



Temple Grafton CofE Primary School

Inspection Report

Unique Reference Number 125647
Local Authority Warwickshire
Inspection number 293317
Inspection date 30 January 2007
Reporting inspector Nigel (Nick) Pett

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

Type of school	Primary	School address	Temple Grafton
School category	Voluntary controlled		Alcester
Age range of pupils	4-11		B49 6NU
Gender of pupils	Mixed	Telephone number	01789 772384
Number on roll (school)	106	Fax number	01789 490869
Appropriate authority	The governing body	Chair	Andrew Clarke
		Headteacher	Susan Molloy
Date of previous school inspection	25 February 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small school serving a rural area. Most pupils come from advantaged backgrounds. Most pupils are of White British heritage. Pupils are taught in mixed-age classes for Years 1 and 2, Years 3 and 4 and Years 5 and 6. The headteacher has been in post for four terms.

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 in which pupils make effective use of the many opportunities for their personal and academic development. The provision in the Reception class is good. Children make good progress and reach expected levels by the time they start Year 1. Pupils reach standards which are above average by Year 6 because teaching is good and the pupils have positive attitudes and enthusiasm for learning. However, younger pupils do not improve their reading and writing skills quickly enough. This is because opportunities for them to achieve their best are sometimes missed.

Pupils' personal development and well-being are good, with outstanding qualities. Most pupils respond well to the high expectations they are set and really enjoy school. Pupils feel safe, understand how to be healthy, and make an outstanding contribution to their community, especially the older pupils as 'school managers'. They are very friendly, polite and enjoy very good relationships with each other and staff, and there is an atmosphere of respect set in Christian values. There is a positive learning atmosphere in which pupils develop the skills they need for their future lives. Effective academic and personal development is brought about because teaching and learning are good. Lessons are well managed and teachers and their assistants work exceptionally well together so that pupils learn effectively. Occasionally, the work set does not cater for the ages and abilities in each class and progress slows.

The curriculum is good. Effective links across subjects support pupils' literacy development well and the use of computers is improving rapidly. However, plans over a two-year cycle for mixed-age classes is not always accurate enough to meet pupils' differing needs. The very good enrichment activities extend pupils' learning very well. The support, care and guidance for pupils is good. The way that they are helped with personal problems is outstanding. Assessment procedures are good but there is still scope to raise achievement through the better use of marking and target setting to give pupils clearer guidance on how to improve their work. Most parents are right in feeling that the school helps their children very well and provides them with a good education.

The school's effectiveness is achieved because its leadership and management are good. The clear direction the headteacher has set since her appointment is very well supported by the staff. The school has a clear understanding of its strengths and weaknesses and what needs to be done to raise achievement further. Governors are challenging the school well. The capacity for improvement is good.

What the school should do to improve further

- Improve planning so that younger pupils develop their literacy skills more quickly and work set in the mixed-age classes caters better for the pupils' needs.
- Make better use of assessment and target setting to show pupils how to improve their work and achieve more.

Achievement and standards

Grade: 2

Attainment on entry to the Reception class (Foundation Stage) varies from year to year across all areas of learning and is broadly average. Children make good progress and most have reached the expectations for their age by the time they enter Year 1. This progress is maintained in Years 1 to 6 and the pupils achieve well. The school is beginning to improve pupils' reading and writing skills in Years 1 and 2. End-of-Key Stage 2 standards were above average in 2006 and the school's targets for attainment at the higher levels were exceeded. The challenging targets set for 2007 are an example of the school's high expectations for pupils' achievement.

Personal development and well-being

Grade: 2

Pupils' behaviour is very good. They take great pride in their school and have very positive attitudes towards their work and enjoy school. Their attendance is very good. Pupils' spiritual, moral, social and cultural development is developed well. They show respect for each other and the staff and appreciate what adults do for them. Pupils have a clear understanding of the impact of their actions on others. When asked if they felt safe in school, one pupil typified the responses of many by saying, 'Yes, really safe'. They adopt good safety practices and lead healthy lifestyles. Most pupils are enthusiastic and willingly take responsibility. Their involvement in the community is outstanding, especially the work of the Year 6 managers in their support tasks, and Year 5 and 6 pupils looking after younger pupils. They are well involved in their local community through church activities and local festivals. They support charitable links with other countries and have a satisfactory understanding of the lifestyles of different cultures. Pupils' very good work habits and good achievement ensure that they are successfully developing the skills to prepare them for their future lives.

