

Salford Priors CofE Primary School

Inspection report

Unique reference number	125645
Local authority	Warwickshire
Inspection number	381101
Inspection dates	11–12 July 2012
Lead inspector	Susan Williams

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	88
Appropriate authority	The governing body
Chair	Dilys King
Headteacher	Janet Satchwell
Date of previous school inspection	12 May 2009
School address	School Road Salford Priors Evesham WR11 8XD
Telephone number	01789 772497
Fax number	01789 772497
Email address	admin@3056@we-learn.com

Age group	4–11
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Introduction

Inspection team

Susan Williams

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed five teachers teaching in eight curriculum lessons or sessions of phonics (where pupils learn about letters and their sounds). Four observations of lessons were carried out jointly with the headteacher. Meetings were held with the headteacher, members of the governing body, staff and the school council. The inspector took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at a wide range of documentation including the school's self-evaluation and learning development plan, behaviour, attendance, and safeguarding documents. The inspector scrutinised the returns from 49 parental questionnaires, together with those from pupils and staff.

Information about the school

Salford Priors is much smaller than the average primary school. A very large majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is half that seen nationally. The proportion of disabled pupils and those who have special educational needs supported by school action plus or with a statement of special educational needs is above average. The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress. Pupils are taught in four mixed-age classes. Half the teaching staff have changed since the previous inspection.

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory school. Pupils are very supportive of each other. The school is not good because pupils' achievement and the quality of teaching are satisfactory rather than good, and middle leaders and managers are not having full impact on ensuring better performance. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Children in Reception and pupils in Key Stage 1 make good progress from low starting points on entry, reaching average levels of attainment at the end of Key Stage 1. Pupils' progress in Key Stage 2 is satisfactory and improving with some accelerated progress in Year 6.
- Teaching over time is satisfactory. Where teaching and learning are good, the pace is fast, activities are engaging and all pupils are fully involved. In many lessons, pupils are not all involved in whole-class learning sessions, work is not sufficiently matched to pupils' needs so all are fully challenged, and targets for improvement are not clear.
- Relationships are positive between staff and pupils. Older pupils are very supportive of younger ones and different ages play together well in the playground. Routines are well established in lessons. Pupils are keen to learn and this allows lessons to progress without disruption.
- The headteacher and governing body are clear about the strengths and priorities for the school's development. The leadership of teaching and the management of performance are satisfactory. The school has been successful in supporting teachers to improve their teaching. It has developed the curriculum with a focus on reading this year which has supported children's early reading skills.

What does the school need to do to improve further?

- Raise the quality of teaching to good by ensuring:
 - there are opportunities for all pupils to be involved in whole-class learning

- sessions
 - a more precise match of work to pupils' abilities
 - pupils are clear about their targets and how to improve their work.
- Develop the role of middle leaders and managers to drive improvements and ensure pupils make good progress, by:
- developing the role of subject leaders of English and mathematics in analysing data and using the information to plan, develop and evaluate initiatives
 - middle leaders taking an active role in improving teaching in the school
 - focusing lesson observations on the impact of teaching on learning.

Main report

Achievement of pupils

Children's levels of skill and understanding on entry to the school are low compared with those expected for their age. They make good progress in the Early Years Foundation Stage entering Key Stage 1 with skill levels still below those of their peers nationally – although the gap has narrowed. Attainment at Key Stage 1 has been average for the last three years, including in reading. Results from the national phonics check show the majority of pupils reaching the required standard and there is improvement in reading in Year 2 this year. Attainment at Key Stage 2 has been average for the last two years and in reading last year was broadly average. Pupils' progress across Key Stage 2 is improving and, overall, satisfactory. Provisional results in Year 6 show an improvement in reading, writing and mathematics this year.

Inspection findings are not fully endorsed by most parents and carers, who think the school helps their children to develop skills in communication, reading, writing and mathematics and make good progress. Most pupils say they learn a lot in lessons. The inspector found that pupils make good progress where learning is fast paced, activities are interesting and pupils have opportunity to work with each other. For example, in a Reception and Year 1 lesson, children were involved in a range of different activities including writing to their 'buddies' in Year 6 and decorating frames for their writing, which they enjoyed. Pupils are keen to learn and say they enjoy lessons which make learning fun. In many lessons the pace of learning is slower and pupils spend too long listening to the teacher, and are not engaged in learning at a good pace.

Disabled pupils and those who have special educational needs take a full part in lessons and make satisfactory and, in some cases, good progress. For example, in a Years 2 and 3 lesson, pupils were skilfully questioned to give them focus to ensure they learnt well on a reading activity.

Quality of teaching

Strengths of teaching are the positive relationships among pupils and teachers. Pupils work well in small-group activities and support each other in learning when working independently, such as in a Years 3 and 4 lesson where one pupil helped

another with spelling, reflecting good social skills. When teachers talk to the class, their presentation skills are clear and routines for learning are well established. At its best, teaching includes time-limited activities which ensure learning proceeds at a fast pace. Pupils have opportunities to devise success criteria together and there is a real sense of purpose to the learning. For example, in a Years 5 and 6 literacy lesson, the teacher gave some text to the pupils in small groups for them to discuss what the learning was about. They were then given a second example and discussed the purpose of the learning as a whole class. The focus was the use of speech marks, which pupils were not using well enough in their work – as the class correctly identified. The range of different activities enabled pupils to participate actively, enthused them in learning and kept them motivated throughout.

