



Gilmorton Chandler CofE Primary School

Inspection Report

Unique Reference Number 120203
LEA Leicestershire
Inspection number 280761
Inspection dates 20 June 2006 to 21 June 2006
Reporting inspector Marianick Ellender-gele HMI

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

Type of school	Primary	School address	Church Lane
School category	Voluntary aided		Gilmorton
Age range of pupils	4 to 11		Lutterworth, Leicestershire LE17 5LU
Gender of pupils	Mixed	Telephone number	01455 552343
Number on roll	199	Fax number	01455 552606
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	3 July 2000	Headteacher	Mr Marie Sandford

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools and one Additional Inspector.

Description of the school

This average-sized primary school draws its pupils from seven villages south of Leicester. Children enter Reception with above average levels of knowledge and understanding. There are no pupils whose first language is not English and few children are from minority ethnic groups. The number of pupils with learning difficulties is average. The school has strong links with the local Anglican church.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Gilmorton Chandler is a good school providing good value for money. It judges its own effectiveness accurately, although too modestly in some areas. The very strong leadership and determination of the headteacher and the excellent teamwork ensure that pupils achieve well and reach standards that are above average. The commitment from pupils and staff is very high. The school's caring, family ethos makes it a very safe and welcoming place to be. Pupils develop into mature and confident young people whose behaviour is outstanding.

The quality of teaching is good with some outstanding features. Lessons are stimulating and, consequently, pupils are inquisitive and eager to learn. Teachers set clear objectives and challenging targets. Each pupil's progress is checked very carefully and effective additional support is given to those who need it. The curriculum is accessible to all pupils and the range of extra activities is very good. Effective provision for children in Reception enables them to reach above average standards and they achieve particularly well in the social and communication skills. Standards further up the school are consistently above average and, to make these even better, the school has rightly identified the needs to strengthen writing and problem solving skills.

Pupils and parents are rightly very pleased with the school. Leadership and management are good at all levels. Since the previous inspection the school has improved its provision for the more able pupils and this is now good. Relationships with parents are also much improved and are now very good. The school has good capacity to improve further.

What the school should do to improve further

- Implement strategies that focus on the further development of writing and the reinforcement of problem solving skills.

Achievement and standards

Grade: 2

When pupils enter Reception their attainment is above average, particularly in their personal, social and emotional development. Pupils work well throughout the school so that by the time they are in Year 6 their attainment is high. Results in national tests are consistently above average and the school is on course to meet its challenging targets. High ability pupils do well, as do pupils with learning difficulties and/or disabilities, because of the effective support they get in the classroom or in small groups. The school has rightly identified the need to reinforce writing skills, because in 2005 the number of seven year olds reaching high levels in the tests (Level 3) was below average. Older children demonstrate high levels of skills and the school is seeking to consolidate problem solving skills further in order to meet the demanding 2007 targets set for the current Year 5. Standards in information and communication technology (ICT), an issue in the previous inspection, are much improved and are now good.

Personal development and well-being

Grade: 1

The pupils' personal development and well-being are outstanding. Children start school with above average personal and communication skills and these develop strongly throughout their time in school. In the Reception class they quickly learn the routines and are able to work very well independently and in groups. They are confident and comfortable in their environment and with their fellow pupils. Across the school, pupils develop very well socially. They work well together, often spontaneously offering to help each other. Older pupils help the younger ones. Relationships are exemplary. Pupils have a clear sense of right and wrong and gain moral maturity above their years. They have very good spiritual awareness fostered both in acts of worship and in lessons. Pupils have good knowledge of their own culture, promoted by visits to local places and have a growing awareness of the religious cultures of others. They really enjoy their time in school and behave very well in all aspects of school life. Attendance is good. Pupils understand how to keep themselves safe and live healthily. They have responded favourably to the improved school meals and take part in sporting activities with enthusiasm. Pupils play an active role in the life of the school with the school council being used well to involve them in school-wide consultation. Children work very effectively with the local community, for example working with the local church and helping to collect prodigious amounts of money for charities. They are given a very good start for the next stage of their education, having very good basic skills, including ICT and the essential abilities to work effectively with others.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good, with some outstanding features. This effective teaching, combined with the pupils' positive attitudes towards their work, explains the good progress that is made. Teachers have high expectations of what pupils can achieve and plan carefully to extend pupils' knowledge and understanding. The agreed strategies to consolidate writing skills now need to be applied more consistently. Teaching assistants provide very good support to the teaching team. Relationships are positive at all levels. Teachers use effective strategies to encourage and reward good behaviour and pupils respond very well to this. Another feature of the excellent teaching is the teachers' secure subject knowledge, which is reflected in the interesting work that they provide for the pupils. For example, in a literacy lesson the teacher expertly planned an activity to be reinforced through drama and this enthused pupils. In an ICT lesson the rigorous planning and the precise balance between support and independence encouraged pupils to work things out for themselves during the hands-on work on computers. By the end of the lesson pupils demonstrated excellent progress in use of spreadsheets to present data.

