

Greatworth Primary School

Inspection report

Unique Reference Number	121822
Local Authority	Northamptonshire
Inspection number	327577
Inspection date	8 June 2009
Reporting inspector	Christine Millett

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	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	76
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	Mick Scott
Headteacher	Fiona Toman
Date of previous school inspection	22 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Helmdon Road Greatworth Banbury OX17 2DR
Telephone number	01295 711456
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Age group	4–11
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Greatworth Primary School is a small, four-class primary school situated in a rural location on the outskirts of Banbury. Early Years Foundation Stage provision is provided for children in the Reception class where they work alongside Year 1 pupils. The vast majority of pupils are from White British backgrounds, with no pupils having English as an additional language. The number of pupils with learning difficulties and/or disabilities is just above the national average. The number of pupils eligible for free school meals is well below the national average.

A privately managed playgroup operates on the school premises.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Greatworth Primary School is a good school. It is held in high regard by the local community. Parents are extremely supportive. 'My children are incredibly happy and well educated at Greatworth. They really enjoy school and I know that their needs are being met' is typical of many positive comments.

Strong leadership and management have resulted in a caring and supportive environment where pupils thrive, and standards are rising. Leaders and managers have a clear view of the school's strengths and areas for development and the school has improved greatly since the last inspection. At the heart of the school's success is the vision and determination of the headteacher to provide high quality education. She is well supported by hardworking and dedicated staff. The extremely knowledgeable governing body provides excellent support for the school and are fully involved in monitoring its progress and holding it to account. The school's self-evaluation is accurate and development plans are well focused. The school promotes community cohesion well at all levels, from its links with the local community to exchange visits with a school in France. Rising standards are indicative of the school's good capacity to improve.

The good level of personal development and well-being can be seen in pupils' good behaviour in and around school. Attendance is above average and pupils display positive attitudes to learning. 'Lessons are a fun way of learning and give you a really good challenge,' commented one pupil. The school council members are proud of their roles and feel that they are part of the decision making process. Pupils work within the local community in many ways. They have a good understanding of a healthy lifestyle and learn how to look after themselves as well as others. Spiritual, moral, social and cultural development is progressing well as even the youngest pupils learn to appreciate the great variety of cultures in Britain and the wider world.

Children get off to a flying start in Early Years Foundation Stage. They enter Reception with a range of skills and knowledge that are broadly in line with those expected and make good progress as a result of effective provision. They have access to a large outdoor area which provides plenty of scope for future development and could contribute to further improvement in skills and knowledge. At the end of Year 6, standards are generally above average, although the number of pupils achieving Level 5 in mathematics is lower than that in English and science. The consistently good teaching that takes place throughout school results in pupils' good achievement. Pupils with learning difficulties and/or disabilities are well supported and make similar good progress to their peers. Links with external agencies provide valuable support when required. The school has very effective systems for monitoring pupil progress. Pupils transfer to secondary school well equipped for the next stage in their education.

Staff know pupils well and provide a supportive environment in which to learn. This view is shared by parents who talk of how well their children are 'supported and encouraged to achieve their best'. Pupils are attentive because clear explanations are given. Teaching assistants work collaboratively with teachers to provide pupils with high quality care and support. Staff have worked hard to develop a curriculum that interests and engages all groups of learners, and information and communication technology (ICT) is used well to support learning. Work is marked conscientiously and gives clear guidance as to how pupils can improve their work and what their next steps should be. Strong pastoral care and effective guidance help pupils develop the confidence and independence they need to achieve well. Procedures to safeguard pupils meet current government requirements.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in this mixed Reception/Year 1 class is good and provides Early Years Foundation Stage children with a good start to their education. Attainment on entry varies from year to year. Currently, it is generally in line with age-related expectations in communication, language and literacy and personal, social and emotional development. Starting points are lower in other areas, including mathematical development. Children make good progress and their skills and knowledge improve well.

Children are given good opportunities to learn and develop. They play happily together indoors and out, and work is well planned. Staff know the children well and adjust provision in response to need. Skilful questioning enriches children's understanding and enjoyment and challenges them to think and reason. Children enjoy the opportunities they are given to try things out for themselves. A small group of girls worked collaboratively to make a tent out of bamboo canes and adhesive tape, discussing each problem as it arose and working out ways to improve their design.

All children have time to work and play together. This fosters an atmosphere of mutual respect and collaboration. Personal, social and emotional development is good and behaviour is managed effectively and sensitively. Staff ensure children's welfare needs are met and children are kept safe.

Well-resourced areas of learning provide a good balance between child-initiated and adult-led activities, though the school is aware of the need to develop outdoor provision further in order to provide children with areas to explore, dig and discover. The knowledgeable Early Years Foundation Stage manager provides good leadership. There is a strong sense of teamwork amongst all staff, who produce thorough planning and identify effective opportunities for ongoing assessment.

What the school should do to improve further

- Increase opportunities for children in Early Years Foundation Stage to initiate and enrich their own learning through access to a wider range of outdoor activities.
- Improve the level of challenge in mathematics for more able pupils to help more of them reach the highest possible levels.

Achievement and standards

Grade: 2

The school's rigorous and accurate tracking system now shows that pupils throughout the school are making good progress. Standards at the end of Key Stages 1 and 2 are generally above average. Standards in the past have fluctuated due to the strengths and weaknesses of specific cohorts and the high levels of mobility experienced by this small school. Improved provision, along with the high expectations of recently appointed staff, has impacted positively upon achievement and standards. Recent assessments indicate that the vast majority of pupils are on track to achieve or exceed the challenging targets set for 2009 and so continue the upward trend.

