



Powick CofE Primary School

Inspection Report

Unique Reference Number 116841
LEA Worcestershire
Inspection number 279916
Inspection dates 29 March 2006 to 30 March 2006
Reporting inspector David Driscoll AI

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

Type of school	Primary	School address	42 Malvern Road
School category	Voluntary controlled		Powick
Age range of pupils	4 to 11		Worcester, Worcestershire WR2 4RT
Gender of pupils	Mixed	Telephone number	01905 830336
Number on roll	194	Fax number	01905 830336
Appropriate authority	The governing body	Chair of governors	Mrs C Throup
Date of previous inspection	3 July 2000	Headteacher	Mr R H Drewett

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Powick is an average sized primary school that serves a relatively affluent area. It is similar in make up to most other primary schools, although few pupils come from minority ethnic groups. The school now has considerably more pupils than at the time of the previous inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school provides a good education and good value for money. The school's view of its own performance is accurate and matches that of the inspectors. Good leadership has built a team of confident staff and governors who have the capacity to turn this already good school into an outstanding one. Progress since the previous inspection has been good. Parents rightly have a high opinion of the school and the way it is run. Pupils make good progress, because they are taught well. Teachers and support staff are confident enough to modify their lessons in order to follow up pupils' own ideas and ways of working, which often leads to rapid gains in understanding. Pupils leave the school with well above average standards. Standards are exceptionally high in information and communication technology (ICT). Provision for Foundation Stage children is good, and they reach above average standards. They are taught well and the curriculum meets the needs of these young learners. Pupils are very happy at school and attend regularly. Their personal development, including their overall spiritual, moral, social and cultural development, is good, as seen in the way they behave well and work happily with each other. They are confident when taking responsibility, but do not get enough opportunities to do so, especially in lessons. Staff know the pupils well, so they are safe and very well cared for. The academic guidance pupils receive is satisfactory. The system of setting targets for pupils is relatively new and is not yet used consistently across the school, so pupils are not receiving enough feedback, especially through marking, on how to improve their work.

What the school should do to improve further

Ensure all teachers set clear targets for every pupil and provide them with guidance that explains what they need to do to meet their targets. • Provide pupils with more opportunities to take responsibility, especially in planning their own work.

Achievement and standards

Grade: 2

Pupils make good progress, regardless of their background or ability, and standards are well above average. Standards on entry to the Foundation Stage vary, but have been declining over the past three years. The standards of those starting in 2005 were below average because a significant number had weaknesses in their communication, language and literacy skills. Children make good progress in all areas, and they join Year 1 with above average standards. They make particularly good progress in linking sounds and letters. Pupils in Years 1 to 6 make good progress and standards are well above average by the end of Year 6. In most years there are some subjects where standards are exceptionally high. In 2005, this was true of reading and writing at Key Stage 1 and English and mathematics at Key Stage 2. Standards are consistently very high in ICT, where pupils make outstanding progress. One pupil has even gained technician status in a national ICT programme, with two more pupils soon to qualify. Some talented musicians also make exceptional progress. Progress is good in Years 3

to 6. However, the current Year 5 pupils did not make as much progress when they were in Years 3 and 4 until the school provided more effective support for them. They are now progressing well. At age seven the pupils who are now in Year 6 did not reach standards that were as high as those reached by pupils in the previous year group. However, the school has set targets for their performance that are even more demanding as those in previous years and, as in the past, the pupils are on course to exceed them.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Their great enjoyment of school is evident from their own responses, those of their parents and their good attendance. A relatively new child to the school described it as 'brilliant'. Pupils are well behaved and show positive attitudes to their work. They are confident in their relationships with adults and when performing in front of the whole school in assembly. Pupils' overall spiritual, moral, social and cultural development is good. The school has already identified and is making improvements to pupils' understanding of life in a multi-cultural society. They have a good level of awareness of how to keep healthy through initiatives such as 'healthy snacks' and 'safer routes to school' as well as regular physical exercise. They know what they should do to keep safe. Pupils show a great deal of responsibility in their work on the school council. They enjoy roles such as House Captain and because of their abilities and mature attitudes many are capable of taking more demanding leadership roles. They are keen to help in the community by raising funds for charities including the local hospice and further afield in supporting the 'Eyes for East Africa' appeal. Pupils' good standards of literacy, numeracy and ICT, combined with their well-developed social skills, ensure that they are well prepared for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good, so pupils learn at a faster rate than often seen in other schools. Teachers and support staff are confident in what they are doing, so are willing to move away from their lesson plans when appropriate. This happens quite a lot, because they are good at following up pupils' own trains of thought, such as describing a different way of tackling a problem. This often leads to great leaps in understanding because the teachers understand the way that pupils are thinking and so can develop their ideas through very effective questioning. Teaching assistants are equally skilled at supporting higher and lower attaining pupils, using the same skills of teasing out pupils ideas, and helping them build towards an answer. Teachers make good use of ICT in their teaching. They often allow pupils to work on their own initiative when using computers, but this is not a feature of other lessons where the teacher tends to maintain a tight control over activities. This means pupils do not get enough opportunities to

