

Curdridge Primary School

Inspection report

Unique Reference Number	115879
Local Authority	Hampshire
Inspection number	357835
Inspection dates	8–9 June 2011
Reporting inspector	Christopher Grove

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	110
Appropriate authority	The governing body
Chair	Andrew Sly
Headteacher	Sally Wood
Date of previous school inspection	12 June 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed seven lessons taught by six teachers. Meetings were held with groups of pupils, with members of the governing body and with staff. Inspectors observed the school's work, and looked at analyses of pupils' attainment and progress, the governing body minutes, the school's development planning and documents relating to monitoring, safeguarding and the curriculum. Inspectors analysed inspection questionnaires returned by 76 parents and carers as well as those completed by 16 members of staff and 59 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent of the current progress of pupils, including the progress of those who have special educational needs and/or disabilities.
- The quality of the outcomes in the Early Years Foundation Stage that result from the school's provision and from its leadership and management.
- How well the school promotes the strands of community cohesion, especially at the national and international levels.

Information about the school

Curdridge Primary is much smaller than the average primary school. Most pupils are of White British heritage and others are from a range of ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is well-below average. The number of pupils with special educational needs and/or disabilities, principally moderate learning difficulties, is below average. The school holds the Activemark 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

Curdridge Primary is a good school. It also has some outstanding features. The headteacher adopts a well-judged approach to leadership and, with good support from the deputy headteacher and other members of staff, has developed a strong team spirit. Every member of staff who completed the questionnaire strongly agreed that they were proud of the school and all felt that their contribution was valued; this leads to the school's highly positive ethos, which is praised by parents and carers. All those parents and carers who returned a questionnaire agreed that their children enjoy school and were happy with their children's experience. One delighted family described it as 'a lovely school with a nurturing ethos', while another wrote that the school 'has an exceptional atmosphere where all the children feel safe and supported'. A third commented very positively on the fact that 'Discipline and manners are a key feature. Our daughter loves school.'

The warm ethos and the headteacher's inclusive vision lead to the close and trusting relationships between the pupils and the teaching and support staff. The positive climate for learning is well established in the Early Years Foundation Stage and also pervades the rest of the school. Staff are excellent at identifying and supporting pupils' needs and their well-being. Consequently, pupils' behaviour is outstanding and they feel entirely safe. Their adoption of healthy lifestyles is also outstanding. These excellent aspects of pupils' personal development are the result of the high-quality of the school's pastoral care.

Pupils' achievement is good. The imaginative approach to the curriculum provides pupils with a broad range of worthwhile experiences. In recent years, pupils' attainment has generally been above average as a result of their good progress through the school, linked to good-quality teaching. Despite some good practice in both marking and target setting, these are not used consistently well to direct pupils towards the next steps in their learning. Consequently, the use of assessment to support learning is satisfactory rather than good. In particular, teachers' marking of pupils' writing and of their mathematical tasks does not always offer advice about how pupils could improve their work to the highest possible level.

The headteacher, in particular, provides strong ambition and drive, leading to the secure climate for learning. Leaders collaborate well to evaluate outcomes and provision. Safeguarding arrangements are outstanding because of the systematic and thorough approach that has been adopted. Parents and carers and staff are in strong agreement that pupils are very safe in school. Although the school is inclusive and much is done to promote community cohesion in the locality, pupils do not have sufficient opportunities to reflect on life elsewhere in the United Kingdom and in different societies in the world.

Weaknesses that were identified at the last inspection have been tackled successfully. For instance, pupils' attainment in writing has improved. In addition, the school now holds and

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makes very good use of up-to-date tracking information about pupils' progress. There are well-developed arrangements to monitor the effectiveness of teaching through regular observations and scrutiny of teachers' planning and of pupils' work, resulting in robust self-evaluation. In the light of this, the school has demonstrated a good capacity to sustain improvement.

What does the school need to do to improve further?

- Make more consistent use of assessment across the school so that pupils develop a better understanding of the next steps in their learning in writing and mathematics by:
 - ensuring that marking gives pupils clearer feedback more regularly about how to improve their work
 - developing target-setting arrangements to enable teachers to indicate more precisely to pupils the improvements necessary to reach higher levels of attainment.
- Heighten pupils' awareness of issues of community cohesion by incorporating into the curriculum a wider range of contacts, nationally and internationally, in order to promote their understanding of cultural diversity.

Outcomes for individuals and groups of pupils

2

Pupils enjoy their time in school and both boys and girls achieve well. Children enter the school with knowledge and skills levels that are broadly typical, although there can be considerable differences between year groups because of the small numbers. By the end of Year 6, attainment, while generally above average in all subjects over the last three years, was significantly above average in 2010. Across the school, pupils make good progress in their reading, writing and mathematics. Pupils who have special educational needs and/or disabilities make the same good progress as others because tasks are matched to their needs well and learning support assistants give them good guidance. In a successful lesson for Years 3 and 4, all groups of pupils made good progress in undertaking a piece of writing. The teacher's animated manner aroused pupils' interest and she built very well on her strong rapport with the class by adopting a brisk pace to learning and eliciting from pupils adventurous vocabulary and ideas to illustrate her expectations for their work. Then, the teacher discussed carefully with each of the groups the different targets which she had set for the task, in order to ensure high levels of challenge for all pupils.

