headteacher, staff and governors clearly have the capacity to secure further improvement.

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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	2	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	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	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?	1	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	Yes
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 very much for making us feel so welcome when we visited your school. Thanks too to the school council for giving up part of their lunchtime to meet with my colleague.

You are very lucky to go to such a good school. You told us that you like school and find lessons interesting and enjoyable. In Reception and Years 1 and 2 you really enjoy learning. In lessons, you work hard and behave very well. We particularly liked the way in which you work with each other, especially in Year 5 and 6 when you mark each other's work. The work you do in ICT is of a very high standard. Your school newspaper is excellent and well done for getting a 'commended' from the Times Educational Supplement. Some of the writing you do is of a good standard, particularly the writing you do in science and history. We noticed how much you like sport and the many clubs you can attend. The school council works hard for you and we were pleased to hear that they helped to make sure the toilets were improved.

There are a few things that could be improved. Although boys are trying much harder with their writing, they could do even better. Boys could also be more enthusiastic in asking and answering questions in lessons. We have also asked your teachers and governors not to give themselves too much to do in their plans to improve your school even more.