

Grimley and Holt CofE Primary School

Inspection report

Unique Reference Number	116815
Local Authority	Worcestershire
Inspection number	338897
Inspection dates	18–19 May 2010
Reporting inspector	Ruth Westbrook

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	65
Appropriate authority	The governing body
Chair	Mick Jukes
Headteacher	Richard Kieran
Date of previous school inspection	30 January 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons and observed five teachers. Meetings were held with governors, staff and children. There was no formal meeting with parents and carers but a number met inspectors in the playground before school. The inspectors observed the school's work and looked at improvement plans, key policy documents, assessment information, governors' minutes and children's work. Safeguarding procedures were also checked. In addition, 31 responses to the questionnaire for parents and carers were received and analysed, along with questionnaires from staff and pupils in Key Stage 2.

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

- the effectiveness of the school's plans to raise the attainment of the ablest children.
- the impact of the school's strategies to improve attendance
- the impact on outcomes for children of the innovative approach of using drama and inquiry in teaching and learning
- how leaders other than the headteacher contribute to the school's capacity for sustained improvement.

Information about the school

This is a small primary school with three mixed-age classes. The Early Years Foundation Stage is taught in a Reception class during the mornings, and with Years 1 and 2 in the afternoons. Almost all children come from White British families. The percentage of pupils with special educational needs and/or disabilities is average. Their needs mainly relate to speech, language and communication difficulties and specific learning difficulties. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils joining or leaving the school at times other than the usual dates for admission is higher than usual. The school was awarded Artsmark Gold in 2009 and the Eco School Green Flag in 2010. The governing body manages a daily breakfast and after-school club. St Bartholomew's Pre-School is a privately run facility which shares the site.

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?

1

The school's capacity for sustained improvement

1

Main findings

This outstanding school is extremely well led by the headteacher and his senior colleagues. They have effectively pursued an ambitious vision for the school to re-design the curriculum and roles of teachers, so that teaching and learning are creative and personalised, and thereby boost opportunities for children to have choice and independence. This has resulted in exceptional improvement since the last inspection. Children's attainment, outcomes in the Early Years Foundation Stage, achievement and all other outcomes have improved significantly because of these substantial improvements to provision. Underpinning this has been a rigorous analysis of the school's strengths and weaknesses. Effective plans have been put in place to realise the ambition, and their implementation has been supported by a substantial investment in training for staff. Plans for further development are securely in place and all leaders demonstrate their outstanding capacity for further improvement and consolidation.

Achievement is outstanding and attainment is above average. The small numbers in each year group contribute to its variability from year to year, but it has improved significantly from the last inspection. Early indications for Year 6 at the end of 2010 are that the improving trend has been sustained and that standards are high in English and mathematics. This is because the quality of teaching is outstanding. Teachers plan very carefully for the different ages and abilities in their classes. The use of assessment is good, but occasionally its use to plan for an individual child does not fully take into account success with prior learning and the next steps for an individual learner.

Excellent care, guidance and support ensure that children's individual needs are well met. All children say they feel very safe and their parents agree with them. Relationships between all members of the school community are excellent so children always feel there is an adult or friend to support. The school's implementation of an action plan to improve attendance has met with support from children and parents, and it is beginning to improve. Attendance is now above average. The number of holidays taken during school-time has reduced significantly this year. The school works highly effectively with a range of partners including parents and carers to ensure that provision is of a consistently high standard. These partnerships ensure excellent value for money by providing benefits for children which would not otherwise be possible in the size of school.

What does the school need to do to improve further?

- Ensure that assessment is used consistently well by teachers to plan challenges for individual children so that they can reach higher standards in their learning.

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Outcomes for individuals and groups of pupils