Quality of provision

Teaching and learning

Grade: 2

Good teaching and well-planned activities in the Foundation Stage ensure that children make good progress. In Years 1 to 6, teachers make sure that pupils know what they have to do and good questioning extends pupils' thinking and reinforces their learning. Teachers generally explain vocabulary well. Lessons involve and engage the pupils in their learning by providing opportunities for them to work in pairs and groups. Pupils share their ideas confidently and older pupils take increasing responsibility for their learning. Teachers often make imaginative use of resources, including the new interactive whiteboards, where the visual support stimulates the pupils' learning. Teaching assistants skilfully help pupils to improve their work, so that those who find learning difficult are fully included. They also share class teaching and do this

effectively. Work set is generally well matched to the needs of pupils of different ages and abilities, but occasionally it is not and causes slower progress. When too much time is spent talking to the whole class, a few pupils begin to lose their concentration. Better planning is beginning to make teaching more effective in helping younger pupils improve their reading and writing. There is room for these improvements to continue. Marking is regular but is not always sufficiently detailed to show children how they can improve their work.

Curriculum and other activities

Grade: 2

The Reception class has a wide range of interesting activities in all areas of learning. Good use is made of the improved outdoor area. In Years 1 to 6, the two-year programme to accommodate the mixed-age classes is satisfactory. Literacy and numeracy skills are well covered across other subjects to extend the use of these skills. The provision for information and communication technology (ICT) is satisfactory but improving because of the significant addition to resources. The personal, social and health education provision contributes effectively to pupils' personal development and the celebrations of festivals from other faiths raise pupils' cultural awareness. Extra-curricular activities are very good, including sport, music, drama and church activities. Visitors and visits are very well used, especially the re-introduction of a residential visit for Years 5 and 6. The local secondary school enriches the pupils' learning by providing sessions for gifted and talented pupils.

Care, guidance and support

Grade: 2

Pupils have confidence in the staff. They say that their concerns and worries are dealt with quickly. They benefit from the clear codes of conduct which are consistently applied. There are very good opportunities for pupils to take on responsibility. Procedures for ensuring pupils' safety are good. There is very good provision for pupils with learning difficulties or disabilities and effective support for pupils prior to transition to secondary school. Links with agencies are good. Tracking systems inform teachers of pupils' progress and identify those who need additional support, but they are not always used effectively to inform planning, especially for higher-attaining pupils. Whilst some good marking and guidance support the pupils' improvement, it is not consistent enough. Some pupils' targets are not specific enough to raise their achievement, although pupils are generally well supported in working to achieve the targets set. Effective communication with parents and carers helps most to feel that their children are very well cared for, and this parental support adds to pupils' learning opportunities.

Leadership and management

Grade: 2

The school is led and managed well and the headteacher gives a clear sense of direction and purpose. She is very well supported by the staff, and pupils' achievement is on an upward trend. Staff are all involved in leadership and management, with teaching assistants in some subject coordinator roles. Many pupils have a sense of responsibility for their school and enjoy being involved in decision making. The monitoring and evaluation of the school's work is regular, rigorous and shared, ensuring that all pupils have equal opportunities to succeed. Self-evaluation is used well and the school has an accurate picture of itself. The school improvement plan is clear but not all of the priorities are expressed in terms of improvement targets. Consequently, measuring success is more difficult than it might be. Governance is good and governors are developing their skills in challenging the school further. The key issues from the last inspection have been well addressed.

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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	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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
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

Thank you for welcoming us when we came to inspect your school, and for talking to us about what you do there. We found that it is a good school which helps you to learn well and develop as young people, and that you are proud of your school.

The best features of your school are that

- You really enjoy school, feel safe there and make good progress.
- You enjoy being given responsibility and use it well, especially as school managers and partners.
- You are well taught and learn well, and treat your teachers with respect.
- The many after-school activities, clubs and visits and your links with the local church and community help you learn well.
- You are given very good support when you have personal problems.
- Your headteacher and staff work very well together to make your school a good school.

What we have asked your school to do now

- Help younger pupils to improve their reading and writing.
- Make sure that the work you are set is better suited to your different ages and abilities.
- Help to make it clearer to you how you can improve your work. Thank you again for being so friendly and courteous, and we hope that you will all continue to do your best and continue to enjoy your work.