

Garway Primary School

Inspection report

Unique Reference Number	116677
Local Authority	Herefordshire
Inspection number	338864
Inspection dates	11–12 March 2010
Reporting inspector	Roderick Passant

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	53
Appropriate authority	The governing body
Chair	Anthony Phillips
Headteacher	Lorraine Lloyd-Williams
Date of previous school inspection	11 October 2006
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Introduction

This inspection was carried out by two additional inspectors. The majority of time was spent looking at pupils' learning; five lessons or part lessons were seen covering the three classes and most teachers. Meetings were held with the headteacher and members of the school staff, representatives from the governing body, a group of older pupils and two parents. The inspectors observed the school's work, including the early morning club, and scrutinised a range of documentation relating to pupils' safeguarding and school improvement as well as 23 parents' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the school's self evaluation and the school's leadership in raising standards
- how effectively the school broadens pupils' horizons globally and nationally and extends their view of the diversity of society.

Information about the school

This small rural school serves Garway and surrounding villages. Some pupils come from further afield with a significant proportion join the school at various points in their school career. All pupils are White British heritage. The percentage of pupils eligible for free school meals is below average. The percentage of pupils with special educational needs and/or disabilities is well above average. Pupils are taught in three mixed age classes; Reception and infant children are in one class and younger junior and older junior pupils make up the two other classes. The school operates an early morning 'breakfast club' managed by the governors. An independently managed playgroup operates on the school site. The school has gained awards for its status as a healthy and Eco school and a quality mark for its work with pupils with special educational needs and/or disabilities. The school has also gained the financial management in schools award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school with a supportive ethos based on core values that pupils follow and positively promote. There is a strong sense that they work in partnership with their teachers and, as a result, pupils have mature, positive attitudes to learning. They make good progress and achieve well academically and develop into confident young people. They feel exceptionally safe in school, behave extremely well and clearly help shape their school community. Underpinned by the school's excellent care, guidance and support, pupils have a good understanding what goes to make a healthy life-style and how to look after themselves. They demonstrate a brotherly/sisterly concern for younger pupils and act as positive role models for them.

Pupils make good progress because teaching is skilled and adult support particularly effective. The curriculum is varied and provides a range of memorable and creative experiences. Currently pupils have very limited opportunities to work with pupils from schools with very different characteristics from Garway. The school has developed some links with a French school but these links are at an early stage of development.

The school has improved since it was last inspected, particularly in relation to the curriculum and use of assessment. The headteacher has a very accurate view of the school's strengths and what it needs to do in order to improve further. Self-evaluation is embedded in the close monitoring of pupils progress and the school picks up early on pupils who need additional challenge or support and also uses this information about pupils' progress to identify and tackle relative weaknesses. The school has therefore a good capacity for sustained improvement.

What does the school need to do to improve further?

- Broaden pupils' cultural experiences, awareness of the wider world and the rich diversity of society by:
 - developing the opportunities for Garway pupils to work with pupils from an urban school setting;
 - make greater use of information and communication technology (ICT) to develop European and global links with other schools.

Outcomes for individuals and groups of pupils

2

Pupils make good progress and achieve well because lessons have a very positive ethos; pupils focus readily on their tasks and work well independently and with others.

Teachers are able to trust groups to get on with tasks whilst adults work intensively with

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other pupils. They enjoy learning because 'lessons are interesting' and they want to improve their skills; they enjoy the disciplines of a subject such as mathematics, because, as one pupil put it, 'it's logical.' In one mathematics lesson, older pupils demonstrated good mental strategies to support their use of a calculator and in this and other lessons, pupils' thinking is extended through careful questioning.

Standards vary because of the small size of cohorts but generally, they are above average. Most pupils attain at least the expected level in English, mathematics and science. Higher attaining pupils generally gain the higher level. In lessons, there is little difference between boys' and girls' performance. Pupils with special educational needs and/or disabilities make good progress.

The school fosters pupils' self-confidence and individuality extremely well. The way pupils care and support one another, the friendly nature of the school and the compassion that pupils display for others, such as the victims of the recent earthquake, reflects the school's clear framework of values. Pupils have limited firsthand experience into similarities and differences between their own and others cultures. Pupils are proud of their school and have a strong voice within it, for example raising pertinent points relating to school life at the end of the 'smiley' achievement assembly.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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How effective is the provision?

Teachers manage the mixed age classes well. Planning is detailed and work is targeted effectively for the range of needs in classes. There is strong teamwork with teaching assistants, who are clear about their various roles within lessons and bring their own expertise to support the teacher. They are at their most effective when they actively engage with pupils and occasionally teachers could abbreviate whole-class input to capitalise on their skills. Teachers have good subject knowledge. Pupils are often asked to explain their approach in order to deepen their thinking or consolidate their understanding. In one mathematics lesson, pupils' engagement in the lesson was helped by the realistic and practical problems they were asked to solve. Questioning is often skilled, and helps pupils unravel the challenges in a particular problem; for example, distinguishing the numbers of bottle crates that were filled from the number of crates that would be needed when there were a few bottles left over. Teachers have a confident, calm approach; they challenge pupils but are also sensitive to and protective of any lack of pupil confidence to demonstrate something to their peers. There is a strong sense that teachers are working in partnership with pupils and that pupils are encouraged to take some responsibility for their learning. Discussions between adult and pupils are meaningful and genuine. Pupils feel secure with their teacher and classmates so that they feel confident to admit if they do not understand without any loss of face.