There are clear and well understood procedures for assessing pupils' work. These include regular assessment opportunities used well to ensure that the next stage of the work meets the specific needs of all pupils. Parents are kept very well informed about their child's progress. Pupils who have learning difficulties and/or disabilities are taught very effectively. Their individual education plans identify clearly where help is needed. Consequently they do well.

Curriculum and other activities

Grade: 2

Pupils make very positive comments about their experience at school. They find topics fun and are very appreciative of the learning opportunities offered outside lessons, for example on residential experiences or educational visits. These comments describe very adequately the broad, stimulating and well planned curriculum. Pupils' creativity is further enhanced by special topics, such as the Jaguar F1 project, and the good provision in sports, music and the arts. The skills gained in one subject, for example in ICT, are used well by pupils to extend their learning in other subjects. Planning now needs to include more opportunities for pupils to practise their problem solving skills. The personal, social and health development programme provides excellent opportunities for raising awareness of broader issues such as personal safety, relationships and the dangers of drugs and smoking. The range of educational visits and extra-curricular activities is very good. These broaden pupils' horizons and contribute to them becoming responsible, mature young people.

Care, guidance and support

Grade: 1

The school believes that every child is of the utmost importance and this is successfully reflected in its provision to ensure pupils' welfare and safety. Teachers and support staff know each pupil very well. Personal development and academic needs are regularly tracked and monitored. Targets set for individuals and groups are used well to support learning. As relationships in the school are so strong, pupils feel able to discuss any problems with an appropriate adult. Bullying is rare, although it is taken seriously and any incident is dealt with very effectively. Child protection procedures are fully in place and there is regular training on such issues. Pupils with learning difficulties and/or disabilities are given very good support and those with particular talents in, for example, art, music and physical education are well provided for.

Leadership and management

Grade: 2

The headteacher, appointed a year ago, has brought stability to the school after a prolonged period of unrest. Standards were not as high as they should have been and parents were becoming dissatisfied. The headteacher provides strong leadership. She has developed a very good vision of where the school should be going and put in place methods to bring this about. The leadership and management of the school are good.

Staff have been encouraged to take more responsibility and they have reacted with enthusiasm. Their performance is monitored well and teachers benefit from interaction with other schools and access to well targeted training. Subject coordinators continuously seek to raise standards by reflecting on the quality of provision and working purposefully with colleagues. The school ensures that all pupils are given the chance to take advantage of the education offered. Funds are employed to make the best educational use, guided by the priorities identified in the well designed school development plan. Governors, led by a highly committed and astute chair, are perceptive and undertake their duties effectively.

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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?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	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	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	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?	1	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	1	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. We very much enjoyed coming into your lessons and looking at your work. We especially enjoyed talking to many of you, and seeing you participate so well in your lessons and the many lunchtime activities.

You are working very hard and show great interest in your work. You learn well and make good progress. It is obvious that you enjoy school and look forward to coming each day. We thought that you were extremely well behaved, very polite and very helpful to each other and visitors.

We saw that you enjoy the interesting work your teachers give you, and the support that they provide in lessons to help you to do well. All the adults in school look after you very well and help you to feel safe and keep healthy. You really appreciate all the extra opportunities the school gives you, especially visits and clubs.

We have seen the good way in which your headteacher, staff and school governors run the school. We enjoyed looking at the colourful displays around the school and we learned a lot from them about what you do in school and on visits.

Your headteacher and teachers already know what they need to do in order to make your school even better. They know that they need to make sure that you improve your writing even more and that you practise your problem solving skills.

Good luck to you all in the future.

Yours sincerely

Marianick Ellender-Gelé Lead inspector