

Powick CofE Primary School

Inspection report

Unique reference number	116841
Local authority	Worcestershire
Inspection number	395424
Inspection dates	11–12 July 2012
Lead inspector	Godfrey Bancroft

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	195
Appropriate authority	The governing body
Chair	Richard Davies
Headteacher	Richard Drewett
Date of previous school inspection	28 April 2009
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Age group	4–11
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Introduction

Inspection team

Godfrey Bancroft

Additional Inspector

Patricia Hunt

Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed ten lessons taught by eight teachers and parts of four other lessons. All of the lessons were observed jointly with the headteacher or deputy headteacher. Meetings were held with groups of pupils, members of the governing body, and staff. In addition to observing the school's work, the inspectors looked at information about pupils' attainment and progress and about the management of their safety and behaviour. The inspectors took account of the views expressed in 121 questionnaires returned by parents and carers and others returned by pupils and staff.

Information about the school

The school is a little smaller than average. The proportion of pupils known to be eligible for free school meals is low. The proportions of pupils from minority ethnic backgrounds and those who speak English as an additional language are low. The proportion of pupils supported by school action plus is below average and above average for those with a statement of special educational needs. The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This is an outstanding school, which promotes pupils' personal and academic development exceptionally well. Parents and carers are very supportive and full of praise for the quality of the school's work. Among many positive comments from parents and carers, one said 'My child is receiving an excellent education. The school is helping him to develop his social skills and self-confidence.'
- Achievement is outstanding. Throughout their time in school, pupils make excellent progress. By the time children leave the Reception class and at the end of Years 2 and 6, standards are well above average for pupils' ages.
- Teaching is outstanding. Teachers promote the basic skills of English, mathematics very effectively. Lessons are consistently challenging and engaging. Assessments of pupils' attainment are accurate; pupils are very knowledgeable about the progress they are making and what they need to do to improve their work further.
- Behaviour and safety are outstanding. Pupils' enthusiasm for school and their commitment to learning are boundless. In a Year 3 mathematics lesson, one pupil, typifying the views of many, said 'This work is hard, but we all like a challenge.' However, a small number of pupils are sometimes overly reliant on adults for support and guidance.
- Leadership and management are outstanding. The governing body, school leaders, and staff are all dedicated to maintaining high standards and to ensuring that every pupil can do their best. No one is complacent and the search to make the school even better is constant. That includes very effective provision for the performance management and professional development of staff. Many members of staff say they are proud of school and its achievements. The curriculum is outstanding and pupils' spiritual, moral, social, and cultural development is promoted exceptionally well.

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What does the school need to do to improve further?

- Embed the strategies designed to ensure that all pupils become confident and independent learners.

Main report

Achievement of pupils

Parents and carers are rightly confident that their children are making good progress. Attainment on entry often shows some year-on-year variations. The group of children currently in the Reception class joined with attainment that exceeded that expected for their age. By the time they join Year 1, attainment is well above average for the majority of children in all areas of their learning and especially in their application and understanding of number, which is exceptionally high.

Outstanding progress is sustained throughout Key Stages 1 and 2. By the end of Year 2, attainment in reading, writing, and mathematics is well above average. By the time pupils leave at the end of Year 6, standards in reading far exceed expected levels for pupils of this age. Attainment is also well above average in both writing and mathematics. A much higher proportion of pupils than found in most schools attains at the higher than expected Level 5 in all subjects. This year, a number of pupils have attained Level 6 in writing. Many pupils are almost a year ahead of the expected level in mathematics and two terms ahead in English. Accurate teacher assessments, the work in pupils' books and that seen during lessons affirm a high proportion of pupils making better than expected progress in every year.

Disabled pupils and those with special educational needs make outstanding progress also. Their particular requirements are identified at an early stage and precisely tailored help is quickly put in place; many pupils talk with great pride about their achievements and are full of praise for the help they are receiving.

Quality of teaching

Parents and carers are confident that their children receive good teaching. Pupils are full of praise for the quality of teaching and for the help they receive from classroom assistants. Those pupils who sometimes find aspects of their learning difficult and those who have special educational needs benefit from excellent support. They thrive in an environment in which teachers and teaching assistants provide them with constant encouragement and consistent celebration of their efforts and achievements. Teachers promote spiritual, moral, social, and cultural development very effectively also. All lessons have opportunities for pupils to reflect and to work together and support each other. The vast majority of pupils become confident and independent learners. However, a small number are too reliant on adults for support and guidance.

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Teaching in the Reception class is highly effective across all areas of children's learning and provides them with a strong foundation of the basic skills of literacy and numeracy that serves them well in the future. Teachers have high expectations and the skilful promotion of basic skills, including those in information and communication technology, is prominent in each year group. There is a very precise match of work to the different ability levels in each class. That includes consistently challenging activities for those pupils working at higher levels. Teachers possess high levels of subject expertise, especially in English, mathematics, music, and sport. Questioning is used to excellent effect to promote pupils' speaking and listening and to challenge and extend their understanding. That was clearly evident during a Year 6 mathematics lesson, in which pupils analysed mathematical data linked to their project based on the Olympic Games. It was similarly apparent in a Year 5 English lesson, in which pupils were challenged to put themselves in the place of an athlete about to run the Olympic 100 metres final and to write about how they would feel. The quality of writing resulting from the activity far exceeded that expected for pupils of this age.

