

# Curdworth Primary School

## Inspection report

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<b>Unique Reference Number</b>	125583
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	381095
<b>Inspection dates</b>	3–4 November 2011
<b>Reporting inspector</b>	Clive Lewis

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	104
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Spencer Oakley
<b>Headteacher</b>	Colin Ricketts
<b>Date of previous school inspection</b>	10 June 2009
<b>School address</b>	Farthing Lane Curdworth Sutton Coldfield B76 9HF
<b>Telephone number</b>	01675 470379
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## Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons taught by four teachers and held meetings with groups of pupils, members of the governing body and staff. The inspectors observed the school's work, and looked at documentation including a sample of pupils' books, teachers' planning documents, and tracking and assessment data. Questionnaires from 58 parents and carers, 51 pupils and 16 staff were analysed.

The inspectors reviewed many aspects of the school's work and looked in detail at a number of key areas.

- What are the quality and rigour of the school's tracking and assessment systems?
- Are there variations in the quality of teaching and, hence, progress across the school?
- What is the quality of provision for the outdoor curriculum in the Early Years Foundation Stage?

## Information about the school

Curdworth is a smaller-than-average primary school in a rural setting. The proportion of pupils known to be eligible for free school meals is lower than average. The proportion of pupils from minority ethnic groups is well below average and there are no pupils for whom English is an additional language. The proportion of pupils with special educational needs and/or disabilities is below average although it varies significantly from year to year and there are currently no pupils with a statement of additional needs. The school has achieved National Healthy Schools status and 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

Curdworth Primary is a good school. It has a number of outstanding features. Leaders and managers have a good understanding of how well it is doing and what needs to be done next, and so there is a good capacity to maintain and sustain improvement. Since the last inspection, the headteacher, with the full support of staff and the governing body, has set and maintained a very clear sense of purpose and direction, clearly linked to school improvement. Subject leaders and curriculum coordinators have a good understanding of standards and progress in their subject areas and have made an important contribution to leadership and the school's drive for improvement. However, due to recent changes in responsibilities, they have not all had the opportunity to observe teaching in their subjects. Parents and carers are extremely supportive of the school. One parent commented, 'We couldn't have found a better establishment for both our sons', and another wrote, 'This is a lovely example of how a village school should be.

Children typically enter school with broadly average skills and experiences. They get off to a good start in the Early Years Foundation Stage and make good progress. Throughout the school, all groups of pupils, including those with special educational needs and/or disabilities, make good progress. Overall standards in the latest national tests in Year 2 and Year 6 were above the national average. School data and observations confirm that pupils in the current Year 6 are on track to achieve above average standards in English and mathematics. However, attainment in mathematics is not as good as that achieved in reading and writing.

Arrangements for the evaluation and monitoring of teaching and learning are good and the overall quality of teaching is good as a result. Parents and carers say their children enjoy coming to school and pupils agree enthusiastically, as is reflected in their excellent levels of attendance. They have a very clear understanding of how to keep safe and a good understanding of the need for healthy lifestyles. A strong moral code is implicit in the school's ethos and this is reflected in pupils' excellent behaviour. They work hard and conscientiously, both independently and co-operatively, without the need for constant adult intervention. This, in turn, has a positive effect on the good progress pupils make in lessons. Pupils' spiritual, moral, social and cultural development is good. The curriculum ensures that pupils receive a good variety of exciting activities and experiences. There are regular visits to sites linked with current school topics and a good range of visitors to school. Excellent care, guidance and support ensure that all pupils are able to learn and develop confidence, regardless of their individual circumstances. The school promotes

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equality of opportunity for all its pupils well. It has excellent links with other local schools, which it uses successfully to promote a broader range of curriculum and sporting activities. Pupils' progress is tracked very carefully and their attainment is assessed accurately. Marking is up to date and supportive and gives pupils guidance on how well they have done and what they need to do next. The school promotes community cohesion exceptionally well. It has excellent links with groups and schools both in the local area and in a contrasting area of the United Kingdom. It has very good links with a school in Malawi, which pupils have been supporting through fund-raising activities.

