



Garway Primary School

Inspection Report

Unique Reference Number 116677
Local Authority Herefordshire
Inspection number 290590
Inspection date 11 October 2006
Reporting inspector Julia Coop

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

Type of school	Primary	School address	Garway
School category	Community		Hereford
Age range of pupils	4-11		HR2 8RQ
Gender of pupils	Mixed	Telephone number	01600 750273
Number on roll (school)	71	Fax number	01981 580 236
Appropriate authority	The governing body	Chair	Tony Phillips
		Headteacher	Celia Almond
Date of previous school inspection	21 May 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small school serves the rural village of Garway and surrounding villages. All pupils are White British. The proportion of pupils eligible for free school meals is below average. The socio-economic circumstances of the area are average. The proportion of pupils with learning difficulties and disabilities is average, but above average in some year groups. Attainment on entry varies each year, but is broadly average. Pupils are taught in three mixed-age classes for most lessons. The school has gained an Eco Green Flag award. At present the school has an acting headteacher.

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 an effective and extremely happy school that is truly part of the local community. From the time they start in the Reception class, pupils are cared for well, treated as individuals and sensitively encouraged. Parents value this helpful approach and the way that the school successfully 'celebrates the uniqueness of each child'. Teaching is good and activities are carefully adapted to match different ages and abilities in each class. Pupils say that teachers have the knack of making learning fun. As a result, the pupils thoroughly enjoy school and especially like the good curriculum, with its impressive range of additional activities and the many opportunities it provides for them to take responsibility. This very successfully broadens the pupils' horizons beyond this rural village and prepares them extremely well for their future life. As a result, pupils develop mature and very sensible attitudes and achieve well, whatever their capabilities.

The guidance given to support the pupils' academic progress is good. The school has developed learning targets for each class which help support good learning. Pupils say they like these 'group targets' and they try hard to achieve them. However, not all pupils are sure about what they need to work on specifically in order to improve their own learning. Occasionally marking does not make this clear to them. The school recognises that it needs to develop more individualised learning targets so that pupils better understand their next learning steps.

Children make good progress in Reception because they have plenty of opportunities to learn through interesting practical experiences. They quickly settle down to learning with their older friends because of the friendly and supportive learning environment, which is evident throughout the school. Standards at the end of Years 2 and 6 are above average. However, throughout the school, pupils do much better in science, mathematics and reading than in writing. This is partly because, for a few pupils, their spelling, punctuation and handwriting let them down. The school is already working on improving these aspects of learning.

Effective leadership and management have been successful in creating a small but hardworking team of staff who are ambitious for the school's continuing success. School self-evaluation is well developed. As a result, the curriculum and learning environment have improved and subject leaders now have a well-developed role in effectively supporting school improvement. The acting headteacher, staff and governors work well together. Very close links have been established with parents, other schools and outside agencies to enhance the quality of education in this small school. Consequently, the school is well placed to go from strength to strength.

What the school should do to improve further

- Improve pupils' handwriting, spelling and punctuation.
- Ensure marking and target setting provide pupils with more individual guidance about their next steps in learning.

Achievement and standards

Grade: 2

Standards are good, although in this small school they vary each year. Overall, pupils, including those with learning difficulties and disabilities, make good progress in relation to their capabilities and achieve well in all year groups because of the effective way that the school meets each pupil's individual learning needs. Children make good progress in the Reception class, whatever their starting point, and achieve well. Children have regular opportunities to make choices about their own learning. This successfully helps them become independent and happy learners who make very good gains in their personal and social development.

By the end of Year 6, pupils do particularly well in science, where standards are exceptionally high as a result of expert teaching that the pupils say interests and inspires them. Although pupils say that they like writing, a few pupils have untidy handwriting. Some also tend to make careless spelling and punctuation mistakes, which means that overall writing standards are not quite as high as other subjects. As one pupil stated, 'I want to get my ideas down quickly and then I make silly mistakes'.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. The highly positive relationships between pupils and adults contribute significantly to the enormous enjoyment pupils experience in their learning; pupils attend well and say that they are only absent when ill. Pupils make many very effective contributions to the school and local community and the development of independence and respect for others is a high priority. As a result, the pupils' spiritual, moral, social and cultural development is excellent. Through learning about different values each month, such as 'honesty', coupled with membership of the school council and eco-committees, pupils demonstrate a very good understanding of democratic procedures and show unusual maturity and consideration for the environment. Pupils are rightly proud of their homemade 'water hippos' which help save water, while opportunities to sell the homemade 'bat and hedgehog' boxes have not only helped pay for a log shelter, but also ensure that pupils have an impressive understanding of financial processes. Pupils know how to make safe decisions and say that bullying just doesn't happen. Healthy lifestyles are well understood, although the pupils themselves report, 'We are still working on this; we are creating jingles to remind everyone to give sweets the boot and eat more fruit!' By Year 6, pupils have become confident, well-rounded individuals who are very well prepared for future life.

