



Weston-under-Penyard CofE Primary School

Inspection Report

Unique Reference Number 116918
LEA Herefordshire
Inspection number 279948
Inspection dates 5 December 2005 to 5 December 2005
Reporting inspector Graeme Bassett RISP

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

Type of school	Primary	School address	School Lane
School category	Voluntary aided		Weston-under-Penyard
Age range of pupils	4 to 11		Ross-on-Wye, Herefordshire HR9 7PA
Gender of pupils	Mixed	Telephone number	01989 563 933
Number on roll	80	Fax number	01989 561 740
Appropriate authority	The governing body	Chair of governors	Mrs Helen Barker
Date of previous inspection	30 October 2000	Headteacher	Mr Brian Bird

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average size school and serves mainly the villages surrounding Weston-under-Penyard, near Ross on Wye. Most pupils are White British and none speaks English as an additional language. The economic status of the local area is broadly average and there are fewer than average pupils with learning difficulties and disabilities. The school gained an Investor in People award in May 2004.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The overall effectiveness of the school is satisfactory and is improving. This agrees with the school's own view. Standards at the end of Year 6 are broadly average and pupils make satisfactory progress. This shows a marked improvement since 2004. However, the proportion of pupils exceeding the expected levels at the end of Year 2 is below average. Teaching is satisfactory overall and good in the Foundation Stage. Monitoring of teaching and planning is identifying where lessons can be improved. However, there are some occasions when the pupils are not given enough opportunities to develop their independent investigatory skills in science. The teachers do not make the best use of assessment records to set pupils' targets and the tasks given to higher attaining pupils do not always extend their learning enough. The provision in the Foundation Stage and for the pupils with learning difficulties is good.

The school provides a safe and secure learning environment. Pupils are cared for, guided and supported well. The pupils' moral and social development is good and their spiritual and cultural development is satisfactory. Parents and pupils agree that this is a happy and supportive school. Leadership and management are good and are having a significant impact, as shown in the improving quality of provision and the rise in pupils' achievement and standards. The school's self-evaluation is providing clear targets for improvement, whilst recognising what has been achieved already. The governance of the school is good. The school gives satisfactory value for money. It has improved well since the last inspection and there is good capacity to improve further.

What the school should do to improve further

- Provide more challenge for the higher attaining pupils.
- Use assessment and tracking records more effectively when setting targets for each pupil.
- Develop the pupils' independence when they carry out investigations in science.

Achievement and standards

Grade: 3

Achievement and standards are broadly average throughout the school. The size of each year group is small and this causes variations in the school's performance in national tests, making direct comparisons with the national picture unreliable. Children enter the Foundation Stage with broadly average standards. In a secure environment they settle quickly to routines and make satisfactory progress. Because of good teaching, they enter Year 1 with most having reached the targets expected for their age. Pupils in Years 1 and 2 make satisfactory progress. Their standards at the end of Year 2 are broadly average in reading, writing and mathematics, although a below average proportion of them exceed the national expectations.

By the end of Year 6, pupils achieve satisfactorily and standards are broadly average. The school's performance has improved well over the past year and standards have

risen significantly in English and mathematics. Pupils with learning difficulties and disabilities achieve satisfactorily because of the helpful support they get in class and in small groups.

Personal development and well-being

Grade: 2

The pupils' personal development and well-being are good. The school creates a stimulating atmosphere and pupils enjoy being here. Children in the Foundation Stage quickly develop a sense of joining in with others and show a good understanding for each other's feelings. In all classes, pupils talk confidently about their experiences and have positive attitudes to learning. Attendance is average. The pupils' behaviour, which was a point for improvement at the last inspection, has improved markedly and pupils now respect each other and behave well. The pupils' spiritual and cultural development is satisfactory but there are weaknesses in their understanding of other cultures. Moral and social development is good. Pupils are encouraged to eat healthily and, with regular visits to other schools and the local swimming pool, they develop good awareness of the need for exercise. Pupils make a good contribution to the school community but this could be improved with the planned forming of a school council. Through links with the church and a good association with the locally based 'Leadership Trust', the pupils are developing good economic awareness.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall. Most of the lessons seen were satisfactory but in the Foundation Stage teaching was good. Here the teacher devises a good variety of tasks, encourages independent decision making and challenges higher attaining children well. Teachers assess and record each pupil's attainment regularly, accurately tracking each pupil's progress from one year to the next. However, they do not make the best use of this information when planning what to teach next. Extension tasks for higher attaining pupils do not always provide enough challenge for them. Good use is made of information and communication technology (ICT), for example when pupils in Years 5 and 6 explored the perimeters of complex shapes. Teaching assistants work effectively with class teachers to support pupils with learning difficulties and disabilities. Behaviour is now managed well. Good links between home and school support learning well, with relevant homework and good arrangements to involve parents in their children's education.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and meets requirements. The range of work matches the needs of the vast majority of pupils, including those with learning difficulties and

