

Grasmere C of E Primary School

Inspection report

Unique Reference Number	112319
Local Authority	Cumbria
Inspection number	310852
Inspection date	1 November 2007
Reporting inspector	Marianne Young HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	
School	35
Appropriate authority	The governing body
Chair	Mr Cameron Butland
Headteacher	Mrs Johanna Goode
Date of previous school inspection	1 October 2003
School address	Stock Lane Grasmere Ambleside Cumbria LA22 9SJ
Telephone number	01539 435313
Fax number	01539 435313

Age group	4-11
Inspection date	1 November 2007
Inspection number	310852

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

One of Her Majesty's Inspectors visited the school and evaluated its overall effectiveness. The inspector investigated the following areas: the progress made by the pupils, the quality of teaching and learning, pupils' personal development and well-being, academic support and leadership and management. Evidence was gathered by observing lessons, scrutinising school documentation and questionnaires completed by parents, and by talking with pupils, teachers, the headteacher and members of the governing body. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified.

Description of the school

Grasmere Primary is a much smaller than average village school. It draws pupils from a wide range of backgrounds. The school is in the heart of the Lake District and this setting significantly enhances the curriculum, for example, through outdoor pursuits and work with The Wordsworth Trust. No pupil has a statement of special educational need. Pupils learn in mixed-age classes. The school has achieved Artsmark Gold award, Activemark, Healthy Schools award and The Football Association charter status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Grasmere is a good school where pupils flourish both academically and personally. Each child is treated as an individual who is valued and accepted. The school enjoys the unqualified support of parents who are fulsome in their praise for all that is achieved for their children. They welcome the emphasis placed on the development of their children's self-esteem and confidence. One parent wrote, 'Every child's skills and abilities are known and appreciated.' Another mentioned, 'a very happy school where the children are encouraged to reach as high as they can'. Pupils are happy and they laugh and smile a lot. They develop into confident, polite young people with a keen awareness of the environment and how to be healthy.

Pupil's personal development and well-being are outstanding. Their spiritual, moral and social skills are excellent and their cultural development is good. Pupils know what it is to be a good friend. They feel safe and secure because relationships are excellent and there is a very positive ethos in the school. As a result, behaviour is also excellent. Pupils have high levels of self-confidence and work well independently, with partners and with younger pupils. As a result, they are well prepared for the future. When asked to identify the best things about the school pupils emphasised that they all get on together and enjoy having friends of different ages. It was summed up in the comment, 'Everyone helps each other.' Pupils are very supportive of each other and quick to recognise and praise the achievements of others. They explained the system for how someone is chosen to wear the golden sweatshirt. The students were extremely proud that their friends were involved in the choice.

Above average standards at the end of Year 2 are maintained by the end of Year 6 and this is indicative of progress being good. Those with learning difficulties and/or disabilities do very well and sometimes exceed their teacher's expectations. Pupils attain high standards in reading and numeracy but standards are not as high in writing. The school is aware of this and has plans in place to concentrate on improving writing.

Teaching and learning are good with some examples of excellent practice. Learning activities are made clear to students and they understand what they are expected to learn. They know their targets and are also clear about how to improve their work. Pupils express their views clearly in lessons. Teachers are adept at developing pupils' answers through effective and extended questions. This develops their communication skills well. Even the youngest pupils are taught how to present and perform their work to their classmates. Teachers know their pupils well and they plan learning activities that are of interest to them and often which relate to the locality. However, on occasions, work is not always planned to ensure that pupils of different abilities have work which is pitched at the right level for them and some of the work is too easy. Teaching assistants and other volunteer helpers are used effectively.

The school provides an outstanding curriculum which contributes significantly to pupils' enjoyment and achievements. There is an extensive range of extra-curricular activities, out of school clubs and many opportunities to visit local places of interest. These enhance pupils' understanding and enjoyment of the work they do in the classroom. Excellent use is made of the locality. Pupils talk very enthusiastically about the wide range of opportunities, including sport and swimming which they all enjoy. Many pupils consider the range of clubs and visits as some of the best things about the school.

The emotional, social and learning needs of every child are understood and well met. The comment, 'Each teacher is aware of individual children's preferences and strengths,' is typical

of many provided by parents. Academic and personal development is monitored routinely and effective action taken when weaknesses are uncovered. Arrangements for the safeguarding of pupils are securely in place.

Leadership and management are good. The headteacher provides very good leadership and has clear plans for the development of the school. These are shared with the rest of the staff. Morale is high and there is a common sense of purpose, effective teamwork and the commitment by everyone to equality of opportunity and inclusion. These key strengths contribute significantly to pupil's achievements in both their academic and personal development. Links with the community are impressive. The governors know the school well and are enthusiastic advocates. They and the staff work together effectively and all play a part in forward planning for the school. Plans are already in place to improve further the system for monitoring pupils' progress as they move through the school. The school has a track record for improving performance and the capacity for further improvement is good.

Effectiveness of the foundation stage

Effectiveness of the Foundation Stage

Grade: 1

Children settle quickly into the Foundation Stage. Older pupils are expected to, and willingly do, help and look after them around the school. Children in the Foundation Stage make excellent progress so that by the end of the year most children achieve the expected goals in all areas of learning and some exceed them. There are many opportunities for them to learn through play and to explore the world around them. Staff make learning fun and know when to intervene to take learning forward.

What the school should do to improve further

- Raise the quality of pupils' writing to match the standard they reach with reading and numeracy.
- Ensure that all learning activities are accurately matched to pupils' abilities.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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	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?	1
How well are learners cared for, guided and supported?	1

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.

Annex A

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

2 November 2007

Dear Children

Inspection of Grasmere C of E Primary School, Cumbria, LA22 9SJ

Thank you for making me so welcome when I visited your school to see how well you are learning. It was good to have your views. Please thank all your parents for returning their questionnaires, I enjoyed reading their comments. You told me that you enjoy your work and life at Grasmere School and I can understand why. You are very lucky to go to a school in such a delightful setting; at this time of the year the leaves on the trees are such lovely colours. I noticed that some of the pictures displayed in the classrooms were also full of autumn colours.

Yours is a good school. It is a fun place to be where you do exciting things and you feel valued and cared for. The school does some things outstandingly well and you are making good progress because you are taught well. I saw that you look after each other, work hard and enjoy playing together. You like all that the school has to offer, especially the outdoor activities and trips to some of the interesting places around your school. You know how to stay healthy and how to avoid those things which would harm you.

I have asked your teachers to help you all improve your writing so it is as good as your reading and your numeracy work. They are also going to make sure that the work they give you to do is just right for you all. You can tell them which work is hard and which is easy!

Thank you again for being so polite and friendly. I wish everybody at Grasmere School every success in the future.

Yours sincerely

Marianne Young

Her Majesty's Inspector