

Church Gresley Infant and Nursery School

Inspection report

Unique Reference Number	112634
Local Authority	Derbyshire
Inspection number	325651
Inspection date	9 December 2008
Reporting inspector	Sheelagh Barnes

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School (total)	288
Government funded early education provision for children aged 3 to the end of the EYFS	92
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Terry Campion
Headteacher	Mrs Louise Mansell
Date of previous school inspection	12 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	York Road Church Gresley Swadlincote Derbyshire DE11 9QQ
Telephone number	01283217357
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Age group	3–7
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Introduction

The inspection was carried out by two Additional Inspectors.

The inspection evaluated the overall effectiveness of the school and investigated the following issues: the current standards and progress in writing across the school and particularly for potentially higher attaining pupils and for boys; the standard of pupils' personal development; how well investigative aspects of learning, such as research using computers, problem solving in mathematics, investigative science and knowledge and understanding of the world are used to support pupils' enthusiasm and progress.

Evidence was gathered from a scrutiny of documentation and pupils' work, observation of lessons, an assembly, break times and lunchtime, information from parents and interviews with staff.

Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Church Gresley Infant and Nursery School is larger than most infant schools. An average proportion of pupils are eligible for free school meals. Virtually all of the pupils come from White British backgrounds and very few speak English as an additional language. The proportions of pupils who need extra support with their learning and those with statements of special educational needs are broadly average. There is Early Years Foundation Stage provision (EYFS). Most children's attainment on entry is below that typical of children nationally and their communication skills are limited. The school has a split site, with Nursery classes on one side of a road and Reception, Year 1 and Year 2 on the other. The school has been awarded the Activemark, the Healthy Schools award, the Basic Skills Quality Marks 1, 2 and 3, the Premier Walk to School award and the school is an Investor in People. It works with the local authority as part of the University of the First Age initiative.

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. The leadership and management are good and the headteacher and deputy headteacher work together well and have an accurate understanding of the school's strengths and areas for improvement. Governors are supportive and know the school well. These factors, combined with a determination to raise standards, have ensured that there has been good improvement since the previous inspection. The rigour of the school's evaluation of its effectiveness and its commitment to improvement mean it is well placed to build upon its many strengths in the future. The vast majority of parents are very supportive of the school's work and are pleased with the progress their children make. Comments typical of those who responded to the pre-inspection questionnaire were, 'I am pleased with how my child has settled and the progress they have made!', 'A wonderful school' and, 'The friendliness of all staff, from crossing patrol, teachers and support staff to headteacher, makes it a very nice place to bring your child!' Links with the community are good and have a beneficial impact on pupils' progress. There are strong and effective links with local schools and other agencies.

There is a strong emphasis on the development of pupils' personal and social skills, which are good. Each individual is valued and staff work well with parents and other agencies to ensure pupils' well-being, so that they settle into school happily and gain in confidence and motivation. This has a positive impact on the standards they attain. Pupils' personal development is good. Pupils enjoy school and this is shown by their good attendance, attitudes and behaviour. They are friendly and responsive and settle to work with enthusiasm. Their spiritual, moral, social and cultural development is good. They make good progress in learning how to stay healthy and keep safe. Pupils contribute enthusiastically to school and local community activities and they perform duties diligently. Pupils make good progress in their learning, confidently develop the use of information and communication technology skills and work well on their own and together in teams. They are, consequently, well-prepared for the next stage of their education.

Pupils' progress and achievement are good because teaching and learning are good. Teachers are skilled at delivering a good range of interesting learning opportunities, which lead to pupils gaining confidence in their ability to tackle new learning. Because of this, they reach standards that are above average overall. Attainment in mathematics and reading was above average in national assessments at the end of Year 2 in 2008. Writing has improved following a dip in attainment in 2006, which prompted the school to focus on improving standards of written work. Consequently, Key Stage 1 assessment results returned to average in writing in 2008, although the proportion of pupils reaching the higher Level 3 was still below average. Boys perform as well as girls. Pupils who speak English as an additional language progress well. Pupils who find learning more difficult are also effectively supported so that they make good progress.

The curriculum is good. There is a good range of extra activities and clubs, such as visits to local places of interest. These all have a positive impact on pupils' enjoyment, attitudes and the standards they attain. There has been good progress since the previous inspection in developing pupils' investigative skills in mathematics and science. Computers are used regularly and effectively, both as a teaching aid and for pupils to use, to make lessons exciting and interesting and to support their progress. Pupils make good progress in learning about the world around them. However, some opportunities for pupils, particularly the potentially higher attaining pupils, to practise writing at length about work they have done in other subjects are missed.

Care, guidance and support are good overall. The school's arrangements for safeguarding pupils meet requirements. The support provided for pupils who need extra help with their learning is good and that for pupils who lack confidence is excellent. Great care is taken to ensure pupils' safety and rigorous systems are maintained. Guidance for pupils about how they can improve their work is satisfactory, because although good systems are in place, they are inconsistently applied. For example, although individual targets for each pupil to work towards are clearly displayed on classroom walls, not all pupils or the adults who work with them are sure what these are. Reference is seldom made to them in teachers' marking or annotation of work. This limits their effectiveness in raising standards.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The good management of the EYFS results in good quality provision. Children achieve well from their starting points, making good progress because of effective teaching. By the time they start in Year 1, although some children have attained some of the expected learning goals for their age, overall standards are slightly below those expected, particularly in communication, language and literacy. Children's personal development is good. They work very well with adults, independently and in small groups or pairs. They show good levels of consideration for others and take good care of the classroom resources. They quickly settle into the day-to-day routines of the school and are confident, enthusiastic and eager learners. This is because of the well-established daily routines and opportunities to use interesting resources, combined with a warm welcome from staff.

The curriculum in Nursery and Reception classes builds effectively on children's interests and successfully reflects the six areas of learning for this age group. Planning in Nursery and Reception is good. Children choose from a good range of activities, although they do not often work with staff to select what activities will be available, record their choices or indicate how well they feel they have got on with them. There are good opportunities for Nursery children to work indoors and out. Provision for outdoor learning for Reception children is less well developed and there is less easily available equipment for physical or creative development or opportunities outdoors for developing knowledge and understanding of the world. There is suitable outdoor space for physical activities, on both sites, including a small covered area to use in inclement weather. The EYFS leader and headteacher have identified the need to develop the curriculum in line with the new requirements for children of this age, such as to provide children with more free choice between indoor and outdoor activities, particularly in Reception.

What the school should do to improve further

- Consolidate initiatives to improve achievement in writing so that attainment and achievement match that in reading and mathematics.
- Improve pupils' understanding of what they need to do next to reach higher standards.

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Annex A

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
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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
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 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

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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

10 December 2008

Dear Children

Inspection of Church Gresley Infant and Nursery School, Church Gresley, DE11 9QQ

Thank you for making us feel so welcome when we visited your school recently.

I would like to tell you what we think about how well you are getting on and how well your school is helping you to learn. There are many good things about your school. Here are some of them:

- you make good progress and reach above average standards
- your teachers are very good at making sure that those of you who are not as confident as others are fully included in all activities
- teachers make lessons interesting
- you have good opportunities to use computers
- you get on well together and your behaviour is good
- Mrs Mansell knows your school well and what to do to make it even better.

Some things could help to improve your school. They are for you to:

- make even more progress in your writing
- have a better understanding of what you need to do to improve your work.

We hope you all carry on doing your very best and enjoying your learning.

We would like to wish you all the best for the future and a very happy new year.

Yours sincerely

Mrs Barnes

Lead inspector