



The Little Gonerby Church of England Infant School

Inspection Report

Unique Reference Number 120600
LEA LINCOLNSHIRE LEA
Inspection number 280850
Inspection dates 22 May 2006 to 23 May 2006
Reporting inspector Mr. Keith Edwards LI

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

Type of school	Infant	School address	Sandon Road
School category	Voluntary aided		NG31 9AZ
Age range of pupils	4 to 7		
Gender of pupils	Mixed	Telephone number	01476 564112
Number on roll	178	Fax number	01476 564112
Appropriate authority	The governing body	Chair of governors	Mr. Robert Hearmon
Date of previous inspection	3 April 2000	Headteacher	Mrs. Elizabeth Wiggins

Age group 4 to 7	Inspection dates 22 May 2006 - 23 May 2006	Inspection number 280850
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves a suburb of Grantham. Almost all of the children live locally. Most of the pupils are of White British background and come from homes where English is the first language. Attainment on entry to the school is generally above average. The range of socio-economic circumstances is variable. The proportion of children entitled to a free school meal and the proportion with learning difficulties and disabilities, including those with statements of special educational need, is below that of most schools. The school was awarded 'Beacon' status after the last inspection. Although the school has had a history of stable staffing, there have been significant changes in the current academic year.

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 with outstanding features. The children achieve high standards year-on-year in reading, writing and mathematics as a result of the quality of teaching which is consistently good and the strong links with the parents. The personal development of the children is outstanding and they are very keen to learn. Attendance rates are high. The school provides a good level of care for its pupils and as a result the children behave well and make good progress in their learning. The quality of education in the Foundation Stage results in standards that are good although more work is required to develop the outdoor provision. The children continue to make good progress in Years 1 and 2 in reading, writing and mathematics because the teaching is good. However, the school could make more effective use of its assessment data when planning lessons and provide more effective feedback to the older children. The headteacher provides very effective leadership that has enabled the school to maintain high standards in many aspects of its work. Her colleagues provide good support. The headteacher has a good understanding of the school's strengths and those areas that require further improvement. There has been satisfactory progress since the last inspection and the school is well set for continuing improvement. The governors provide good support for the work of the school but need to develop their role further as critical friends. Nevertheless, the school is effective and continuing to improve. It provides good value for money.

What the school should do to improve further

- Improve the quality of teaching and learning through the more effective use of marking and the more effective use of assessment data when planning work for different groups of children. - Implement existing plans to develop an outdoor play area for the children in the Reception classes.

Achievement and standards

Grade: 2

The children reach high standards in reading, writing and mathematics. This is reflected in their results in the national assessments for children in Year 2, which have been consistently above the national average since the last inspection. In the 2005 tests, almost all of the children, including those with learning difficulties, achieved the expected level (Level 2) in reading and writing and a significant proportion achieved the higher Level 3. All of the children achieved the appropriate level or above in mathematics. The school anticipates that this outstanding result will be repeated in the current assessments and that its challenging targets will be met. Evidence from the children's work in their books strongly supports this view. Achievement is good. The children make good progress in each year group because the school sets high standards and the children work hard. They start with broadly above average skills when they enter the Foundation Stage and they leave the school with well above

average attainment. Boys and girls achieve equally as well. Furthermore, this good achievement is reflected in subjects such as science, art and music.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. The school has a very warm, positive and caring ethos. The children benefit hugely from a climate in school that strongly reflects its church status and enables the children to feel valued and to grow in confidence. The children have very positive attitudes to learning and they behave well. They are very clearly encouraged to work and play together safely and happily and know there are adults to turn to if they are unhappy. Support staff are effective in helping children to defuse conflicts and older children act as monitors and playground helpers. The 'R time' project, in the personal, social and health education programme, helps further social and communication skills and improve playtime behaviour. Attendance rates are well above average. The children's spiritual, moral, social and cultural development is outstanding. Children and staff find great joy in singing together in close harmony and this strongly supports the children's spiritual development. Displays of their artwork reflect a wide range of cultures and traditions. Children are proud of their efforts to support a range of charities and really enjoy their links with the local community, including the Grantham Rotary Club. Although there is no formal School Council, the children feel that their voice is heard and that their ideas are followed through. The school is active in promoting the benefits of a healthy lifestyle and encourages physical activity, for example through the development of a trim trail in the grounds, and healthy choices for packed lunches. The children receive a thorough grounding in the basic skills of literacy, numeracy and information and communication technology (ICT).

