



The Grasby All Saints Church of England Primary School

Inspection Report

Unique Reference Number 120571
Local Authority LINCOLNSHIRE
Inspection number 291786
Inspection dates 20–21 November 2006
Reporting inspector Keith Edwards

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

Type of school	Primary	School address	Vicarage Lane
School category	Foundation		Grasby, Barnetby
Age range of pupils	4–11		Lincolnshire DN38 6AU
Gender of pupils	Mixed	Telephone number	01652 628343
Number on roll (school)	101	Fax number	01652 628343
Appropriate authority	The governing body	Chair	Mr Alistair Robertson
		Headteacher	Mrs Lynette Edwards
Date of previous school inspection	3 July 2001		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school serves the village of Grasby. Although most of the children live locally, an increasing number are drawn from further afield. All of the pupils are of white British heritage and come from homes where English is the first language. The range of socio-economic circumstances is broad. The proportion of children entitled to a free school meal and the proportion who find learning difficult, including those with statements of special educational needs, is below the national average. A new headteacher has recently been appointed.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The Grasby All Saints Primary School is a good school with outstanding features. It has improved significantly since the last inspection and is well set to maintain this momentum. This was noted by a parent who commented, 'If I could paint a picture of a perfect school for my child, this would be it'. The school has the respect of the community that it serves and works well with other schools.

Standards are excellent, not only in the academic subjects but also in the creative and performing arts. The pupils achieve well here because they feel safe and secure, are stimulated by well-planned and challenging activities in class and supported by good quality teaching. Pupils who find learning difficult are also well supported and make good progress. However, brighter pupils do not always achieve all they can, particularly in writing and mathematics in the middle years of the pupil's schooling. Achievement in mathematics lags a little behind the other basic skills in the junior classes but there are encouraging signs that this is an improving situation. This is because the pupils now have a much clearer idea of what they need to do to improve and the teaching is putting much more emphasis on problem solving activities. In Years 5 and 6, the pupils begin to make rapid progress in the quality of their writing because they are given rich opportunities to record their ideas, develop their vocabulary and practise their skills in a variety of contexts. The progress made by pupils with learning difficulties and disabilities is good.

The school has developed very good relationship with the parents, nurtured from the Reception class, this trusting home/school partnership provides effective support for the pupils' learning. Standards in science are exceptionally high because the school has successfully encouraged the pupils to have enquiring minds and has presented them with a range of interesting investigative tasks. The pupils' computer skills have improved markedly since the last inspection and the older pupils are very accomplished in presenting their work using a range of multimedia techniques. High quality pupils' artwork is a notable feature of the school. The 'jewel in the crown' is the school orchestra that performs to a really high standard.

The school makes very good provision for the welfare of its pupils. Each member of staff knows each of the pupils by name and all adults support pupils very well. As a result relationships are outstanding and so is behaviour. The ethos and exciting range of opportunities available to the pupils, strongly support their personal development and keep them interested. As a result, the pupils are very keen to come to school and attendance rates are good. The school checks the pupils' progress carefully and assessment procedures provide an accurate picture of the children's starting points and are used satisfactorily to sharpen the quality of teaching. The strength of its teamwork has resulted in a smooth running of the school during the recent change in leadership and a period of unsettled staffing. The school's view of itself is broadly accurate and has resulted in a clear strategy for further improvement and has sustained the school's high standards. Subject leaders, however, are not fully involved in the monitoring of pupils' progress. The quality of governance has improved since the last inspection as governors have developed a range of strategies to gauge the school's

effectiveness and to measure its performance. The school provides good value for money.

What the school should do to improve further

- Improve the use made of assessment data to guide the planning of lessons so that activities are more challenging for higher attaining pupils.
- Continue to develop the role of the subject leaders in monitoring the pupils' work.

Achievement and standards

Grade: 2

The children achieve well in the Reception class and reach standards that are above average. Standards in national tests for pupils in Year 2 and in Year 6 have shown a marked improvement since the last inspection. This is particularly evident in standards in science where an increasing proportion of pupils achieve the higher levels. Achievement has not been as consistent in writing in Year 2 and in mathematics in Year 6. However, current standards in English, mathematics and science in Year 6 are clearly well above average and this represents good progress. Standards in information and communication technology (ICT) have risen through enhanced resourcing and training for staff. Standards in music and art are well above average and strongly support the pupils' personal development.

