



Stone with Woodford Church of England Primary School

Inspection Report

Unique Reference Number 115625
LEA Gloucestershire
Inspection number 279639
Inspection dates 13 September 2005 to 13 September 2005
Reporting inspector Alison Cartlidge RISP

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

Type of school	Primary	School address	Stone
School category	Voluntary controlled		Berkeley
Age range of pupils	4 to 11		Gloucestershire GL13 9JX
Gender of pupils	Mixed	Telephone number	01454 260309
Number on roll	104	Fax number	01454 260309
Appropriate authority	The governing body	Chair of governors	Dr David Joyce
Date of previous inspection	18 September 2000	Headteacher	Mrs Kim McCalmont

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This small primary school is situated in the village of Stone. Many pupils come from a socially favourable area and attainment on entry to the school is above average in most years. The number of pupils identified as having learning difficulties and disabilities is above average for a school of this size. Most of these pupils have learning difficulties. Most pupils are white and of British heritage.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Stone with Woodford CE Primary is a satisfactory school, which provides sound value for money. Many aspects of its work are good in Years 1 to 6. However, weaknesses in provision in the Foundation Stage mean that pupils do not achieve enough in the Reception Year. Teaching and learning are good in Years 1 to 6 but inadequate in the Foundation Stage where pupils are not motivated well enough. Members of staff support pupils well in their personal development and pupils behave well and develop positive attitudes towards learning. Good standards have been maintained by the end of Year 6 since the last inspection, though provision in the Foundation Stage is not as effective as it was then. The headteacher and governors have a good understanding of the school's strengths and weaknesses and are able to move it forward, but they have a more positive view of the school's effectiveness than the inspectors. In particular, the way the school checks the quality of teaching and the way it records teachers' assessments to find out how much progress pupils make, are not rigorous enough.

What the school should do to improve further

- Improve the provision and teaching in the Reception Year so that pupils make faster progress.
- Record assessment information more clearly so that the progress of individual pupils can be checked and action taken quickly when they make too little progress.
- Make more rigorous checks on the quality of teaching and provide more support where it is needed.

Achievement and standards

Grade: 3

Standards in English, mathematics and science are consistently above the national averages by the end of Year 6. However, pupils do not get off to a good start in the school as weak teaching means that they make inadequate progress in the Foundation Stage. Consequently, standards of work and pupils national assessment results are not always as high as they should be by the end of Year 2. Pupils make good progress from Year 1 onward and, by Year 6, they do better than expected nationally. This represents satisfactory achievement from their above average starting point when they joined the school. Girls achieve better than boys, because some younger boys have less positive attitudes towards learning and are inattentive. Pupils identified as having learning difficulties and disabilities have clear and measurable targets and they achieve well. Pupils' skills in literacy and creative arts are particular strengths and there are many examples of high quality poetry and artwork around the school. Teachers set clear targets for the end of Year 6, based on their thorough knowledge of individual pupils.

Personal development and well-being

Grade: 2

Pupils are very confident, caring and well adjusted. They have very good opportunities to share their views during school council meetings and in local 'mock trial' competitions. They appreciate that they are listened to. Pupils' spiritual, moral, social and cultural development is good overall, and their moral development is outstanding. They are very keen to discuss ethical issues and find practical ways of supporting those in need. They make a very positive contribution towards the community. For example, without prompting from the school, they responded sensitively to a world-wide need by purchasing goats and mosquito nets for an underdeveloped country instead of sending each other Christmas cards. Pupils behave sensibly at all times and supportive and caring members of staff help them develop good attitudes towards learning and other people. Most pupils enjoy school and this is reflected in the very good attendance figures. Pupils have taken the initiative in making their lifestyles healthy, by raising money to pay for free fruit for playtime. They leave the school with good basic skills and the ability to work well with others.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall because the quality of teaching is uneven across the school. Teaching and learning are good from Years 1 to 6, with outstanding teaching during the inspection in Years 3 and 4. However, teaching and learning are inadequate in the Foundation Stage, because the work provided fails to motivate all the pupils, especially the boys. In Years 1 to 6, teachers work very hard to recapture the pupils' interest by providing purposeful and challenging tasks. Questioning is used well to encourage pupils to develop their thinking skills. Throughout the school, teaching assistants provide sensitive support for individuals and small groups, including pupils with learning difficulties and disabilities. In Years 3 to 6, teachers make good use of their particular strengths by exchanging classes, and this is especially effective in literacy and the creative arts.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall, and, in Years 1 to 6, interesting activities with well-developed links between different subjects motivate pupils very well. Pupils' literacy skills are used especially well to support learning. The curriculum in the Foundation Stage provides too few opportunities for purposeful play, and activities are not carefully adjusted to meet the pupils' differing needs. Throughout the school, provision for those with learning difficulties and disabilities is good. Pupils have outstanding opportunities to extend their learning beyond the classroom and the school's motto, 'To educate all children for life', is evident in the wide range of