A very large majority of parents and carers and a similar proportion of pupils are positive about teaching. While some teaching is good, satisfactory teaching does not have a close match of work to pupils' individual needs so they are not all fully challenged. Pupils are keen to know their targets and how to improve their work but this information is not always shared with pupils. Teaching assistants are active in lessons to support disabled pupils and those who have special educational needs. The support enables these pupils to participate in lessons by helping them to understand the work. The school has focused on developing early reading skills with an emphasis on phonics and reading intervention programmes over the last year, which have proved effective.

Behaviour and safety of pupils

Pupils are polite and well behaved around the school site. Teachers have established routines in all lessons, so pupils are clear about expectations of their behaviour. Pupils are interested in learning, although sometimes they are disengaged when whole-class sessions do not involve them all. They are well behaved in assembly and go back to their classes independently in quiet lines. Pupils play sensibly together in the playground; a particular strength is how younger and older children integrate together. The 'buddy' system introduced by the school council is particularly effective, both younger and older children speak of this very highly. House points are used effectively by staff in lessons. One pupil spoke proudly about the school trophy and how the ribbons for lions, bears or stags would be displayed on the trophy to indicate which house had most points.

The very large majority of parents and carers think that behaviour is good in school and the large majority of pupils agree. A large majority of parents and carers said their child's lessons were not disrupted by bad behaviour. Pupils are generally positive about behaviour in lessons with most saying there is no disruption. The inspector agrees with parents and carers that learning is not disrupted by bad behaviour although pupils' are not always fully focused on learning in all lessons. Parents and carers think that bullying is dealt with well by the school although a few individual concerns were raised. School records show incidents of bullying are rare and are dealt with effectively by the school. The vast majority of pupils are positive about how bullying is handled. The school council said that incidents of bullying, including prejudice-based bullying, were rare and that the school dealt with these well. They were very clear about the difference between bullying and individual

incidents where friends fall out with each other. They were all confident that if they spoke to an adult they would be supported and something would be done about their problem. The school liaises closely with a range of agencies to support pupils whose circumstances make them vulnerable. The school has supported pupils with behavioural needs, successfully integrating pupils back into the school. Behaviour logs show that this support has been effective and exclusion rates have fallen.

Most parents and carers said their children feel safe in school, and pupils also held this view. Pupils know how to keep safe and they understand about cyber-bullying and the dangers of the internet. The pupils taking part in 'bike-ability' were very positive about the skills they were learning and said how useful these were to them. Pupils' sensible behaviour contributes to a safe-school environment. Attendance is now average. Pupils are punctual to school and to their lessons.

Leadership and management

The headteacher and governing body have a clear vision for improving teaching and pupils' achievement. Implementing the vision has been hampered by half of the teachers changing since the last inspection. School records show that while achievement is satisfactory, progress is accelerating, including now at Key Stage 2, reflected in better attainment in reading, writing and mathematics. There is also improvement in teaching resulting from the positive impact of the professional development and performance management of staff. There is no disruption to learning in lessons and there are strengths in pupils' attitudes and behaviour to each other and to the school. Evidence of improvement is sustained enough to indicate the school's capacity to improve further.

The role of middle leaders is not well enough developed. They lack expertise in use of data to identify where initiatives should be focused or to lead improvements in developing teaching and learning. While, in joint observations, strengths and areas for development were identified, leaders do not focus enough on the impact of teaching on learning.

Leaders and managers promote equality of opportunity. Any differences between the performance of individuals or groups of pupils are identified and remedial action is taken. The school is inclusive and discrimination of any kind is not tolerated. The curriculum has developed to support reading with a wide range of books in the library area and in all classrooms. The school have worked in partnership with other schools to develop a themed approach to the curriculum enriched with trips, such as to the science museum or visitors in school, including Indian dancers. The school has also developed a link with a school in India. These activities, lessons and assemblies all successfully promote pupils' spiritual, moral, social, and cultural development. The school ensures that safeguarding arrangements meet statutory requirements.

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 Salford Priors CofE Primary School, Evesham, WR11 8XD

Thank you for your really kind welcome when I visited your school. I appreciated the number of you who came and introduced yourselves to me. I looked at the returns from your questionnaires and talked to many of you in lessons or in the playground. I also talked to the school council in more detail and they told me about many of the impressive initiatives they had led, such as the recycling they had set up and the 'buddy' scheme they had introduced.

Salford Priors is a satisfactory school. You are very supportive of each other. It was lovely to see older and younger pupils playing together and how the older ones care for the younger children in school. In Reception and Key Stage 1, you make good progress, but it is not as good at Key Stage 2. You learn well in lessons which have a range of activities and help you learn at a fast pace. However, work does not always challenge you as much as it could, not all of you are involved in introductions to lessons and your targets are not always clear.

I have asked your headteacher, staff and governors to do the following things to improve your school.

- Make sure that learning is always good, with all of you fully involved in carpet sessions, and that work challenges all of you to do your best with clear targets for improving it.
- Help you to make good progress, by school leaders checking on your progress and planning to help you learn from better teaching.

You can help your teachers by always trying your best and working hard in your lessons. I wish you all the best with your education.

Yours sincerely

Susan Williams
Lead inspector

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