

Gilmorton Chandler CofE Primary School

Inspection report

Unique Reference Number	120203
Local Authority	Leicestershire
Inspection number	327225
Inspection date	12 May 2009
Reporting inspector	Paul Edwards

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	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	214
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Graham Read
Headteacher	Marie Sandford
Date of previous school inspection	20 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Church Lane Gilmorton Lutterworth LE17 5LU

Age group	4–11
Inspection date	12 May 2009
Inspection number	327225

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Age group 4–11

Inspection date 12 May 2009

Inspection number 327225

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Introduction

The inspection was carried out by two additional inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- the achievement of pupils, particularly in their writing
- the progress of pupils with learning difficulties and/or disabilities and whether girls achieve as well as boys
- how the school plans to ensure pupils' awareness of people from cultures, religions and backgrounds other than their own.

Evidence was collected from performance data and other school documentation, observations of teaching and learning, the work produced by pupils, parents' questionnaires and discussions with pupils, staff and governors. Other aspects of the school's work were not investigated in detail, but the inspectors 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 the report.

Description of the school

This average-sized primary school serves an area of social and economic advantage. Almost all pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average and the proportion of pupils eligible for free school meals is well below that seen nationally. The school has a number of awards, including Healthy Schools and Activemark. Children in the Early Years Foundation Stage are taught in a Reception class.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. It provides an excellent level of care, guidance and support for its pupils and their personal development and well-being are outstanding. The parents' views of the school are overwhelmingly positive and the views of one parent are typical when commenting, 'The children have the chance to experience a wide variety of activities (in school and out) and although the teaching of the core subjects is strong, I feel the children have opportunities to be involved in music, the arts and the other subjects just as much.'

Children enter the school with skills and abilities similar to those expected for their age. Since the improvements to the physical provision some two years ago, children now make rapid progress in the Reception class so that they enter Year 1 with standards that are well above average. Good progress is made throughout the rest of the school and standards are above average at the end of Year 6 in English and mathematics, and well above average in science and information and communication technology (ICT). Evidence shows that improvements to the curriculum and teaching and learning are accelerating progress and pupils in Years 4 and 5 are on course to reach standards that are significantly above average. Pupils with learning difficulties and/or disabilities are supported well so that they achieve in line with their classmates. There is no significant difference in the achievement of girls and boys. The school has reacted positively to improve boys' writing skills and the introduction of a visual learning programme is having a positive impact. However, the school rightly recognises that across the school more effective use needs to be made of assessments in writing to challenge pupils to do even better.

As a result of the effective teaching, pupils make consistently good progress. Teachers have high expectations and a consistent approach and these are factors in ensuring pupils' exceptional behaviour and attitudes. Pupils thoroughly enjoy their learning because lessons are interesting and carefully planned. Teachers explain work carefully and the good quality marking provides pupils with a clear understanding of what they need to do to improve their work. The excellent curriculum, with a very clear focus on creativity, adds significantly to pupils' personal development and well-being. Pupils thoroughly enjoy the many and varied enrichment activities, for example the 'Mad Science' workshops, theatre visits, residential trips and visits to enhance their historical awareness. Excellent links with other schools enhance the curriculum. Year 6 pupils, for example, participated in the 'jaguar' project with the local college, improving their designing and making skills and also their ability to work as a team.

Pupils enthuse about the interesting lessons and the extensive and varied range of additional activities on offer, and this demonstrates why their attendance is above average. They understand the value of a healthy diet, although they confess they do not always adhere to the guidelines. Most take advantage of the many opportunities for vigorous exercise that the school presents, such as sporting clubs and use of the 'trim trail'. They are very aware of how to keep safe, for example they are aware of being safe on the internet and of the dangers of drugs, tobacco and alcohol. Pupils make an excellent contribution to the school community as members of the school council and by helping younger pupils. They also value and recognise their place in the wider community as they participate in village events and raise money for charities at home and abroad. Spiritual, moral, social and cultural development is outstanding. Pupils have an excellent understanding of right and wrong and assume their responsibilities with enthusiasm and confidence. Pupils have a very clear understanding of different religions and cultures, although their understanding of how this affects the national perspective is less

secure. Their excellent social skills and good and improving basic skills, including their ICT skills, prepare them very well for the future.