disabilities. The school provides well for mathematics and ICT and covers all necessary aspects for all subjects. There are suitable thematic links made between subjects. However, the coverage of skills within these themes is often not planned in sufficient depth to enable the more able pupils in each mixed-aged class to extend their learning well enough. While pupils' achievement in science is satisfactory overall, the opportunities for them to develop investigative skills independently are limited. There is insufficient emphasis on developing pupils' literacy skills when teaching other subjects, such as history and religious education. The school is making good endeavours to teach French to the older pupils. The pupils are prepared well for their future economic well-being and there is good provision for their personal, social and health education. The extended programme of visits and visitors and the use of talented adults to support the arts curriculum are good.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils are good. All staff know each pupil well and are committed to promoting a safe and secure learning environment. This gives the pupils confidence to discuss any problems or concerns with adults. The headteacher and the governors monitor health and safety issues regularly. There are well understood routines within the school for risk assessment and the arrangements for child protection are robust. Gifted and talented pupils are given good guidance and are supported well. Pupils needing support and those with learning difficulties are identified early and good arrangements are made to support their learning in small groups and in the classrooms. The school is beginning to develop pupils' awareness of their targets in literacy and numeracy but as yet this is inconsistent in Years 5 and 6. The school works well with parents and has good arrangements to discuss with them their children's progress and to involve them in their learning.

Leadership and management

Grade: 2

Leadership and management are good and have improved since the last inspection. High staffing costs, in the past, put overwhelming constraints upon the school. The headteacher had a full time teaching role until January 2005 which restricted the time he could spend upon whole school issues. This matter is now resolved and the headteacher's own teaching commitment has been reduced, enabling him to lead the school effectively. The headteacher sets a clear direction for future developments and ensures that all pupils are fully involved in all aspects of school life. The school's self-evaluation of its performance, although little has been recorded, is effective and well understood by the governing body and the staff. Since the last inspection the role of the deputy headteacher has developed well and she now takes a more prominent role in school management.

Leadership and management of the Foundation Stage are good. The leadership and management of the subjects have improved since the last inspection and are good.

The subject leaders monitor and evaluate teaching and learning for their subjects convincingly and set relevant targets. The impact of this is seen over the past year in the improved achievement of most pupils.

The time allocated for teachers to prepare their work has been used well to develop the arts. The school consults well with parents and their views are taken into account. Everyone combines effectively to work as a coherent team to identify strengths and priorities for improvement. The governance of the school is good and governors are well aware of the school's strengths and weaknesses, being kept fully informed of school developments. They ensure that all statutory requirements are met. Finances are managed well and building maintenance and resources are good. The school has a good capacity to improve further.

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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?	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	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?	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	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	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?	3	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	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	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

Weston-under-Penyard CE Primary School School Lane Weston-under-Penyard Ross on Wye
Herefordshire HR9 7PA

5 December 2005

Dear Pupils

Thank you for welcoming us to your school. The inspectors enjoyed their time with you, looking at your work and visiting lessons. We enjoyed chatting with many of you. Thank you for telling us all about your school.

What we liked most about Weston under Penyard Primary School

- Your headteacher leads and manages the school well.
- Your teachers are caring and give you good support.
- You get on well with each other and your behaviour is good.
- You are aware of the need to adopt a healthy lifestyle.
- Your school is improving.

What we have asked your headteacher and staff to do

- Make better use of the records kept about your progress when teachers plan your work.
- Ensure that the tasks the teachers set are providing you all with good levels of challenge.
- Give you more opportunities to carry out your own investigations in science.

We hope that you continue to have enjoyment in your lessons and that you try hard to do your best at all times.

Yours faithfully

Graeme Bassett Lead inspector