take responsibility, especially in planning their own work. Marking could be improved. Books are marked frequently, but comments tend to be congratulatory without telling the pupil how the work can be improved. Teachers and support staff are also good at combining different key skills, such as increasing pupils' vocabulary in mathematics lessons.

Curriculum and other activities

Grade: 2

The curriculum is good, which enables all groups of pupils to make good progress. It is outstanding in ICT and as a consequence pupils are confident in its use and reach exceptionally high standards. Pupils' creativity is developed well through art, music, dance and drama and there is a strong emphasis on sporting activity and high achievement, supported through the effective use of the Sports Partnership Programme. Not enough use is made of the outdoor environment to develop the learning experiences of pupils in the Foundation Stage, which limits the development of independence and responsibility in their learning. The school provides a breadth of curriculum experiences to prepare pupils for adult life. The school recognises that opportunities to help pupils take responsibility for their own learning are not yet fully developed. However, the recent involvement of pupils in Years 3 to 6 in the ICT Super Club is already proving to be successful in encouraging their motivation and independence. The curriculum experiences of all pupils are considerably enhanced by a good range of after-school clubs and activities as well as regular well-planned visits as part of learning in the humanities.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall, because all adults know the pupils well and are responsive to their needs. All pupils are safeguarded well, and they say that they feel safe in school and are well-looked after. The headteacher, together with a key governor, ensure that arrangements for child protection are securely in place, are regularly reviewed and understood by staff. There are good links with outside agencies which help to support those pupils with learning difficulties well. Their needs are identified at an early stage, particularly those with communication difficulties, so that they make good progress. Arrangements to support pupils' academic progress are satisfactory and improving. The school is developing ways of ensuring pupils know exactly what is needed to improve their work, but these are, as yet, inconsistently applied.

Leadership and management

Grade: 2

Leadership and management are good. The key to the school's success is the way that the governors and all staff work as a team and are supremely confident in their roles. The headteacher's detailed approach to staff appointment illustrates a commitment

to building a strong team. Good leadership shows in the way that staff are happy to take extra responsibility. Every subject has both a coordinator and a deputy coordinator, for example, so no member of staff becomes isolated in their subject. The management of ICT is outstanding and leads to exceptionally high standards. The school makes good use of data and parents' views to judge its performance. However, there are inconsistencies in the way in which pupils' progress is tracked through the system of target setting. Nonetheless, the school's evaluation of its performance is accurate overall. All teachers are involved with the monitoring of standards and observation of lessons. Actions taken to improve since the previous inspection have been successful. The school's leaders have a clear idea of how to improve standards even further and turn an already good school into an outstanding one.

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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?	2	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	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	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	1	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?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

Dear Children As you know, we visited your school recently to see how well it is doing. Thank you very much for talking to us, and a special thank you to the members of the school council who told us about their life at school. You were all very polite to us. We were most impressed by the way you use computers. Some of the things that you were doing were quite amazing. Those of you who played the recorders in assembly put on a beautiful performance. It is hard to believe you only started playing at Christmas. You all told us how much you like your school, and we can see why. The grown ups take good care of you. You find the work hard, but fun to do. Your teachers, and the people who help them, are very good at listening to what you have to say and making you think about problems. You make good progress and reach well above average standards. However, we think that you could be given more chances to work on things that you have planned for yourself, just like you do when you are using computers. We have also asked your teachers to help you to learn even more by telling you exactly what you need to do to improve. Thank you again for helping us with our work. Yours faithfully Mr Driscoll
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