Personal development and well-being

Grade: 1

The pupils' personal development and well-being are outstanding. Their behaviour is exemplary around the school and in lessons. The pupils report that incidents of poor behaviour are rare and they trust the staff to deal with any problems that might occur. Pupils are courteous, polite and helpful. They welcome the school's recent initiatives to promote a healthy lifestyle and enjoy the full range of sporting and musical activities that the school has to offer. The pupils' spiritual, moral social and cultural development is outstanding. The school's close church links strongly support the pupils' moral and spiritual development and the pupils have a growing awareness of other faiths. The school's orchestra provides a master class in the importance of listening to each other and cooperation. The pupils care for each other, mix well and take their responsibilities seriously and the school is assiduous in ensuring that every child really does matter. Pupils successfully raise money for school equipment and work very well in groups to support charities. For example, the school is awaiting the collection of numerous Christmas shoeboxes that they have prepared, full of gifts for needier children. The school's emphasis on developing good literacy, ICT skills and social skills ensures it supports their future economic well-being very well.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good and as a result pupils' learning is also good. The school is well staffed and the pupils benefit from their broad range of skills and expertise. For example, good use is made of specialist music and language teachers to let all pupils have the opportunity to learn to speak French and to play a musical instrument. A common factor in all classes is the warmth of the relationships that promote good behaviour and encourage the pupils to try hard. Teaching assistants provide very valuable support throughout the school. Interactive whiteboards are used successfully to demonstrate new techniques and in most lessons the pace is good. In the class for the youngest children and in Years 5 and 6, the work set is closely matched to the range of ability in each class, and this enables the pupils to make very good progress. Some of the teaching in these classes is outstanding. However, in those classes where the teachers are much less experienced, assessment is not yet used as effectively, the work set does not consistently challenge the brighter pupils and marking is not always of a high standard.

Curriculum and other activities

Grade: 2

The curriculum is good. It is planned well with an appropriate focus on promoting skills in literacy and numeracy. In the Foundation Stage, the children are excited by the extra learning experiences the outdoor learning area has developed to enhance their physical, personal, social and emotional development. A strength of the curriculum is the strong links with the church that support the pupils' personal development. Links with businesses and educational partners provide extra breadth to pupils' learning and offer a growing number of opportunities for them to develop their economic understanding and to learn through investigation and problem solving. For example, the pupils in Years 5 and 6 are currently learning about international commerce and trade links through a sophisticated business package. Their learning is further extended and enriched by well chosen visits, visiting speakers and a good programme of activities beyond the school day.

Care, guidance and support

Grade: 2

Pupils are very happy and secure. Arrangements to ensure their safety and well-being are fully in place. Children starting school are able to settle to learning quickly because of the very good arrangements that prepare them well. Parents are confident in the school's approachability and capacity to resolve sensitively any personal issues their children might have, so that they can settle to their learning. They feel involved in their children's learning throughout their time in the school.

The good pastoral care provided by the school is not yet consistently matched by the quality of academic guidance that the pupils are given. Pupils with learning needs and disabilities are supported very well by knowledgeable teaching assistants. The school has developed new assessment and target setting procedures but as yet they are not sufficiently embedded in every class. Consequently, the pupils are not always set work with sufficient challenge and some are left unclear about precisely what they need to do to improve.

Leadership and management

Grade: 2

The recently appointed headteacher has successfully maintained the strong team spirit of the staff in spite of recent changes in personnel. She has effectively ensured that the momentum of school improvement has been sustained. The capacity for further school improvement is good now that the staffing has stabilised. The roles and responsibilities of teachers in monitoring their subjects are not fully developed. The acknowledges that the key emphasis behind the school's drive for improvement must be to ensure that the work set by teachers, clearly matches the pupils' abilities and enables all groups of pupils to achieve their best. There has been good progress since the last inspection. The curriculum for ICT is much improved. The governing body is increasingly involved in strategic development and is becoming more confident of its ability to hold the school to account, particularly in terms of monitoring standards.

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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?	2
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	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

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	2

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

22 November 2006

Dear Pupils

The Grasby All Saints CE Primary School, Vicarage Lane, Grasby, Barnetby, Lincolnshire, DN38 6AU

I really enjoyed my visit to your village school because everybody was so helpful and friendly. I was very pleased to be able to work with you in your classrooms, join in with your morning assembly in the church and to listen to your wonderful orchestra. I can understand why you enjoy your school so much as there are so many things that make your school very special. Here are some of them:

- You clearly want to do your best to learn in lessons and are prepared to work hard.
- Everybody understands the school rules and your behaviour is wonderful.
- Everybody tries to be friendly, thoughtful and helpful. Well done!
- All of your teachers work hard to make your lessons interesting and fun.
- The school provides a great range of activities and visits to keep you interested.

Of course, as in all schools, there are still things that can be done to make your school even better:

- First, I know that some of you can do even better with your work, and I am asking your teachers to make sure that the work that they prepare for you, particularly in mathematics, keeps you on your toes.
- I also want all of the teachers to give greater thought to what works well in the school so that they can decide more easily what needs further improvement.

Mrs Edwards and the staff work very hard to help you to learn and you must remember to thank them. I would like to wish you all the very best for Christmas and for the future.

Yours sincerely

Keith Edwards

Lead inspector