Quality of provision

Teaching and learning

Grade: 2

Pupils learn well because teaching is good. Parents recognise that teachers really develop the pupils' enthusiasm for learning. There is a buzz of excited learning in most lessons as pupils grapple with new skills, such as finding out about the earth, sun and moon through exploring different models. Reception children are well integrated with older pupils and in all classes teaching assistants make an effective contribution to teaching and learning. There is a very good sense of teamwork in the school, with everyone working well together for the benefit of pupils.

Teachers are aware of the need to improve pupils' writing. They are already working to develop spelling and punctuation, providing additional small-group support where necessary or more meaningful tasks such as editing newspaper reports. Lessons are effectively planned for the mixed-age groups and a strength of the teaching is the sensitive way in which pupils with learning difficulties or disabilities are fully included in lessons.

Curriculum and other activities

Grade: 2

The school curriculum is broad and is based on a good balance between academic and personal development. It successfully stimulates pupils' interest in learning a wide range of subjects, including French and Spanish. Pupils' ability to speak in French is impressive. The school recognises, however, that even more use could be made of information and communication technology (ICT) to support learning in other subjects. An impressive range of additional opportunities, including digital film making, signing, gardening, themed weeks, environmental projects and a 'fun club' for younger pupils run by pupils in Year 6, enriches pupils' experiences very well. As a result of the very strong focus on improving pupils' confidence, citizenship and decision-making skills throughout the curriculum, pupils become mature and sensible young people.

Care, guidance and support

Grade: 2

Staff know the pupils well. The staff work in very close partnership with outside agencies, parents and the pupils themselves to ensure that all progress well and enjoy their education. The learning mentor supports pupils with particular needs very well so that they quickly develop positive attitudes to learning. Pupils know that if they are unhappy they can use their 'confidential books' or 'message box' to seek help and support. This creates an atmosphere where pupils feel safe to work and develop socially and emotionally. Academic guidance is effective so that older pupils become confident enough to mark and assess some of their own work alongside their teacher, and all work hard to achieve group learning targets. However, the school recognises the need to develop marking and target setting further so that pupils understand better the

small step-by-step measures needed for improvement. Pupils are well supported when they transfer to secondary school and, whilst reluctant to leave this 'friendly family' school, look forward to the future with confidence.

Leadership and management

Grade: 2

In this small school, each member of staff accepts considerable responsibility and the acting headteacher has a significant teaching commitment. However, the staff work well as a team and everyone is committed to helping pupils achieve as well as they can. Governors are supportive, work in close partnership with staff and are confident to ask challenging questions. The willingness to seek out additional training to strengthen self-evaluation demonstrates that the staff are striving to do the best for pupils. Through the well-established monitoring systems the school has a good short-term development plan, rightly targeted at improving writing and pupils' knowledge of their own learning. The school has a good awareness of how it wants to develop in the longer term. The school successfully promotes a strong sense of community and takes very good account of parents' and pupils' views. Parents speak highly of its work and the way that the school welcomes and supports pupils with differing needs, saying that 'inclusion is at the heart of the school'.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
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

How well do learners achieve?	2
The standards ¹ reached by learners	2
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

How good is the overall personal development and well-being of the learners?	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	2
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	1

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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	2
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

Garway Primary School, Garway, Hereford, Herefordshire, HR2 8RQ

Thank you so much for the mature and friendly way you chatted to us when we visited. We really enjoyed seeing your smiling faces when you were hard at work and play. We were particularly impressed with your ability to speak French. We know your families think Garway is a good school that is like a family and we agree. We liked these things most:

- You are very confident and sensible.
- You work hard in lessons, want to do well, but also like to have fun.
- The teachers make sure that you are taught well and learn lots of ? interesting things.
- We were very impressed with the way you take care of the environment and make very sensible decisions.
- You have a really good time in all the clubs and special events.
- Everyone takes good care of you.
- Everyone works hard to make Garway a special place to learn.

Your teachers and governors are working hard to improve the school more, so that your learning becomes even better than it is now. To help them we have asked them to especially work on these two things:

- Help some of you get even better at writing by helping you improve your handwriting, spelling and punctuation.
- Give you some individual targets to work towards and give you more help and advice when they mark your work so you are really sure about what you need to do to improve.

We hope you go on working hard and enjoying all of the exciting activities which help you learn and play.