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning are good. The quality of the teaching is underpinned by the warmth of the relationships, both with the children and with their parents. For example, the strong home-school links and homework contribute much to the children's progress, particularly in literacy and numeracy. Staff are very successful at motivating their classes and make sure that lessons have good pace. Much is expected of the children in every lesson. Teaching assistants are deployed effectively, particularly to support those children who find learning difficult. The teachers provide the children with good feedback on their progress through discussions of their work but are less effective with their formal marking in the children's books, particularly in Year 2. Planning is shared by staff in year group teams, which is effective in ensuring equality of opportunity. The children enjoy the independent learning tasks, open-ended role play and problem solving activities that are particularly evident in Reception and Year 1. However, more could be made of assessment data to ensure that planned

activities are matched more closely to different ability groups, to ensure challenge for the higher attaining children and opportunities for success for those children who find learning more difficult.

Curriculum and other activities

Grade: 2

The school provides a good range of activities to help children learn and develop their personal skills. There is good provision for the pupils' personal, social and health education. The teachers plan well together across year groups. The emphasis on the development of the children's literacy skills, with time each day allocated to hearing all the children read is highly successful. The school is very effective in boosting basic skills in literacy and numeracy and helps prepare the children well for their future economic well-being. The school has significantly improved its capacity for the teaching of ICT although more could be done to integrate the use of computers in a range of subjects. There are particular strengths in the provision for the arts and the children are able to perform at a high level. The curriculum is further enriched by a good range of clubs, by visitors to the school as well as a series of special days. These events are well supported and help to make learning exciting. Although the provision in the Foundation Stage is good, learning is limited by the lack of a dedicated play area suitable to regularly develop the children's social and physical skills.

Care, guidance and support

Grade: 2

The care, guidance and support of children are good. There is a good number of teaching and support staff particularly for the children in the Reception classes. This additional help is most effective in enabling the children to learn to read well and in supporting their well-being. The procedures for child protection and risk assessments are satisfactory and staff recognise the importance of updating these in order to safeguard the children. Parents and carers are very well informed about their children's progress and transfer arrangements to and from the school are well established. The school has worked on the assessment issue identified at the time of the last inspection and now keeps good records on the children's progress. However, assessment information is not used consistently to help match the work set in lessons more closely to the learning needs of different ability groups. Those children with learning difficulties are identified quickly. Their progress is monitored effectively and individual learning programmes are designed to enable them to achieve well. Teaching assistants are used very effectively to support these children.

Leadership and management

Grade: 2

The leadership and management of the school are good. The ethos of the school strongly reflects high expectations. This is evident in the quality of the children's work and the quality of the working environment. The headteacher has a very good

knowledge of the school's strengths and of those areas requiring further development. The school's self-evaluation closely reflected the practice seen during the inspection and the priorities for improvement are entirely appropriate. The subject leaders are committed to school improvement. This is particularly evident in the continuing high standards in the face of considerable staff changes, the enhanced provision for ICT and the 'Investors in People' award. The children's academic performance is now stronger, whilst the school has maintained its caring ethos. Children of all abilities and backgrounds are happy in school and share its values. This is reflected in their work and their relationships with peers and adults. Governors are committed to the school and support it well. Their awareness of their responsibility to hold it to account has grown but there is scope for the further development of their role as critical friends.

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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	1	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	1	NA
The behaviour of learners	2	NA
The attendance of learners	1	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	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	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

Mrs Hall and I really enjoyed our visit to your school at the end of last month. I was particularly thrilled that I was able to see all of your classes, take part in your assemblies and talk to so many of you. What a lovely school you have and it seems to be getting better and better. I can really understand why you enjoy it so much. Your teachers are doing a splendid job and the displays of your work are beautiful. I noticed that the standard of your work, especially your reading, writing and mathematics is very good. All of the staff make a good job of looking after you and plan many exciting things to make your school interesting. In fact, there are many things that make your school special. Here are some of them: - Mrs Wiggins is a very good headteacher who wants you all to enjoy school and to do well. - You clearly try to do your best to learn in lessons and are making very good progress. Well done! - Your singing is delightful. - Everybody understands the school rules and you behave well. - Everybody tries to be friendly, thoughtful and helpful. - You seem to know so much about how to be healthy. But, of course, as in all schools, there are still things that can be done to make your school even better. In the case of Little Gonerby, I have two recommendations for improvement. Firstly, I would like the school to make sure that the younger children have their own outdoor playground which they can use for playing and learning. Secondly, I am asking your teachers to use what they know about you so the work they plan is always just right for you. I am also asking them to mark your work a little more carefully, so you know what you have done well and what you need to do to improve. I would like to wish you all the very best for the future.