1

Attainment at the end of Year 6 is above average. Progress for all children is good and for many at Key Stage 2, it is exemplary. The needs of children with special educational needs and/or disabilities are very clearly identified and a range of well-targeted support and modifications help them to achieve very well. As a result, all make good progress and many make exceptional progress from very low starting points. Children who enter the school after the usual admission time make good progress. Their needs are met quickly, and many succeed in the school when they have not succeeded elsewhere. Children demonstrate high levels of concentration and commitment to engage with and complete tasks. This is because they respond extremely well to their active involvement in learning. Children enjoy the many opportunities to use drama to help their learning. This was seen during the inspection in an outstanding English lesson for Years 5 and 6. The opening of the lesson engaged all children quickly through a role-play which helped them to empathise with characters in the book they were studying. After this, all children interacted quickly and easily in dialogue with their response partners and this helped them all to develop their ideas and understanding for the writing which followed. The quality of this writing and the extended piece subsequently completed for homework was excellent. When learning is good rather than outstanding, opportunities are missed to plan a particular challenge for an individual child which is based on their previous learning so their understanding is not always extended as far as it might be. Children's understanding of safety is outstanding including that of new technologies. Behaviour in lessons and around school is exemplary and ensures that children support each other well. Outdoor leaders from Years 3 and 4 organise and lead excellent play sessions for Reception children. They do this impressively. School council members have launched an anti-bullying charter which all members of the community have signed. Children know how to keep themselves healthy, and are considering ways to make break-time snacks healthier. They take part enthusiastically in the many opportunities for sport in and after school, and are very active during lessons achieving a well-deserved National Healthy Schools status and Activemark award in 2009. Children's contribution to the community is outstanding. There are numerous examples of child-initiated activities which give service to school, local villages and communities further afield. Current projects include planning for the local May fair, recycling, cultivating and selling produce in the school garden and tending chickens. Children are proud of their recent Green Flag environmental award and that the assessor only found one piece of litter. They spend their school council budget wisely. Recently, they agreed on a particular water cooler because of the company's agreement to provide a well bearing the school's name in an African village.

These are the grades for pupils' outcomes

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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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
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	1
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

All teaching is good and much is outstanding. Teachers plan lessons which are stimulating, using a wide variety of styles of learning and resources to support this. They have very good subject knowledge, and use it to generate enthusiasm amongst children about their learning. All adults in classrooms work very well together to make sure that children's needs are met. Teachers involve children in setting very clear, high expectations of work and behaviour. Challenging literacy and numeracy targets are set for individuals and these are regularly reviewed. Children are very clear on the progress they are making towards their targets because they receive regular high-quality feedback from their teacher. The marking in Years 5 and 6 is exemplary. The use of assessment is good because teachers usually plan well to meet the needs of all children. Just occasionally, planning does not build sufficiently on an individual child's capabilities or prior learning with a particular challenge or well-matched activity to enable he or she to make as much progress as possible.

The outstanding curriculum is carefully planned. The innovative practice of teaching through drama and inquiry is now well-established, and recognised nationally as leading practice. It makes a significant contribution to the outstanding outcomes for children and the development of literacy, numeracy and information communication technology (ICT) skills. These skills are developing exceptionally well because in addition to their learning in literacy and numeracy lessons, children are using them very regularly as tools in their wider learning. The emphasis on a set of values within the curriculum promotes excellent personal and interpersonal skills. This boosts children's confidence and self-esteem and equips them exceptionally well for the next stage of their lives.

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Very fruitful partnerships with a wide range of providers help this small school to ensure that there is variety and broad enrichment, and that children's spiritual, moral, social and cultural development is outstanding. A rich programme of additional activities and visits are carefully planned to ensure that the curriculum has breadth and balance, including foreign language learning for Key Stage 2 children. There are numerous examples of accomplished works of art which have been produced by visiting artists working with all the children. Children's singing in assembly is exceptionally good.

The progress of all children is very carefully checked and when underachievement is identified, additional support is put in place. Training is effective in ensuring that staff have the expertise to meet a wide range of children's special educational needs and/or disabilities. Links with other schools and outside agencies are excellent, and ensure that children make a smooth transition at times of change. The well-run before- and after-school provision is valued by parents and children who attend.

These are the grades for the quality of provision

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

How effective are leadership and management?

Outstanding leadership and management of the school are focused on raising attainment and improving provision. The school's work shows strong commitment to its guiding principle that what is important is 'who children are and not what they are'. The progress and well-being of individual children are monitored rigorously and at the first sign of underachievement, steps are taken to ensure that progress is back on track. Targets for all are challenging. Where necessary, considerable adaptations are made to the curriculum to ensure that they meet these targets. The effectiveness with which the school promotes equal opportunities is good. The school's leadership has identified that the progress made by children is slower when they first start school. Plans are in place to improve the quality of provision in Reception and the early signs are that children are making more rapid progress in their first year. The values of the curriculum and visits planned to schools and communities with different backgrounds are used as a positive force for tackling discrimination. Governors are a committed group who are fully involved in the work of the school, and planning for its future. They are thorough in ensuring that children and staff are safe, and that all procedures for safeguarding are rigorous and regularly reviewed. They know the school well from their work with parents, children and staff, and make a particular contribution through their understanding of the school's relationship with the villages it serves. Senior leaders have

