



Peterchurch Primary School

Inspection Report

Unique Reference Number 116718
LEA Herefordshire
Inspection number 279880
Inspection dates 6 June 2006 to 6 June 2006
Reporting inspector Julia Coop AI

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

Type of school	Primary	School address	Peterchurch
School category	Community		Hereford
Age range of pupils	4 to 11		Herefordshire HR2 0RP
Gender of pupils	Mixed	Telephone number	01981 550230
Number on roll	73	Fax number	01981 550230
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	9 October 2000	Headteacher	Mrs Candyce Garlick

Age group 4 to 11	Inspection dates 6 June 2006 - 6 June 2006	Inspection number 279880
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small school serves the rural village of Peterchurch and surrounding villages. All pupils are of White British heritage. The proportion of pupils eligible for free school meals is average. The socio-economic circumstances of the area are below average. The proportion of pupils with learning difficulties is above average and well above average in some year groups. Year group sizes are uneven and pupils are taught in mixed-age classes. The number of pupils who start or leave the school part-way through their primary education is high. The school has gained Eco Green Flag, Activemark and Artsmark awards and has achieved Healthy School status, level 3.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Peterchurch is a satisfactory and improving school, with a number of key strengths. It provides sound value for money. It is a warm, caring and supportive school community that values each individual pupil. Through the provision of a much-improved and exciting curriculum, the school successfully broadens pupils' horizons and learning experiences. As a result, pupils enjoy their time in school, display responsible attitudes and are taught successfully how to make sensible decisions and healthy choices. The school's very welcoming family atmosphere provides the foundation for good behaviour and very good relationships throughout the school. Parents value the way that their children are 'encouraged to develop positive values and self image' as well as 'good manners.' An impressive feature is the caring way that pupils 'look out' for each other. All pupils go out of their way to look after the younger children and help new arrivals make new friends. As a result, new pupils quickly settle down in the school. Without exception pupils said that they like coming to Peterchurch to work and play with their friends. This makes an effective platform for learning. Children start in the Reception class with varying skills each year. They get off to a flying start in their personal and social development because relationships are supportive. Overall, children make satisfactory progress in other areas of learning. Although children get good support when they work alone with an adult and make better progress, particularly in reading, there is insufficient variety in other activities planned. In addition, these are not well matched to the children's different abilities. This is a school where an above-average number of pupils start at other than the normal times. Coupled with small numbers and the varying proportion of pupils with learning difficulties, this makes any year-on-year comparison of standards unreliable. Current standards are broadly average in Year 2 and Year 6. Pupils' achievements are satisfactory and they make satisfactory progress, whatever their capabilities. However, few more-able pupils reach the higher levels. This influences overall standards attained which have the potential to be higher. The main reason that progress is satisfactory rather than good is because the quality of teaching is not consistent. Some is good, particularly in the oldest class. There are also common strengths in teaching that are exemplified by very good relationships, good use of interactive whiteboards and good use of teaching assistants to support learning, especially of less able pupils. As a result, pupils really like their teachers and learning, try hard in lessons and respond well to the values that the school promotes. However, teachers' planning does not always ensure that activities are matched carefully enough to the pupils' different abilities. This is particularly important because in mixed-age classes there is a very wide spread of ability. Planning, for example, does not consistently ensure that there is a high level of challenge, particularly for the most able. This is because lesson plans generally focus on activities to be completed rather than on learning outcomes. Some pupils comment that they do not always find lessons 'challenging or interesting.' These factors slow down learning and impact negatively on overall standards. Peterchurch aims to 'develop the whole child.' As a result, pupils now have many forums in which to make a contribution to the school and the local community. Pupils relish the many opportunities to take responsibility. From organising and running small business enterprise schemes, to participation on the Eco Committee

and School Council, the pupils are helped to become mature, confident and caring young citizens. As a result of these many good features, pupils cultivate a deep respect for all members of staff, the wider community and each other, and are well prepared for future life. Leadership and management are satisfactory. Inevitably, in a small school the few experienced teachers carry a heavy load and the headteacher has a significant teaching commitment. School and pupil performance is monitored and key subject leaders and governors have made a start at monitoring teaching and learning, but inconsistencies in teachers' planning have not been picked up. The school has a satisfactory view of its strengths and weaknesses. The school development plan is targeted at the right areas, but it lacks clarity. For example, actions planned are concerned more with processes and policy. They are not yet focused sharply enough on outcomes in terms of pupils' learning. This makes it difficult for the school to check on how well it is doing and for governors to monitor its success and act as 'critical friends.' The headteacher sets the tone for the happy, calm and caring manner that filters through the school. The staff and governors share the headteacher's values in supporting pupils' all-round development. This is reflected in the effective support for pupils with learning difficulties and disabilities and the wide range of additional activities planned, which are having a positive impact on pupils' attitudes to learning. Parents' views are valued and taken into account. As a result, there is a positive atmosphere around the school, a shared commitment and capacity to make further improvements.