Parents endorse the inspectors' view that the quality of care, guidance and support is excellent. Those parents whose children have learning difficulties and/or disabilities are pleased with the quality of support provided. The skilled support staff are well deployed and the school seeks help from other professionals where needed. The school is proud to be 'dyslexia friendly' and has a range of strategies to ensure pupils with difficulties progress well. All the recommended procedures for safeguarding pupils are fully in place. There are excellent systems to assess and track pupils' progress and to provide additional help where needed at an early stage. Pupils understand their own targets for improvement and work hard to achieve them. They are very proud when they achieve their target and move onto the next level.

Excellent leadership and management have resulted in sustained improvement since the previous inspection. Many parents comment on the strong ethos and this makes a significant contribution to the high level of care and pupils' personal development. The school monitors and evaluates its work exceptionally carefully and accurately to plan improvements. Recent strategies to improve writing have helped to raise standards but there is still room for further improvement. Governors have a very good understanding of the needs of the school and are supportive and effective in bringing about improvements, for example in sympathetic improvements to the accommodation.

Community cohesion is good. There are strong links with the parish, and ministers contribute to assemblies. Pupils are very proud of the allotment project where part of the school grounds is being shared with the community, with the long-term goal of being 'self sufficient' in the production of vegetables. The school's evaluation of its plan to promote community cohesion has accurately identified the need to improve pupils' understanding of how people from different religions, cultures and backgrounds contribute to the national picture. The school has developed links with schools abroad to help pupils to appreciate different cultures. Progress since the last inspection, including pupils' outstanding personal development, the excellent curriculum, care, guidance and support and the effective current focus on raising standards even more, indicates the school has excellent capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Overall provision in the Early Years Foundation Stage is outstanding. The Reception class staff provide excellent pastoral care and have consistent, high expectations of children's behaviour. As a result, children's personal development is outstanding. A typical comment from the parent of a Reception child was, 'I love the community spirit in the school; the importance placed on loving and caring for each other and the respect that develops for grown ups.' Very good induction procedures help children settle quickly and happily into school. Children make excellent progress in all other areas of learning because staff make very effective use of assessment information to plan activities. For example, children delighted in performing a series of movements to music and enjoy taking on the role of shopkeeper or customer in 'the shop'. Occasionally, children need more focused intervention by staff to direct their learning more sharply. All staff contribute very effectively to ensuring children are well looked after and cared for. Those who need additional help and guidance are provided with a good level of support.

Leadership and management of the Early Years Foundation Stage are good. The staff work together well as a team and all are involved in making regular assessments of children's

development. Recent changes to the leadership team have resulted in the need to embed the new structure to maximise its effectiveness.

What the school should do to improve further

- Develop the teachers' use of assessment information so that they consistently challenge all groups of pupils to do their best in writing.
- Improve and evaluate the planning of community cohesion to increase pupils' understanding of the diverse nature of the population across the United Kingdom.

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?	1
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 capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
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 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

13 May 2009

Dear Pupils

Inspection of Gilmorton Chandler CofE Primary School, Lutterworth, LE17 5LU

Thank you very much for telling us all about your school and for making us feel so welcome when we visited your school recently. This is what we found.

Your school is outstanding and your parents and carers are really pleased with how well you are looked after. The headteacher leads the school very well. We were impressed by your excellent behaviour and by the way the staff look after you and how you look after each other. You really enjoy coming to school because you are given lots of interesting work to do. You thoroughly enjoy the wide range of clubs and the many and varied visits and visitors that make school really exciting for you.

Children in the Reception class are provided with an excellent start and you make good progress throughout the rest of the school and reach standards that are higher than in most schools by the end of Year 6. This is because the teaching is good and some of your lessons are outstanding. Teachers work hard and spend a lot of time marking your work carefully so you know what you have to do to get better. This really helps you to improve your work.

We have asked the school to do the following to make your school even better:

- help you improve your writing, by making sure that teachers make better use of information about how well you are doing when they plan your work
- help you to understand more about the different cultures and backgrounds of people who live in the United Kingdom.

You can help your teachers by continuing to work hard and behave well.

I wish you all the very best for the future.

Yours faithfully

Paul Edwards

Lead inspector