



Guilden Morden CofE Primary School

Inspection Report

Unique Reference Number 110790
LEA CAMBRIDGESHIRE LEA
Inspection number 278515
Inspection dates 6 July 2006 to 6 July 2006
Reporting inspector Mrs. Helen Ranger AI

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

Type of school	Primary	School address	Pound Green
School category	Voluntary controlled		SG8 0JZ
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01763 852318
Number on roll	66	Fax number	01763 852318
Appropriate authority	The governing body	Chair of governors	Mr. Jim Kennedy
Date of previous inspection	12 September 2000	Headteacher	Mrs. Sue Arnold

Age group 4 to 11	Inspection dates 6 July 2006 - 6 July 2006	Inspection number 278515
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small school serving an area of Cambridgeshire very close to the borders of both Hertfordshire and Bedfordshire. Most pupils live in the local area, but about a quarter come from further afield and from all three counties because their parents have chosen this school. The roll has risen sharply this year and new pupils have been admitted to most age groups. Most pupils are from favourable economic backgrounds and almost all are of White British heritage. An average proportion have learning difficulties or disabilities. Pupils' attainment when they join the school is average overall.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school that its overall effectiveness is good and consider that it has outstanding features. It gives good value for money. The extremely capable headteacher has ensured since her arrival four years ago that all aspects of the school are working effectively and for the good of the pupils. As a result, leadership and management is good overall. From the start, good provision for Reception children enables them to reach good standards. Pupils do well in the rest of the school too because the good teaching continues throughout. Pupils make good progress and achieve well, including those with learning difficulties. Attainment in Year 6 has risen over the past four years to a level that has been consistently above average, and at times exceptionally high. The school wants to improve further. For pupils' achievements to be even better, staff need to make even better use of the good arrangements for tracking progress. They need to check that this tracking results in planning lessons that ensure all individuals makes consistently good progress as they move up the school. Pupils' personal development is outstanding. A good curriculum and high quality care and guidance ensure that they develop into mature and responsible young people. The school has good plans to develop the Reception class area further so that the youngest children will be able to work even more independently and contribute more to how their activities are organised. As well as the headteacher's excellent leadership, the school continues to move forward because of the good efforts of the staff and governors. Their effective teamwork and wide consultation with parents and pupils result in clear information about how well the school is doing and what it can do to improve still more. The school has also nurtured very productive relationships with the local community, including the church and pre-school group. The school has improved well since its last inspection and is in a very good position to continue to move forward.

What the school should do to improve further

- Make sure the tracking systems are fully exploited to support the drive for pupils to make outstanding progress. - Continue to improve the accommodation in the Reception, so that children have further opportunities to work independently and show initiative.

Achievement and standards

Grade: 2

Pupils of all capabilities achieve well in all age groups. When the school's performance information is compared with national averages, caution is needed because the very small year groups mean that small changes in individual attainment can have a big impact on the overall results. However, by Year 2, pupils have reached above average standards in reading, writing and mathematics in recent years. Although it is too early to compare the current Year 2 with the national figures for 2006, indications are that their attainment continues to be above average. There has been a rising trend in attainment in Year 6 over the past few years in the English, mathematics and science

national tests. Last year, most of the challenging targets for this age group were met. The school's provisional results for 2006 show that pupils have reached a similar level to the exceptionally high performance of 2005. The 'value added' measures for this age group show that individual pupils have made good progress in recent years, relative to their test results when they were in Year 2. The school is keen to ensure pupils make excellent progress. While it is doing well for its pupils, for this to happen, the amount of progress pupils make across the school as a whole will need to rise even further when compared with the national average.

Personal development and well-being

Grade: 1

This aspect of the school is outstanding. Within a calm, positive environment, pupils develop into socially sophisticated and confident young people who greatly enjoy school. Their spiritual, moral, social and cultural development is extremely good. They are very proud of their school and their enthusiasm for learning is reflected in outstanding behaviour and above average attendance. Attendance could be even higher if fewer pupils were not taken on holiday in term time. Pupils develop a strong sense of social awareness. They fully understand the difference between right and wrong and are very considerate towards each other. Pupils who arrive in school mid-year quickly feel at home. Activities in art and music add well to pupils' cultural development and their understanding of other ways of life and faiths is very good. Their spiritual development is good. An assembly during the inspection led by the local vicar enabled pupils to understand and communicate how simple things can be more valuable than gold. Pupils thoroughly understand how to keep themselves safe and healthy. They know why they should eat certain things in moderation and take exercise. For the size of the school, there are good opportunities for children to take part in sport. Pupils are very aware of their responsibilities in the local and wider community and they contribute to it through activities such as the school council and charity fund-raising. Their good academic skills combine well with their very effective social development, preparing them exceptionally well for their future lives.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall, and at times outstanding. Typically, teachers are well organised and plan effectively for the very wide range of age and attainment in each class. In an outstanding lesson seen, the teacher skilfully juggled the needs of three separate year groups, ensuring that all individuals made rapid progress. The teaching assistants play a valuable role in all classes in ensuring good levels of attention for all groups of pupils, including supporting those who need extra help or challenge with their work. Underlying the successful teaching is a high quality of relationships which ensures that pupils learn in a comfortable yet stimulating atmosphere and that their behaviour is managed well. Good quality oral feedback, marking and target-setting