What the school should do to improve further

- Improve teachers' planning to ensure that activities are better matched to pupils' different abilities and consistently stretch the most able pupils.
- Strengthen the school development plan so that it has a much clearer focus on actions that will improve pupil progress and the quality of the provision.

Achievement and standards

Grade: 3

All groups of pupils make satisfactory progress in relation to their capabilities. Children make satisfactory progress in the Reception class and good progress in their personal and social development. The children are in line to reach the expected goals by the time they start in Year 1 and some children are in line to reach above expected standards. At the end of Year 2 in 2005, standards were average. Boys did less well than girls and few more-able pupils reached the higher Level 3. At the end of Year 6 in 2005, standards, which had been rising steadily, dipped and were average overall. The gap between boys and girls narrowed but few more-able pupils reached the higher levels. Evidence from school records and lessons reveals that the picture this year is similar. Pupils' achievements are satisfactory. Less able pupils make the same progress as others in lessons and make good progress towards their individual learning targets. However, the most able pupils could be stretched more.

Personal development and well-being

Grade: 2

Pupils enjoy school. They know how to keep safe and healthy. They are very proud that they can swim regularly in the school swimming pool and know how to keep safe in the water. They appreciate that they need to eat the fruit in their lunchboxes, but also like 'treats.' Pupils have an impressive understanding of the democratic processes. They work well with each other, staff and governors to make sensible decisions. They willingly help in the school and local community. All pupils develop good levels of self-confidence which will stand them in good stead for the future.

Quality of provision

Teaching and learning

Grade: 3

Some teaching is good but the quality is not consistent. Effective extra help is ensuring that pupils with learning difficulties make as much progress as others. Discipline is firm but fair and pupils respond well in lessons. Teachers' expectations are generally satisfactory, although more could be expected of the most able pupils. Lesson plans do not always make it clear what pupils of different abilities are expected to learn. These are missed opportunities to spur on learning. Mathematics lessons are effective because teachers are providing a wider variety of interesting and challenging activities that capture the pupils' interest, although it is too soon to have influenced overall standards.

Curriculum and other activities

Grade: 2

The curriculum is varied and interesting, with an impressive range of additional activities. Drama, dance, healthy cookery, eco awareness and many other activities contribute well to pupils' positive learning attitudes, their understanding about how to keep healthy and how to look after the environment. The school is justly proud of the many awards it has received, and art work is of a high standard. Specialist music teaching and sports coaching, together with other staff shared with local schools, successfully extend the quality of what the school has to offer, although more could be done to stretch the most able pupils.

Care, guidance and support

Grade: 2

Parents greatly appreciate the school's friendly, welcoming atmosphere. They know that the health, safety and welfare of pupils are a high priority for the school. Most pupils, particularly the older ones, understand their learning targets, teachers' advice and marking in their books. This helps pupils understand what they need to do to improve. Although pupils like school and are keen to do well, the good progress in

their personal development is not yet matched academically. This is partly because teachers do not always help pupils check on how well they have learned at the end of lessons.

Leadership and management

Grade: 3

The main reason that pupils are happier in school and attitudes to learning are much improved is because the headteacher and staff have made improvements to the curriculum and the care and support the school provides. Governors are supportive and are becoming increasingly self-critical. The school has a satisfactory view of strengths and areas of development but monitoring, although satisfactory, could be more rigorous and analytical. The school development plan requires refinement in order to become a really effective vehicle to drive forward improvements in standards. Partnerships with others are harnessed well and make a successful contribution to the life of this small village school. Coupled with a good team spirit and shared sense of commitment, Peterchurch has the capacity to continue to improve.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
--	-----------------------	--------------

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	3	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	3	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	3	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	2	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?	2	NA
How well are learners cared for, guided and supported?	2	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

6 June 2006 Dear Children, Thank you so much for the friendly way you chatted to us when we visited. We really enjoyed seeing your smiling faces and liked the very sensible way that you played together in your lovely school grounds. We know you and your parents think that Peterchurch is a friendly, happy school and we agree. Here are some of the highlights: You are happy, enjoy school and you behave well. We really liked the way that you make friends with new pupils. We think you must have a good time in all the clubs and special events. We know you try hard in lessons and really like your teachers. Everyone takes care of you and we know you like keeping fit and healthy. You help a lot around the school and have good ideas about how to look after the environment. You are good at swimming and we loved your lovely art work. Lots of you are doing well. We know that your school is satisfactory and improving, but there are still things that could be done in order to make it even better. These are:

- The teachers need to make sure that all of the activities they plan help you learn as well as you can.
- The school needs to plan more carefully how it can improve your learning and make the school even better.

We hope you go on trying hard in lessons and enjoying all of the exciting activities which help you learn. Julia Coop (Lead inspector) Alexandra House 33 Kingsway London WC2B 6SE T 0207 421 6800 F 0207 421 6707 www.ofsted.gov.uk