The number of pupils reaching the higher level in Key Stage 2 mathematics is not as high as in English and science due to the inconsistent level of challenge for higher attaining pupils. The

school has rightly identified this as an area for development. Pupils with learning difficulties and/or disabilities make good progress because work is well matched to their needs.

Personal development and well-being

Grade: 2

Pupils are unanimous in their enjoyment of school. One pupil summed up the views of many, saying 'We like learning'. This positive attitude can be found throughout the school and is reflected in good attendance and punctuality. Pupils are friendly and polite and show a great deal of respect for adults and each other. Older pupils present positive role models for the younger children. They appreciate the care and support they receive from staff.

Pupils are aware of a wide range of healthy living issues. They also have an appropriate understanding of the importance of keeping fit and are aware of staying safe. Pupils respond well to the responsibilities they are given and make positive contributions to the school community and beyond. They are enthusiastic about caring for the environment through recycling. Assemblies and the well-planned curriculum contribute to spiritual, moral, social and cultural development. The good grounding pupils receive in social and basic skills prepares them well for the next stages of learning.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good throughout the school and lessons offer a wide range of carefully chosen activities that engage pupils. As a result, pupils enjoy learning and make good progress. Teachers' subject knowledge is good and learning objectives are shared with pupils at the beginning of lessons. Skilful questioning prompts and challenges thinking. Plenary sessions are used to share learning but do not always make links to future learning. Planning is thorough and work is well differentiated. Accurate assessments are carried out regularly and used to ensure the needs of all learners are met. Pupils with learning difficulties and/or disabilities are well supported by effective teaching assistants and make the same progress as other groups. Information and communication technology is well used to support learning. Pupils' work is marked regularly and pupils receive clear instruction as to how they can improve. Very effective relationships between staff and pupils are a key factor in the good attitudes pupils show towards their work.

Curriculum and other activities

Grade: 2

The school provides a well-planned curriculum which meets the needs of learners and contributes well to their personal development. It also enables them to make good progress as they move through the school. The curriculum is enriched with a wide range of additional activities which pupils thoroughly enjoy. For example, day visits, visitors and residential visits add to the excitement of learning. Opportunities to link work across different subjects are developing well but not yet fully embedded.

Creativity is developed well, as shown by the quality of artwork around the school. There is extensive provision for music. The curriculum provides opportunities for pupils to understand cultural diversity through the learning of languages such as French and German and learning

about different customs and festivals. An extensive range of after-school clubs is available which are well attended.

Care, guidance and support

Grade: 2

This is a happy school where pupils say they feel safe and secure because adults take care of them. Staff know the pupils very well and relationships are good. This creates a climate in which pupils grow in confidence and self-esteem. The effective support they receive is another key factor in pupils' good personal development. Vulnerable pupils and those with a range of learning difficulties and/or disabilities are well supported and the school works effectively with external agencies to meet their needs. Child protection, health and safety procedures and systems for safeguarding meet current government requirements. Academic guidance is good. Rigorous systems for monitoring underachievement have identified the need for more focused guidance for the more able in mathematics, and appropriate strategies have been put in place to bring about improvement. Progress is supported by learning targets which the majority of pupils know and understand.

Leadership and management

Grade: 2

The dedicated headteacher provides excellent leadership and management. She is passionate for the success of the pupils and receives enthusiastic support from the newly formed yet proactive management team. Together they have set a clear direction for the school and brought about significant improvement. High expectations are shared by all. Through secure self-evaluation, the school has a clear understanding of what it has to do to improve and is focusing on the right priorities. Good use is being made of challenging targets which are now more demanding than in the past. Targets are shared well with pupils and are leading to raised standards. Governors are impressive in their commitment to the school and play their part in monitoring and evaluating the effectiveness of the school. They readily challenge and question and are rigorous in the self-assessment of their own performance. They have identified the need to improve outdoor provision in the Early Years Foundation Stage.

Community cohesion is developing well. The school seeks to be at the heart of the community and draws well on community links including regular contact with a local special school. Pupils have positive attitudes towards the ethnic diversity of their country and good use is made of strong links with local schools as well as a school in France.

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
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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	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**

9 June 2009

Dear Pupils

Inspection of Greatworth Primary School, Banbury OX17 2DR

Thank you very much for your warm welcome when we visited your school recently. A special 'thank you' to those members of the School Council who gave up part of their lunchtime to talk to me. Many of you told me that Greatworth is a good school, and we agree.

What we liked most about your school:

- You are very friendly, polite and helpful to visitors and each other.
- Your behaviour is good.
- You get off to a good start in Reception and make good progress over your time in the school to reach above average standards.
- You show a great deal of enjoyment in coming to school and are very keen to learn.
- Adults look after you very well and make sure you are safe.
- Teaching is good, and your teachers work hard to make lessons interesting and exciting.
- The school is well led and managed, and your parents are very pleased with the school and the help you receive.
- You show a very good understanding of healthy lifestyles and how to stay safe.
- You contribute enthusiastically to the life of the school and the local community.
- You are well prepared for the next stages in your education.

To make your school even better, this is what we would like to happen now:

- We would like the teachers and governors to improve the outdoor area for the Reception children so they have more interesting areas to explore and help them learn.
- We would like your teachers to give you even more challenging work in mathematics so that more of you can reach higher levels. We know your school will be able to do this, as Mrs Toman and all the adults in your school want you to have the best education possible. Please continue enjoying your learning and working hard.

Yours faithfully

Christine Millett

Lead inspector