ensure that pupils know how well they are doing and what to focus on next. These arrangements link well to the overall systems for tracking pupils' progress. They provide a good basis for the school to ensure in the future that pupils' achievements are even better, for example by improving the value added data at the end of Year 6. For this to happen, the teachers need to check even more regularly that individual pupils are making the best possible progress throughout their time in school and that their lessons target individual needs even more closely.

Curriculum and other activities

Grade: 2

The curriculum is good with some outstanding features. Subjects are thoroughly planned and motivate the pupils. They learn about a wide range of cultural heritages with a strong emphasis on village life. There is good attention to basic skill development as part of the school's focus on standards in literacy, numeracy and information and communication technology (ICT). A good start has been made in forging even more effective links between subjects. There are plans to increase these links to make lessons more meaningful to pupils. Both teamwork and independence are strongly encouraged in lessons and in other activities. However, the outdoor and covered play areas for the younger pupils are limited in size and in the extent to which pupils can use them independently. The school rightly wishes to continue to improve these areas. The curriculum is enriched well by an outstanding range of lunchtime and after school clubs for all ages, unusually including bridge which was introduced to develop thinking skills. The school's strong programme for personal, social and health education helps pupils to develop a good understanding of safe and healthy living.

Care, guidance and support

Grade: 1

The staff care for the pupils, help them and promote their personal and academic well-being exceptionally well. They show a high level of commitment to the pupils and their families, building strong links between home and school. This ensures that pupils' backgrounds are understood and their needs known. Those with learning difficulties and disabilities are supported very well and given extra help. This results in them doing well. The very effective arrangements for giving feedback to pupils mean that pupils are guided and supported very well in their work. Pupils feel safe in school and trust those who care for them. Exemplary procedures for child protection and other aspects of health and safety are in place, and these are well understood by the staff.

Leadership and management

Grade: 2

The impact of good leadership and management is that pupils' achievement is good. The headteacher's outstanding leadership has led to many improvements, particularly in pupils' behaviour and in improving academic standards. She is highly respected and has ensured the school's growing popularity with parents. An experienced and skilled

governing body ensures that decisions are made in a spirit of support and constructive questioning and that resources are used wisely. All interested parties are consulted well in planning for the future. There are exceptionally good partnerships with parents and with other local organisations such as the pre-school and out-of-hours clubs and the local church. The strong parental links are typified by the regular working parties that volunteer to help to improve the accommodation. With its current team of staff and governors, the school is well placed to continue to thrive. The school's systems of self-evaluation are generally accurate, although it is rather modest about some of its successes, such as the quality of care and pupils' personal development. All class teachers play a full part in checking standards and provision. Their monitoring and tracking of pupils' achievements are good and ensure that all pupils are included well in all the school offers. For the school to realise its ambition to be even more effective, the overall evaluation systems need to be even more precise about the amount of progress made by each individual pupil. This will enable the teachers to implement strategies which will further increase the value they add.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

This letter is to thank you for your help during our recent visit to your lovely school. A particular thank you to those of you on the School Council and in Year 6 who gave up some extra time to talk to us. These are the things we liked best about your school: - You enjoy school very much, get on very well together and your behaviour is excellent. - You do well in your work and your good standards in literacy and numeracy help you to work well in all subjects. - Your parents think you go to a good school - and we agree with them! - Your teachers and teaching assistants make sure you make good progress. - There are plenty of enjoyable activities in lessons and in all the extra clubs and visits the school provides. - You are lucky to have Mrs Arnold as your headteacher and she works closely with the staff and governors to make sure your school keeps on improving. There are a few ways that we think your school could get even better. Firstly, we agree with the teachers that it would be good to let the children in Reception decide how to set out and put away their equipment sometimes. For this to happen properly the classroom and outdoor area need to be changed a little. Your teachers also want to make sure that all of you learn as much as you possibly can at school. We think they can help you to do this by looking even more closely at how well you are doing in your lessons and in tests. In this way they can make sure that all your lessons help each of you to meet your learning targets even more quickly. We hope that you keep making the most of all your school has to offer. We send our best wishes to Year 6 in their next school.