



Curdworth Primary School

Inspection Report

Unique Reference Number 125583
LEA Warwickshire
Inspection number 281963
Inspection dates 20 June 2006 to 20 June 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	Farthing Lane
School category	Community		Curdworth
Age range of pupils	5 to 11		Sutton Coldfield, West Midlands B76 9HF
Gender of pupils	Mixed	Telephone number	01675 470379
Number on roll	110	Fax number	01675 470379
Appropriate authority	The governing body	Chair of governors	Ms Barbara Kelsey
Date of previous inspection	1 November 1999	Headteacher	Mr Colin Ricketts

Age group 5 to 11	Inspection dates 20 June 2006 - 20 June 2006	Inspection number 281963
-----------------------------	---	------------------------------------

© 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

Curdworth is a small primary school that serves a relatively prosperous area. Few pupils come from minority ethnic backgrounds and even fewer speak English as an additional language. All are fluent in English. The proportion of pupils with learning difficulties and/or disabilities is average.

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. Children are taught well in the Foundation Stage and take part in a good range of activities. They make good progress, notably in terms of their initially weak literacy skills. The good provision continues in other years, so pupils make consistently good progress as they move through the school and leave with above average standards. Lower ability pupils, and those with learning difficulties and/or disabilities, make slightly more progress than others because of the particularly effective work of the teaching assistants. Teachers set challenging work for pupils, but do not always provide clear guidance on what they need to do to improve. Pupils are happy at school because they are safe and well cared for. They behave well and have good attitudes to their work. Very good links are maintained with parents, who hold the school in high regard. The school's managers have a good understanding of standards and their evaluation of the school's performance is accurate. Nevertheless, they could get a better idea of the progress made by pupils by analysing data in more detail. The results would also allow the school to set clearer targets for the pupils. The school is well placed to continue the good progress made since it was last inspected, because the actions taken to improve have been effective. It has already identified the areas for improvement noted below.

What the school should do to improve further

- Gain a clearer picture of the progress made by pupils by collating the existing data and analysing it in greater detail.
- Provide pupils with clear guidance, in the form of targets, as to what they need to do to improve their work further.

Achievement and standards

Grade: 2

Pupils make good progress. They usually join the school with average standards and leave with standards that are above average. However, the small numbers of pupils involved mean that standards vary from year to year. The school usually meets its challenging targets. Children in the Foundation Stage make good progress, particularly in their literacy and numeracy skills. Childrens' literacy skills are especially weak when they start, but the good emphasis on phonics ensures that standards of literacy are average by the time they start Year 1. Standards of physical development are good. Pupils continue to make good progress as they move through the school. Lower ability pupils, including those with learning difficulties and/or disabilities do a bit better than others, because they receive such good support from expert teaching assistants.

Personal development and well-being

Grade: 2

Personal development and well-being are good because pupils take advantage of the opportunities to take responsibility and develop independence which are available

throughout the school. Through fundraising activities, school council and social events pupils develop good interpersonal skills and self-motivation which provide a good preparation for their future life and understanding of how they can play a good part in the community. Pupils take advantage of opportunities for exercise in physical education, at break and in clubs. Although they show understanding of the healthy options in playtime snacks, it is only a minority who take advantage and many girls in particular bring unhealthy snacks to school. Pupils are enthusiastic about school, as demonstrated by their good levels of attendance. They enjoy the range of activities which is available to them and find learning 'interesting and fun'. Pupils' behaviour in classrooms and around school is usually good. When behaviour is less considerate of others, pupils have confidence in support from staff to sort it out. There is a good response to the school's reward systems, like golden time, which help to motivate pupils to take responsibility for their own behaviour. This all contributes to effective spiritual, moral and social development. Cultural development is good with pupils benefiting greatly from the many opportunities within the curriculum to raise their awareness of the diverse society in which they live.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good, so pupils make good progress in their learning. Lessons are planned well across the school, although sometimes the plans are not carried through. In most lessons, teachers set work that is just right for the different ability groups in the class, but on some occasions in the Foundation Stage the intent is there, but the extension work planned for the most able children is not used. In all classes, the teachers expect the pupils to work hard and behave well. The pupils respond well to such expectations, and to the challenging tasks they are given. 'It's not too hard and it's not too easy,' said one boy. Often, the teachers use questions well to probe pupils' understanding of a topic, but on occasion only pupils with their hands up are asked, so others can 'hide' from the teacher. The work of the teaching assistants is very good. They are well qualified and very knowledgeable about their roles. Although they work with all abilities, it is with the less able and those with learning difficulties and/or disabilities that they are most effective. Their knowledge of the pupils allows them to choose exactly the right method for a pupil to grasp an idea. Three or four different ways of teaching proportions, for example, were used to particularly good effect in a lesson for pupils in Years 5 and 6.

Curriculum and other activities

Grade: 2

The curriculum is good because it provides a rich, well balanced experience. The school is developing planning for an effective programme which ensures that the curriculum is covered within mixed-age classes without repeating themes. There is a good emphasis on basic skills, including information and communication technology. The personal,

social and health education programme is well planned and covers all aspects of adopting a safe and healthy lifestyle. A lively programme of visits and visitors supports all areas of the curriculum, and adds to the pupils' enjoyment of their learning. Pupils have been involved in the development of the school's grounds as a learning resource, and an active gardening club looks after the environment. There is a full programme of extra-curricular sports activities, but there are fewer opportunities for pupils to take part in music, dance and drama.

Care, guidance and support

Grade: 2

Good systems for care, guidance and support provide a happy, safe and secure environment in which pupils learn well. The emphasis on a family atmosphere, where older pupils support younger pupils, helps them to settle quickly. Pupils with learning difficulties and disabilities are very well supported by teachers and teaching assistants to ensure that they make good progress. Pupils' health and safety has a high priority and risk assessments are in place to support this. Child protection procedures are in place. There are good induction procedures for pupils coming to the school and good links exist to support the move to secondary school. The school's system for tracking pupils' progress is satisfactory. However, it is not yet providing clear targets for pupils' future work so that they receive enough guidance on how to improve.

Leadership and management

Grade: 2

Leadership and management are good. The governors and headteacher have an accurate view of standards and the quality of provision, which allows them to identify areas for development clearly. The evaluation of the progress made by pupils is not as strong. Information about pupils' progress is kept in several different locations around the school, rather than being held centrally. This means that the headteacher does not have easy access to information on the progress of either individuals or groups, so such information cannot be analysed or used to identify areas for improvement. Pupils', teachers' and parents' views are sought on a frequent basis, so the school's managers have been able to develop a very good partnership with all those involved in the school. The views form an important part of the school's evaluation of its performance, and allow the school's managers to take effective actions to move the school forward. The school has made good progress since it was last inspected, with the weakness in information and communication technology having been dealt with particularly well.

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?	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	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	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	3	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

As you know, we came to see you at work recently and check on how well you are doing. We had a really nice day in your school. You told us that you like coming to school and we can see why. Your school is a very friendly place. The grown-ups take good care of you and make sure you learn lots of new things. We thought that your work on staying healthy was good, especially your posters showing people how bad it is to smoke. Some of you could help the school to be an even better place, by not bringing crisps for your snacks. Try eating fruit instead! The teachers and other grown-ups write down the marks you get for your work, so they know how well you are doing. We have asked them to collect all the marks together in one place so they can look for patterns in the numbers. This will mean that they can see more easily what it is you need to do to learn even more. You behaved well during our visit, and were very polite. The school council were very sensible and grown up. We enjoyed talking to all of you. So thank you for helping us with our work and for being so kind to us. Best wishes Mr Driscoll (Lead Inspector)