Pupils feel very safe because there is little bullying and because they are confident that adults will deal effectively with minor incidents. In the surveys, almost all parents and carers judged that the school keeps their children safe and most pupils agree. There have been no exclusions in recent years. Pupils' behaviour in class and around the school is outstanding. In lessons and assemblies, their attentiveness to teachers and to one another makes an important contribution to their good learning and progress. Pupils' spiritual, moral, social and cultural development is good. They respond well to opportunities for reflection. Although aspects of pupils' cultural development are good, for example in the improvements in music provision and the opportunities to play sports, pupils' awareness of life in a wider, multicultural society is more limited.

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Pupils' practice of healthy lifestyles is excellent. They have a well-developed understanding of the benefits of exercise and of a healthy diet. Lessons in physical education are supplemented by the good participation in the wide range of extra-curricular sporting activities. The school holds the Activemark award, which attests to pupils' commitment to outstandingly healthy lifestyles.

Pupils make good positive contributions through the school council, which has been reconstituted in this school year and is beginning to offer them a more significant voice in the school. One instance of the council's influence has been its input into the development of the trim-trail and of the outside learning area. There are also opportunities for pupils to play positive roles, such as librarians and organisers of 'Huff and Puff' activities at lunchtimes. In addition, the school subscribes to the Southampton Civic Award scheme which enables older pupils to undertake local community service. Pupils' good skills in literacy and numeracy, together with their above-average levels of attendance and their good social and workplace skills, indicate that they are well prepared for the next stage of their education.

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	1
The extent to which pupils contribute to the school and wider community	2
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

How effective is the provision?

The strong relationships between pupils and teachers contribute very well to the school's good climate for learning. Teachers set high expectations and a good pace in lessons. In their planning, teachers provide clear objectives and criteria for successful work and this

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ensures that learning is consistently purposeful. In all classes, the match of tasks to the learning needs of different groups of pupils provides good levels of challenge. Often, learning support assistants do much to encourage the learning, especially for pupils who have special educational needs and/or disabilities. However, the role of the assistants during introductory sessions and in whole-class work towards the end of lessons is not always clear.

Teachers' use of assessment to support learning is satisfactory. When they mark pupils' tasks in writing and mathematics, teachers offer encouragement frequently, but they do not consistently give advice about the next steps in learning or about how work could be improved. Pupils appreciate the termly targets that teachers set to help them to improve their work. However, in practice, the impact of target setting is more limited because targets are not used consistently well across the school to direct pupils towards the highest levels of attainment in writing and mathematics.

Through careful design, the curriculum meets pupils' needs and provides a good balance between subjects. It ensures that there are effective links between subjects, for instance opportunities for writing in Years 5 and 6 when pupils study a history topic on the Second World War. Over the last three years, there has been more improvement in attainment in English than in mathematics, but the greater focus on problem-solving tasks is now having a beneficial effect. Pupils' personal development is supported well, for example through personal, social and health education. Partnerships with other primary schools provide good support for curriculum development in science and information and communication technology (ICT). Music provision has been enhanced so that all pupils in Years 3 and 4 learn a different instrument each term, taught by visiting specialists. In addition, about one third of pupils learn to play a range of musical instruments, with peripatetic staff. The broad programme of visits and visitors offers good enrichment. Visits include regular attendance at the neighbouring St Peter's Church, with which the school is associated. There is good participation in the well-developed extra-curricular programme, which includes a range of sports as well as cultural activities.

The school's pastoral arrangements to care for and to guide and support pupils are very thorough. The special educational needs coordinator, in particular, works very effectively with external agencies to support pupils who may be vulnerable. Strong links with pre-school settings smooth children's induction into the Reception Year and the school's excellent arrangements ease transition to Year 1. Well-developed links and close liaison with other schools lead to excellent transfer arrangements to secondary schools. The promotion of attendance is very effective.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

The headteacher provides committed leadership which leads to a positive vision for the school and a clear sense of direction. Several parents and carers recognised this specifically. One family noted, for instance, that they 'could not be more impressed by how the school is managed'. There are well-developed arrangements to track pupils' progress and to check the quality of provision, involving the headteacher and the managers of English and mathematics. Effective self-evaluation has ensured good provision, which in turn has led to above-average attainment and good progress across the school. The governing body meets all statutory requirements. It demonstrates a clear understanding of the school's many strengths and few weaknesses and offers good support and challenge to the leadership team. The very positive questionnaire responses of most parents and carers attest to their good engagement with the school. Parents and carers appreciate the approachability of staff. The school's leadership is strongly committed to the promotion of equal opportunities and to tackling discrimination. This leads to the good participation and progress of pupils, including those who may be vulnerable. There are no significant differences in performance by different groups of pupils.