additional activities provided. For example, older pupils go on an exchange visit to Italy, and they have the opportunity to learn some French and German in preparation for secondary school. Over the years, several of Shakespeare's plays are studied, performed and enjoyed by pupils and members of staff.

Care, guidance and support

Grade: 3

Members of staff are successful in providing a safe, caring and attractive school. Personal development and pupils' well-being have a high profile. All pupils are regularly assessed, although information is not recorded in a format that can easily be shared with others. Individual targets are set for pupils each term. These are based on pupils' recent prior attainment rather than on where they should be in relation to their capabilities. This approach is successful in Years 1 to 6, where pupils make enough progress, but is insufficient in the Reception Year to identify and support pupils when they fall behind.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The school has been successful in maintaining good standards by the end of Year 6, but standards and provision have declined in the Foundation Stage since the last inspection. Whilst the school has been working on improving this weakness, provision remains unsatisfactory, and a significant proportion of reception children make too little progress and lack motivation in lessons.

The headteacher has a heavy teaching commitment, limiting the time available to carry out managerial and leadership tasks. Nevertheless, there is a clear and shared understanding of the school's strengths and weaknesses between members of staff and governors. There is a clear understanding of where teaching needs to be better. The school is therefore in a position where it can move forward satisfactorily to bring about improvements. The day-to-day management of the school is smooth and efficient. Areas for development are identified in the school improvement plan, though links with raising standards are not always clear enough. Performance is monitored and evaluated at the end of each year in the Foundation Stage, Year 2 and Year 6. However, pupils' progress is not clearly recorded in between these times in such a way that the school can react quickly when individual pupils do not make enough progress. The school welcomes all pupils equally and is conscientious in gaining external support when needed. Members of staff are sufficiently trained and experienced to ensure that pupils are kept safe and protected. The leadership and management of provision for pupils with learning difficulties and disabilities are good.

The school has amassed a large contingency fund, with the agreement of the local education authority, to help purchase additional land to provide on-site sports facilities. Resources are used appropriately. Governors take an active part in supporting all aspects of the school's work and fulfil their responsibilities diligently, though they do not hold the school to account sufficiently. The school makes suitable provision for

listening to and acting on the views of parents by responding to suggestions and comments, and governors provide an exceptionally attractive and interesting annual report.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	4	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

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

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and for being so friendly and helpful. What we liked most about your school

You behave well, are kind to each other and play together sensibly.

You try hard in lessons and are polite to your teachers.

We like the way you care for others and yourselves by supporting charities and providing healthy snacks.

We think that your teachers look after you well and give you some interesting work.

The headteacher, other teachers and governors know what to do to make your school even better.

Your parents are pleased that you come to this school.

What we have asked your school to do now:

Make sure that teachers give younger pupils work that is neither too hard nor too easy and is interesting.

Keep a clear record of how much progress you have made each year.

Find time for the headteacher to come and see the work you are doing in class.

We thoroughly enjoyed talking to you about your work and watching you learn and wish you well for the future.