Assessment is used effectively. Teachers know their pupils well, and use specialised assessment materials, to gain an accurate picture of their learning and what they have to do next. Marking is supportive and gives points for improvement, sometimes showing particular sensitivity in its engagement with the quality of the pupil's work.

The curriculum has some extremely strong features, particularly in relation to the development of pupils attitudes and values, respect for others and health. The school's work on 'green' issues and sustainable development is particularly strong. The school makes extremely good use of its grounds to develop pupils' awareness of the natural world. There is good provision for basic skills across subjects, although ICT, used to broaden pupils' cultural horizons, is still at an early stage of development. The curriculum is enhanced further by specific themed weeks or special days, trips and visitors. Through the local cluster of schools, the school has been able to access specific funding and expertise to further extend the curriculum, for example to help develop pupils' thinking skills.

Pupils are known extremely well as individuals. This is not simply the result of being a small school but reflects staff's attitudes to them; the fact that they take the time to get to know them and listen to their views. A couple of parents told an inspector about the fundamental difference the school's support had made to their child. The commitment to all pupils is deeply held by all staff and rooted in the school's inclusive ethos.

These are the grades for the quality of provision

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The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher leads the school very effectively. She is enthusiastic, efficient and generous about the effectiveness of her staff and their support. School improvement planning is based on accurate self-evaluation. The school is highly inclusive and committed to equal opportunities. Partnerships, within the local cluster, are extremely strong and used to; extend opportunities for professional development, to support specific learning needs with specialist agencies and, with other providers, to extend pupils' learning opportunities.

Governance is good; the governors question and challenge the school as well as providing effective support stemming from a good range of personal and professional expertise. Finance is monitored closely and effectively and the school has gained an award for its financial management. The governors take their role regarding child protection and safeguarding very seriously and there are effective systems in place. The school promotes community cohesion well in many respects and has audited its provision and has an action plan. It has started to forge links with a school in France but pupils currently have relatively limited opportunities to extend their first hand experience of working with pupils from a school with very different characteristics from Garway.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2

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The effectiveness with which the school deploys resources to achieve value for money	2
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Views of parents and carers

Parents have very positive views of the school reflected in their responses. They agree or strongly agree with almost all of the questionnaire statements. Their positive views are reflected in the inspection judgements. A number of parents took the trouble to write additional comments. Generally, these were very positive about the school and the difference it has made to their child. Three parents made individual critical points but there was not a common theme.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Garway Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 23 completed questionnaires by the end of the on-site inspection. In total, there are 53 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	61	9	39	0	0	0	0
The school keeps my child safe	14	61	9	39	0	0	0	0
The school informs me about my child's progress	11	48	12	52	0	0	0	0
My child is making enough progress at this school	10	43	11	48	0	0	0	0
The teaching is good at this school	14	61	9	39	0	0	0	0
The school helps me to support my child's learning	11	48	11	48	1	4	0	0
The school helps my child to have a healthy lifestyle	14	61	9	39	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	39	13	57	0	0	0	0
The school meets my child's particular needs	11	48	10	43	2	9	0	0
The school deals effectively with unacceptable behaviour	10	43	13	57	0	0	0	0
The school takes account of my suggestions and concerns	11	48	12	52	0	0	0	0
The school is led and managed effectively	12	52	11	48	0	0	0	0
Overall, I am happy with my child's experience at this school	13	57	9	39	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 March 2010

Dear Pupils

Inspection of Garway Primary School, Herfordshire, HR2 8RQ

Thank you for helping to make my brief visit so enjoyable. I would particularly like to thank those pupils who gave up part of their lunchtime to talk to me. I thought I would share my thoughts with you.

This is a good school that has continued to improve since it was last inspected. I was very impressed by your excellent behaviour, how you looked after each other so that you make an excellent contribution to the school community. Your work as an eco-school is impressive. I am glad that you feel exceptionally safe in school and are confident that if there was something upsetting you it would be sorted quickly. You make good progress and achieve well because you have skilled teachers. I agree with you that lessons are interesting and teachers are kind. Indeed, they care about you a very great deal and they know you extremely well.

I have asked the headteacher to do two things to make the school even better. The first is to give you opportunities to work with pupils from a school that is very different from Garway. The second is to build on some of the work already started to develop links with other schools in Europe and perhaps further afield. Both points are connected and are really about extending your awareness about how widely varied our society is in this country and abroad.

Your school has a special ethos, which staff and pupils often refer to as 'the Garway way'. This ethos is formed from many things but the caring way you work in partnership with your teachers is a special ingredient. I am sure that with your continued help and support the school will go on developing and improving.

Yours sincerely

Roderick Passant

Lead inspector

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