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excellent strategies in place to reach beyond this highly cohesive school community and use its many links with communities locally, nationally and internationally to promote excellent awareness of cultural and religious diversity.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

There is a range of attainment on entry which can vary from year to year. Personal, social and emotional development are generally at the level expected for the age, but in the last two years, communication, language and literacy and mathematical development have been below that level. Teaching is generally good within a stimulating environment, but occasionally in lessons where children are learning to link sounds and letters, the teaching does not meet the full range of ability with the group. Most children make good progress in their learning, moving to Year 1 with standards which are broadly average although for a few, standards remain below average in communication, language and literacy and mathematical development. Good arrangements are in place to ensure parents and children come to know the school well before arrival in September. There is free access to a small outdoor play area which children enjoy and take full advantage of. Assessments are carried out regularly and appropriately. All adults involved in the teaching of Reception work well together to make the most of opportunities for assessment. Children with special educational needs and/or disabilities are identified swiftly and appropriate support is put in place. Occasionally, lesson planning is not sufficiently focused on a child's next steps and does not challenge him or her appropriately or close gaps in learning. Children benefit very much from the

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opportunities to work alongside and with older children in the afternoons. This was seen during the inspection where Reception children enjoyed with great confidence and independence taking part in bug and plant investigations alongside other years in the outdoor learning session. The school's leadership includes fully the Early Years Foundation Stage in its plans for raising attainment and improving the quality of provision, including plans for this year to extend the outside area. The school has been instrumental in developing the range of pre-school experience with the provision of a group of mothers and toddlers.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

An overwhelming majority of questionnaires from parents and carers were positive. This comment from one parent is typical of those received, reflecting the high level of satisfaction: 'The children are happy, enthusiastic and they love school. The atmosphere is encouraging and supportive. They love their work.' The few concerns expressed by parents and carers were to do with children's behaviour and lack of challenge for the most able. All concerns were investigated, and where appropriate, they have been addressed in the body of the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grimley and Holt CofE 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 31 completed questionnaires by the end of the on-site inspection. In total, there are 65 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	58	11	35	0	0	0	0
The school keeps my child safe	19	61	10	32	0	0	0	0
The school informs me about my child's progress	13	42	16	52	0	0	0	0
My child is making enough progress at this school	11	35	19	61	0	0	0	0
The teaching is good at this school	12	39	16	52	1	3	0	0
The school helps me to support my child's learning	12	39	19	61	0	0	0	0
The school helps my child to have a healthy lifestyle	15	48	15	48	1	3	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)	14	45	17	55	0	0	0	0
The school meets my child's particular needs	13	42	16	52	2	6	0	0
The school deals effectively with unacceptable behaviour	12	39	15	48	4	13	0	0
The school takes account of my suggestions and concerns	12	39	19	61	0	0	0	0
The school is led and managed effectively	14	45	14	45	2	6	0	0
Overall, I am happy with my child's experience at this school	15	48	16	52	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



20 May 2010

Dear Children

Inspection of Grimley and Holt CofE Primary School, Worcester, WR2 6LU

Thank you for welcoming us so warmly on our recent inspection of your school, which we have judged to be outstanding. I would like to share with you what we learned about the school. These are the things that particularly impressed us.

You make outstanding progress in your work and reach standards which are above average in mathematics and English.

You enjoy school very much and each of you makes an excellent contribution towards making it a positive and caring community.

You have a good understanding of how to keep yourselves healthy, and take part in exercise regularly to achieve this. Your attendance is above average.

Your behaviour is excellent and contributes to you all feeling very safe in school. Your understanding of how to keep yourselves safe is outstanding.

The drama that you do helps you to become confident and articulate members of your community.

Your teachers plan extremely interesting lessons in which you play a very active part. Their guidance to you on your work is very helpful.

All the staff in your school care for you extremely well.

We have asked the school to do one thing to make it even better.

We would like teachers to make sure that when they plan your lessons, they always use their knowledge of you to prepare some individual challenges which build really well on your learning.

We hope that you will all continue to try to do your best in all that you do.

Yours sincerely

Ruth Westbrook

Lead inspector

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