



# Great Rissington Primary School

Inspection Report

**Unique Reference Number** 115525  
**Local Authority** Gloucestershire  
**Inspection number** 290246  
**Inspection date** 7 March 2007  
**Reporting inspector** Malcolm Greenhalgh

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

<b>Type of school</b>	Primary	<b>School address</b>	Great Rissington
<b>School category</b>	Community		Cheltenham
<b>Age range of pupils</b>	4-11		GL54 2LP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01451 820857
<b>Number on roll (school)</b>	81	<b>Fax number</b>	01451 822139
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Rupert Duester
		<b>Headteacher</b>	Elizabeth Franklin
<b>Date of previous school inspection</b>	8 October 2001		

<b>Age group</b> 4-11	<b>Inspection date</b> 7 March 2007	<b>Inspection number</b> 290246
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

The school is a small, rural village school located in the Cotswolds. Attainment on entry is above the national average and the proportion of pupils receiving free school meals is low, as is the proportion of pupils with learning difficulties and disabilities.

## **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 school enjoys an enviable reputation in the local area and parents cannot speak too highly about the start their children get to their school life. Since the present headteacher arrived in 1994 the school has been widely recognised as providing high quality education for its pupils. One parent's response is typical of parental views: 'All three children love school and have been enthused with a thirst for knowledge.'

Standards throughout the school remain high and the quality of accommodation and resources has an exceptionally good influence on the quality of education the pupils receive. The staff work very effectively as a management and teaching team and the strength of this working partnership is reflected in the way many of the outstanding features of the school were maintained through a period of absence of key staff due to sickness. Pupils' achievements however, have varied over the last three years. A fall from very high achievement in English in 2004 has been halted this year and the present Year 6 pupils have achieved well, particularly in reading. Achievements in science are consistently good, whilst in mathematics they are satisfactory.

Overall, achievement in Key Stages 1 and 2 is good. However, this does differ from the school's view, which is that achievement is outstanding. This is because the school does not rigorously record and analyse the long-term progress pupils make and is therefore not in a secure position to make accurate judgements about progress compared to national trends.

In the Foundation Stage, the children get an excellent start to school and achieve very well. This is the result of the outstanding teaching and curriculum the children receive. In Key Stages 1 and 2, the school puts much emphasis on providing the pupils with a very rounded education. Pupils receive consistently good teaching and an excellent curriculum with many additional opportunities offered to them, including individual music tuition and French. The pupils are also given outstanding care, support and guidance as they progress through school and are offered very effective personalised support in both their academic and personal development. The pupils' personal development is outstanding. In a meeting with Year 6 pupils they demonstrated a very mature approach and expressed their views about the school articulately and were clear about how they can help to improve it further. Pupils' behave extremely well, work conscientiously and thoroughly enjoy their time in school.

The school's leadership and management are good with some outstanding features. The processes used for school development are excellent and all staff and governors are very much involved. The effort the headteacher puts in to ensure the pupils receive high quality provision is exceptional and the quality of the surroundings and the overall effectiveness of the school pay tribute to this. The atmosphere around school is a very happy and purposeful one in which there is a clear feeling of well-being. The school has made very good progress in many areas since the last inspection and continues to have a good capacity to improve further.

## **What the school should do to improve further**

- Improve the level of achievement in mathematics at Key Stage 2 so that it matches that in English.
- Record the progress individual pupils make more carefully so that a more accurate judgement compared to the national expectation can be made.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well. The children get an excellent start to school and make extremely good progress as they go through their first year. By the end of the Reception Year standards are normally above the national expectation. During Years 1 and 2, the pupils sustain and better these standards so that progress overall is good in reading, writing and mathematics. In Key Stage 2, standards have been consistently high compared to the national average. However, in recent years, achievements in English have fallen from exceptionally high to below the national average in 2006. The present Year 6 is back on track to achieve well by the end of this year, especially in reading. In mathematics, the picture is a much steadier one and pupils over the last three years have made satisfactory progress and this trend has continued with the present Year 6. In science, the pupils continue to achieve well.