Teachers assess pupils' attainment and progress accurately. All pupils talk knowledgeably about their targets and how they can improve their work. Pupils in Year 6 have an excellent understanding of the National Curriculum levels they have attained and the number of points of progress they have gained during the year.

Behaviour and safety of pupils

Pupils are highly committed and enthusiastic learners. It is not unusual for pupils to be so highly motivated that they want to stay in and finish off their work, rather than take a break. They put their heart and soul into everything they do; music, physical education, geography, and history projects. Year 6 pupils still have clear recollections and talk with great pride about their project on India, completed in Year 4, and their study of Native Americans as part of their work on myths and legends in Year 5.

Parents and carers say they are confident that their children are safe and that behaviour is good. Pupils are similarly and rightly confident about their safety and quality of behaviour. They are sensible, mature, and pragmatic and very well informed about how to stay safe. Pupils have an excellent understanding of all types of bullying. They say that bullying rarely occurs in school, if ever, and they recognise the potential dangers of cyber-bullying. They have very genuine respect for each other and for those who are from different backgrounds, cultures, and heritages. In discussion, one pupil commented 'We all have great self-respect and respect for each other.' That was clearly evident during the inspection in the ways in which pupils helped and supported each other and were proud to celebrate each other's achievements. Attendance is consistently above average year on year.

Leadership and management

The school community is dedicated to eliminating all forms of discrimination and to ensuring equality of opportunity of all. It does that very successfully. School leaders

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set highly ambitious targets for the attainment and progress of pupils and for the performance management of teachers. The governing body, school leaders, and members of staff are universally committed to school improvement. No one is complacent and the school's evaluation of the quality of its work is accurate and honest. Plans to maintain high standards and the excellent quality of education are evaluated rigorously and every opportunity is taken for further enhancements. Arrangements for the professional development of staff are highly successful and often undertaken in partnership with other schools, arrangements in which Powick plays a leading part. The year-on-year high standards, excellent quality of teaching, above-average attendance, and high levels of parental satisfaction with the work of the school all serve to illustrate the capacity for sustained improvement. The governing body is a great advocate for the work of the school. It is also very knowledgeable about all aspects of the school's work and plays a central role in evaluating the quality of provision. Arrangements for child protection and to ensure that pupils are protected from risk meet current requirements.

The curriculum meets the learning needs of pupils of all abilities exceptionally well and is central to the school's excellent promotion of pupils' spiritual, moral, social, and cultural development. The success with which basic skills are promoted is evident in the consistent attainment of above-average standards. However, that is underpinned by the carefully structured and highly effective promotion of pupils' personal and social development, on which their academic progress is based. Learning is enhanced by an excellent range of additional activities and school clubs, such as musical tuition and sports coaching, often led by school staff and supplemented by the additional skills of qualified specialists. Recent activities include a trip to London to see Quentin Blake, singing by the choir in 'Young Voices' at Birmingham's Symphony Hall, and at the Olympic Torch Concert in Worcester, and simulating being a World War II evacuee on the Severn Valley Railway. The quality of singing by the school choir and opportunities for pupils to play a wide range of instruments give music a highly successful profile.

Engagement with parents and carers is highly effective, but remains an area the school is seeking to enhance further. Parents and carers are kept well informed about their children's progress and staff are quick to anticipate, share and resolve any problems that might occur. Parents and carers, also, make an excellent contribution to school life. Many volunteer to support educational visits and to listen to pupils reading. During the inspection, parents and carers were giving their time to make costumes for a forthcoming production of Peter Pan.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



13 July 2012

Dear Pupils

Inspection of Powick CofE Primary School, Worcester, WR2 4RT

You may recall that we visited recently to inspect your school. We appreciated the help you gave us. It was good hearing you talking about your work. We were very impressed by how knowledgeable you are about the levels you have attained and about how well you are progressing.

We agree with you and with your parents and carers that yours is an outstanding school. We were very impressed by your behaviour and the ways in which you help each other and hold each other in high regard. We know also that you fully appreciate the very high quality of teaching and help you receive from the adults in school. That results in you attaining higher standards and making greater progress than pupils in the majority of schools. Many of you are almost a year in advance of where we would expect you to be for your age. The vast majority of you are excellent at getting on with your work. However, just a few of you are sometimes too reliant on the help that the adults provide. We are asking your school leaders and teachers to continue the drive to help you to manage for yourselves and to become fully independent learners. You can help by trying to do things for yourself; something which many of you are already exceptionally good at doing.

Finally, we must commend your school leaders and governing body for the excellent job they do in managing your school and making it so successful. We would like to wish all of you every success in the future, particularly those of you who are leaving Powick to go to high school. We hope also your school production of Peter Pan went well - we are sure that it did.

Yours sincerely

Godfrey Bancroft
Lead inspector (on behalf of the inspection team)

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