**What does the school need to do to improve further?**

- Work to improve standards in mathematics further, so that they match the high standards achieved in English, by providing more opportunities for pupils to use their numeracy skills across a range of subjects.
- Ensure that subject coordinators develop a better overview of how to raise attainment further by providing more opportunities for them to observe teaching and to evaluate its impact on pupils' learning in their subjects.

**Outcomes for individuals and groups of pupils****2**

Across the range of abilities and year groups, pupils make good progress and achieve well. Standards achieved in national tests in Year 6 have been above average in both English and mathematics for a number of years, although standards in mathematics are currently not as high those in English by the end of Year 6. Above-average attainment is confirmed by lesson observations and scrutiny of current work. Pupils with special educational needs and/or disabilities make good progress because of the effective support provided by class teachers, teaching assistants and outside agencies. In one good numeracy lesson focusing on revising and improving pupils' understanding of two-dimensional shapes, the teacher set a very good pace, changing activities frequently, which motivated and inspired pupils very effectively so that behaviour was excellent throughout. As a result, pupils of all abilities clearly enjoyed their work and were keen to learn and make progress.

Pupils have a very good understanding of what constitutes an unsafe situation and are confident that issues they raise will be dealt with promptly and effectively by the school. They behave considerately towards each other and respond quickly to any additional guidance from staff about how to conduct themselves. Pupils' exemplary behaviour in most lessons brings about an industrious atmosphere in which they learn without interruption and make good progress. Pupils are interested in the school's health promotion strategies and understand the main threats to their health and how they can be avoided. They take on responsibility and play a constructive role in the life of the school. Through the school council, pupils demonstrate their pride in their school community and take their responsibilities very seriously. They have taken the lead in raising funds for children in their partner school in Malawi and

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through their efforts, Ephangweni School has been provided with funds to purchase new school desks for the older pupils, cement for the classroom floors and benches for the youngest children. Their above-average standards in the key skills in English and mathematics, together with their good social skills, prepare them well for the future.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils’ behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	1
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teaching and learning are good overall. Teachers’ good classroom management skills ensure that pupils work well together and there are no marked differences in the responses of boys or girls. Strategies for managing the behaviour of pupils are very effective so that lessons are calm and purposeful, and pupils work hard. In most lessons, carefully targeted questioning draws out pupils’ ideas and develops their thinking and reasoning skills. Support by teaching assistants makes a significant contribution to the quality of learning. The accurate and rigorous whole-school assessment and tracking system provides the school with secure data on pupils’ progress as they move through the school. The progress of individual pupils is measured and reviewed on a half-termly basis. This means teachers have a very good understanding of how well their pupils are doing and the action they should take to support them effectively and help them reach their challenging targets. Pupils who need extra help are supported well and those who find learning easy are given more challenging tasks. This helps all pupils to learn successfully. The curriculum provides carefully adapted activities to ensure all groups of pupils experience success. Staff are skilled at making links with different subjects to make learning

<sup>1</sup> 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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more meaningful. The school’s excellent and well-organised arrangements for the care of all pupils, including those with special educational needs and/or disabilities, contribute to their good development and well-being and support their learning well.

*These are the grades for the quality of provision*

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

### **How effective are leadership and management?**

The headteacher provides strong leadership for a well-motivated staff and governing body. He has identified, and successfully tackled, areas requiring improvement and, as a result, all aspects of the school are now good or better. The governing body is influential in determining the strategic direction of the school and is fully involved in evaluating its work. As a result of regular monitoring and support, teaching is consistently good across the school. The small size of the school ensures that all pupils and their families are known very well by staff. The school’s very positive relationship with parents and carers and its excellent links with a wide range of partners contribute significantly to improvements in pupils’ achievement and well-being. Very strong links with a number of local schools help to overcome the potential isolation of such a small school. These links enable staff to share their expertise, ensure pupils gain wider experiences and broaden their horizons, and that any barriers to learning due to the very small year groups are overcome.