The school has assessed its provision for community cohesion and has developed a clear plan of action. The contributions at the levels of the school itself and of the local community are substantial. However, the school acknowledges that cohesion at the national and international levels is less well developed, though a link with an English school in a contrasting setting is planned. School leaders and the governing body take their responsibility to safeguard pupils extremely seriously, with assiduous attention to detail. The child protection, e-safety, and health and safety policies are comprehensive. Risk assessments are thorough. Regular staff training safeguards pupils extremely well. All arrangements are evaluated rigorously.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress, especially in their emotional and social development, and in their language skills. Most children achieve well in all aspects of learning and more-able children achieve very well. Children enter Year 1 with above average attainment. Relationships with adults and between the children themselves are excellent. Children's behaviour is outstanding. They are keen to do well, cooperate and enjoy the activities on offer, and participate well. Children learn how to work independently, taking some responsibility for their own learning.

Activities are well planned and purposeful. In one imaginative lesson, for example, children made good progress in linking physical movement with letter shapes, because of well-focused teaching. The teacher's deft use of praise and good focus on letter formation ensured high levels of success. Cooperation between teachers and the learning support assistants is good. The strong team spirit among the staff supports this well. Teachers' planning is tailored well to the needs of individual children. The learning environment, including the display of children's work, is stimulating. Children learn to initiate their own activities successfully, as a result of strong encouragement. Interesting activities are organised effectively in the classroom. However, the well-designed outside area is not yet used fully to support all aspects of children's learning. The children are taught as a separate group for one morning each week. Although this allows for close attention to their learning needs, the use of the school hall limits the opportunities for them to make free choices between activities.

The leader of the Early Years Foundation Stage is experienced and the provision is led and managed well. Procedures for monitoring and evaluation are thorough, leading to improved provision and outcomes. There is a good focus on promoting all aspects of children's development. Tracking is effective, resulting in early identification of any who may be vulnerable. A rigorous approach is adopted to issues of safeguarding. Parents and

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carers acknowledge children's successful learning and the good provision readily. One recorded this in writing that 'Our daughter has been at school for nearly a year now, and we are very happy with her progress.'

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

The rate of return of completed questionnaires was well-above average. Almost all parents and carers feel that the school keeps their children safe and most think that it promotes a healthy lifestyle. Inspectors judge that pupils' feeling of safety and adoption of healthy lifestyles are outstanding. Most parents and carers also believe that the quality of teaching is good and think that their children are making enough progress. Inspectors consider that teaching is good and that pupils make good progress. Most parents and carers think that the school deals effectively with unacceptable behaviour and inspectors endorse this view. All parents and carers consider that the school is well led and managed. Inspectors judge that the leadership and management of the school are good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Curdridge 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 111 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	73	20	26	0	0	0	0
The school keeps my child safe	57	74	18	23	0	0	0	0
My school informs me about my child's progress	34	44	39	51	2	3	0	0
My child is making enough progress at this school	32	42	39	51	2	3	0	0
The teaching is good at this school	29	38	42	55	1	1	0	0
The school helps me to support my child's learning	35	45	39	51	2	3	0	0
The school helps my child to have a healthy lifestyle	41	53	32	42	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)	39	51	30	39	1	1	0	0
The school meets my child's particular needs	40	52	30	39	3	4	0	0
The school deals effectively with unacceptable behaviour	35	45	35	45	2	2	0	0
The school takes account of my suggestions and concerns	29	38	41	53	3	4	0	0
The school is led and managed effectively	49	64	27	35	0	0	0	0
Overall, I am happy with my child's experience at this school	50	65	26	34	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



10 June 2011

Dear Pupils

Inspection of Curdridge Primary School. Near Botley SO32 2DR

We would like to thank all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at playtimes and lunchtimes. We thank especially those of you who filled in the pupils' questionnaire. Inspectors judge that you go to a good school.

These are the main things that we found out about your school.

- Your school is welcoming and sets a positive climate for your learning.
- You enjoy school, and your behaviour at school is outstanding.
- You have very good relationships with the adults who take excellent care of you.
- You feel very safe in school and have an excellent understanding of healthy lifestyles.
- You make good contributions within your school and to the wider community.
- The teaching and the curriculum in your school are good.
- You participate well in the good range of extra-curricular clubs.
- Your attainment in English and mathematics by the end of Year 6 is above average. Progress across the school is good.
- The headteacher and the other leaders are good at their jobs and know how to improve your school.
- All your parents and carers are happy with your experience at school.

We have also asked your school to make some improvements:

- Help you to understand more about what you can do to improve your writing and your mathematics work, by making sure that marking always tells you the next steps in your learning. This will also help with the target setting so that you know what to do to reach a higher level.
- Give you more opportunities for contact with other people, not just in your local area but also elsewhere in the country and in different parts of the world.

All of you can help by continuing to work hard and taking advantage of the improvements that your school will be making. We wish you every success in the future.

Yours sincerely

Chris Grove

Lead Inspector (on behalf of the inspection team)

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