## **Personal development and well-being**

### **Grade: 1**

The personal, spiritual, moral, social and cultural development of the pupils is outstanding. From when the children enter school they are encouraged to develop as individuals and are trusted and respected by staff. This consistent approach by all staff has ensured that the pupils have an inner confidence that enables them to deal effectively with different situations. Around school they are happy to help in the organisation of the school day and to take responsibility on the school council or Year 6 Senior Management Team. They look after younger pupils who may be ill and are generally caring about each other's well-being. Their contribution to the local community, through fund raising, visiting the elderly and organising events is excellent. This nurturing of personal skills ensures a maturity amongst the older pupils which enables them to converse at an intellectual level about a wide range of school and personal issues. Pupils really enjoy the school for its social and academic offerings and attendance levels are consistently well above the national averages. They feel safe around school, behaviour is exemplary, and although they feel a little stifled by all the modern day health and safety regulations they take a very sensible approach to healthy eating and physical exercise. The pupils demonstrate good skills to carry out school roles, work effectively on their own or in teams and make good all round progress in their basic skills. Overall, the pupils are very well prepared for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. In the Foundation Stage, the teaching is excellent. Throughout the school, teachers are very dedicated and provide individual and personalised support to the pupils. This is the result of a very effective and well structured assessment process across all areas of the curriculum. This ensures the pupils get a broad learning programme which matches their particular needs. All members of staff are very good at discussing things with the pupils and encourage them to only respond to questions after thinking through their answers. As a result, the pupils are very articulate and are able to explain in detail what they are doing and why. Teachers also provide a good balance between whole class teaching and providing activities that are well matched to the pupils' differing abilities, which pupils complete on their own or in groups. Teachers and pupils have very good relationships and mutual respect, and this is a key reason why the pupils respond so well and have very positive attitudes to learning. At present, teachers are not sufficiently aware of how well the pupils' rates of progress compare with the national expectation and whether the targets they set are sufficiently challenging. As a result of this, the overall progress pupils make in mathematics is only satisfactory rather than good at the end of Key Stage 2.

### **Curriculum and other activities**

#### **Grade: 1**

The quality of the curriculum is outstanding and has a major influence on the achievement of pupils. The school's resources and accommodation enable the teachers to provide a rich curriculum that operates effectively in the classroom and out in the school's grounds. The breadth from the Foundation Stage to Year 6 across all areas of the curriculum is excellent and much is done to integrate the subjects to provide interesting activities. The school has good systems in place to monitor delivery and outcomes in all areas of the curriculum, so the school has a very good understanding of whether the work for the mixed year group classes is appropriate or not. The school makes excellent provision for the pupils' personal development and this ensures the pupils are very well prepared to move on to their next school. There are a good number of well attended extra-curricular activities and the older pupils go on a residential visit. There is additional instrumental tuition and opportunities to learn French.

### **Care, guidance and support**

#### **Grade: 1**

The care, guidance and support provided by the school are outstanding. Members of staff know the pupils extremely well and give high quality individual support as and when needed. This has a very positive impact on the academic and personal development of the pupils. There are very good induction programmes and this level of support continues to the point when they transfer to their next school. The school's

assessment systems, especially the 'progress books', are comprehensive. The pupils and parents contribute effectively to this process. The school ensures that pupils are safe and healthy, and was recently awarded with the Healthy Schools Award. There are many opportunities for the pupils to contribute to the running of the school, to influence school improvement and to contribute to the wider community. The school fully meets the statutory requirements for child protection and risk assessment.

## **Leadership and management**

### **Grade: 2**

The school has been successfully led since 1994 by the present headteacher. During this time, the school has improved and changed beyond recognition as a result of the determination of the headteacher, staff and governors. The accommodation and learning resources are now of a high standard and make a very valuable contribution to the quality of education provided by the school. The continual development and improvement of the school is supported and driven by a very systematic, detailed and effective school improvement process to which all staff and governors contribute. Governors know the school well and carry out their role as critical friends effectively. The school has good monitoring and evaluation systems in place. The information on pupils is very personalised and used well to improve what the pupils do, particularly in reading. The school, however, does not collect this information in a way that enables it to make accurate judgements about the progress pupils make. This is particularly evident in mathematics, where progress is satisfactory. As a result of this, the school judged achievement, teaching and overall effectiveness as outstanding rather than good. Nevertheless, despite recent illnesses to key staff, the school continues to make good improvements, and is very well positioned to improve further and to regain its position as an outstandingly effective school.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for making us so welcome during our time at your school and for helping the inspection by providing us with some very valuable information.

The school is a good school with some outstanding features. You continually reach high standards in your reading, writing, mathematics and science, and on the whole, you make good progress during your time in school. Those of you in Years 3 to 6, however, do not make as much progress in mathematics as you do in your reading and writing and we have asked the school to help you to do better in your mathematics so that you make just as much progress as you do in English.

We were particularly impressed with your behaviour, the way you help each other and the way you enjoy and approach your work either on your own or when you work with others. You have an excellent understanding about healthy lifestyles and you make an excellent contribution to the local community in a range of different ways. You are also very effective in helping to improve the school through the school council and the Year 6 senior management team. This is great credit to the hard work of all members of staff who support, guide and care for you in an excellent way to make sure you develop well. The quality of the teaching you receive is good and the quality of the curriculum is excellent.

Members of staff are always keen to provide you with better things to do but there are not good enough systems in place to help them to make really accurate judgements about the amount of progress you make against the national expectation. We have asked the school to improve these systems. The headteacher has done a fantastic job at the school since she arrived and has been very well supported by staff and governors. All of them work very conscientiously to make the experiences you have at the school excellent ones. The school itself is a great place to learn whether you are in the classroom or outside in the grounds.

We wish you all every success for the future.