Equality of opportunity is promoted well in all the school’s work. As a result, the school is a happy, harmonious community in which to work and learn. Through rigorous analysis of the school’s regular and accurate data on pupils’ progress, staff are constantly alert to any variation in achievement and are proactive in devising initiatives to overcome any weaknesses. Systems for the safeguarding of pupils are effective and there is a good awareness of safeguarding issues among the governing body and staff at all levels. Pupils are secure, safe and well looked after. Every pupil is valued and cared for as an individual. This gives them the confidence to learn and enables pupils new to the school or those with special educational needs and/or disabilities to make the same good progress as others. The school promotes community cohesion within its own and the local community very effectively. It has formed exceptionally productive relationships with schools in a contrasting area in the United Kingdom and in Malawi.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

At the time of inspection, Reception-age children had been attending the Early Years Foundation Stage/Year 1 class for only a few weeks. Nevertheless, they had quickly settled into the classroom routines and were clearly enjoying school, playing happily together and individually. Historic data shows that most children join the class with typical skill levels for their age and make good progress in their first year in school. Children are working and playing with older, Year 1, pupils from the time they enter the school and this eases transition to the Key Stage 1 curriculum.

Teachers and support staff carefully observe and record children’s achievements on a day-to-day basis and use this information to plan the next steps in learning. Happy and caring relationships are quickly established. Children behave well and are enthusiastic in all that they do. Staff work hard to achieve a strong partnership with parents and carers. Pastoral care and welfare arrangements are good. Adults provide a wide range of interesting learning activities. In the best cases, these allow children to work on things that they choose themselves as well as taking part in more formal group activities with adults. The Early Years Foundation Stage classroom has a small secure and weatherproof outdoor area that is directly accessible from the classroom. However, the wider outdoor area is not always being used to its full advantage to encourage children to explore their learning independently. Nevertheless, there is a very good focus on helping children with their communication skills and ensuring that they develop an ability to work with others in a friendly and purposeful way. Adults have a good knowledge of the learning, development and welfare requirements of very young children and use national guidance for the Early Years Foundation Stage well to support children’s learning.

*These are the grades for the Early Years Foundation Stage*



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<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 proportion of questionnaires returned was greater than in most schools and responses indicate clearly that parents and carers are very satisfied with the school. All those who responded feel that their children enjoy school, and that the school keeps their children safe. All feel that the school keeps them informed about their children’s progress, that leadership and management are good, that their children are making enough progress and declare themselves, overall, happy with the school. The overwhelming majority of parents and carers agreed with all the remaining statements.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Curdworth 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 inspectors received 58 completed questionnaires by the end of the on-site inspection. In total, there are 104 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	74	15	26	0	0	0	0
The school keeps my child safe	43	74	15	26	0	0	0	0
The school informs me about my child’s progress	30	52	28	48	0	0	0	0
My child is making enough progress at this school	30	52	28	48	0	0	0	0
The teaching is good at this school	35	60	22	38	0	0	0	0
The school helps me to support my child’s learning	34	59	23	40	0	0	0	0
The school helps my child to have a healthy lifestyle	38	66	20	34	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)	29	50	24	41	0	0	0	0
The school meets my child’s particular needs	35	60	22	38	0	0	0	0
The school deals effectively with unacceptable behaviour	32	55	22	38	2	3	0	0
The school takes account of my suggestions and concerns	30	52	24	41	1	2	0	0
The school is led and managed effectively	38	66	20	34	0	0	0	0
Overall, I am happy with my child’s experience at this school	45	78	13	22	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



7 November 2011

Dear Pupils

**Inspection of Curdworth Primary School, Sutton Coldfield, B76 9HF**

I would like to thank you for your help during the recent inspection of your school. I very much enjoyed my visit. I enjoyed watching lessons and talking with many of you. You attend a good school that is a happy and friendly place. It is like this because your headteacher and staff lead the school well. They give you excellent support to enable you to learn and enjoy your lessons. They make sure that you understand how to look after yourselves, keep healthy and stay safe. It was good to hear from the school councillors about how you are helping to improve your school and how you have helped children in your partner school in Malawi. You told us that you really like your school – you show this by your exceptionally high levels of attendance – and that there are lots of things to do and enjoy. I agree with you. Your behaviour is excellent and you work hard and try to succeed in all that you do.

I have asked the staff and governing body to do two things to improve your school:

- work to improve your standards in mathematics so that they are as high as the very good standards you achieve in English
- give teachers in charge of subjects opportunities to observe lessons in their subject so that they can find ways of making teaching and learning even better.

You can help by always knowing your targets.

I wish you well in your future education.

Yours sincerely

Clive Lewis  
Lead inspector

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