



Salford Priors CofE Primary School

Inspection Report

Unique Reference Number 125645
LEA Warwickshire
Inspection number 281972
Inspection dates 16 May 2006 to 16 May 2006
Reporting inspector Tom Shine AI

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

Type of school	Primary	School address	School Road
School category	Voluntary controlled		Salford Priors
Age range of pupils	4 to 11		Evesham, Worcestershire WR11 8XD
Gender of pupils	Mixed	Telephone number	01789 772497
Number on roll	98	Fax number	01789 772497
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	22 November 1999	Headteacher	Mrs P A Daly

Age group	Inspection dates	Inspection number
4 to 11	16 May 2006 - 16 May 2006	281972

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Salford Priors is a smaller-than-average primary school serving a socially mixed community. Because of small admission numbers, pupils are taught in four mixed-age classes. Currently all pupils are of White British origin. The proportion of pupils eligible for free school meals is below the national average, while that of pupils with learning difficulties is broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Inspectors agree with the school's judgement that its overall effectiveness is satisfactory. The school knows what needs to be done to improve. It has made satisfactory progress since the last inspection and has the secure capacity to improve further. It provides satisfactory value for money.

The quality of teaching overall is satisfactory. Some of it is good but it is not consistent enough to enable all pupils to achieve at constantly good levels, particularly in English, mathematics and science. Higher-attaining pupils in particular do not always achieve as well as they could. Pupils therefore, including those with learning difficulties and disabilities, make satisfactory progress overall, but good progress in some classes where teaching is good. The quality of teaching in the Reception class is satisfactory where the recently arrived teacher has formed good relationships with the children.

There is a welcoming, friendly atmosphere in the school and provision for pupils' personal development and its levels of care and support are good. The curriculum is good in Years 1 to 6 and is complemented by a wide range of out- of-school activities, especially in sport, which are enjoyed by pupils. In the Reception, the curriculum for the Foundation Stage is in place, but the planning of lessons does not ensure that they move at sufficient pace to maintain children's concentration. In addition, planning does not place enough emphasis on the creative use of the outdoor play area.

The headteacher has a secure understanding of the school's strengths and weaknesses, but procedures for monitoring teaching are not systematic enough. Leadership and management are satisfactory overall. Parents are very supportive of the school, but say they would like more information about what their children are learning.

What the school should do to improve further

- Ensure the quality of teaching is monitored on a regular basis.
- In Reception, ensure planning provides for lessons to move at sufficient pace so that children do not lose concentration and takes more account of the creative use of the outside play area.
- Keep parents informed about what is going on in the school, including what their children are learning.

Achievement and standards

Grade: 3

Children's key skills fluctuate from year to year when they enter Reception but are broadly average, overall. Progress in this class has been hindered in recent times because of disruption to teaching by long-term staff absence. As a result it has been patchy but progress is currently satisfactory overall, with children reaching most of the expected levels by the end of Reception. There are some gaps in their skills in communication and personal development. Children in this class, for example, are confident and have good speaking skills, but find it difficult to take turns or to listen

to others. The recently appointed teacher is working on this. Throughout the rest of the school, pupils, including those with learning difficulties, are achieving satisfactorily. By the time they leave the school pupils are attaining broadly average standards in English, mathematics and science, but not enough are achieving at higher levels. Standards in the current Year 6, particularly in English, are higher than those of the previous cohort in 2005, with more pupils achieving at the higher levels and meeting challenging targets. This is due to good quality of teaching.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Pupils enjoy coming to school and this is reflected in the above-average rates of attendance. They behave well, particularly in the playground, when older pupils are very careful to avoid bumping into the younger children to ensure their safety. Pupils have good relationships with adults in the school. Members of the school council say that a strength of the school is that 'we communicate.' Pupils' spiritual, moral, social and cultural development is satisfactory. Through the curriculum, pupils develop a good understanding of themselves and their place in the wider world, and express this well in their use of language. Pupils develop a strong sense of their own well-being. They know the best ways to stay healthy, through eating the right foods and taking exercise. They feel safe at school and learn about how to stay safe out of school, for example, by learning how to cycle safely.

Pupils express opinions confidently and say they work hard, which they do. They take an interest and active role in lessons and the greater insistence on being aware of the needs of others is beginning to have a positive effect in Reception. Several have special responsibilities around the school. They contribute well to the community, with involvement in several village events such as the summer fete. Pupils' acquisition of basic skills, their work for charities and the local community, plus the teamwork they undertake, equips them well for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory, overall. Much of teaching is good but it is not consistently so throughout the school. As a result, pupils' good progress is intermittent and is not sustained continuously throughout their time in the school. Consequently, many pupils, although attaining average standards, are not doing as well as they could.

Relationships between teachers and pupils are good and help to maintain pupils' positive attitudes. Teachers and teaching assistants provide helpful support for pupils with learning difficulties and disabilities and ensure tasks are matched suitably to their needs. Teaching in the Reception is satisfactory and a sound basis is being laid for further improvements in children's learning. However, on occasions the pace of lessons is too slow and children are asked to sit on the carpet for too long, causing their

concentration to wander. In the class for pupils in Years 5 and 6, teaching is good. In an exceptionally lively lesson on the language of Shakespeare, for example, the teacher had justifiably high expectations that his pupils would respond well to the challenges inherent in the text of 'The Tempest.' This outstanding lesson was the result of excellent planning and very good organisation. It sped along at a brisk pace that was greatly enjoyed by all.

Teachers know the pupils well, enabling them to set realistic targets. They have good systems to check on how well the pupils are learning. However, these good systems are not used equally well by all teachers, resulting in the more able pupils in some classes not achieving to their full capability. In the best lessons, notably so in Years 5 and 6, work is set that is accurately matched to the wide range of needs in mixed-age classes.

Curriculum and other activities

Grade: 2

There is a good curriculum in the school. It is enriched well through a wide range of visits and through strong links with local community members, who share their expertise in school. These links enhance pupils' learning about the wider world and provide valuable opportunities for pupils to work in teams. The curriculum successfully meets the needs of most pupils, including the more able and those with learning difficulties and disabilities. In the Foundation Stage, the curriculum has been reviewed and is now beginning to have a positive effect on children's personal development, as they have increasing freedom to choose some of their own learning activities. The use of the outdoor play area has been partially reviewed and it is beginning to be used more effectively for learning. However, the teacher's planning indicates the review process and follow-up action for this area are far from complete.

Activities outside lessons, including good provision for sports clubs, are wide-ranging and much appreciated by pupils and parents.

Care, guidance and support

Grade: 2

The school provides good care for its pupils. Effective child protection procedures are good. The school pays careful attention to pupils' health and safety. Procedures for monitoring and celebrating all pupils' personal and academic success are good; for example, the presentation of certificates each Friday before a large audience of parents. The school works closely with outside agencies to ensure that those pupils with learning difficulties and disabilities are supported appropriately.

Guidance to pupils on how to improve their work further through teachers' marking is very good in Years 5 and 6 and satisfactory throughout the rest of the school. The older pupils are informed exactly how their work can be improved to reach their next target. The quality of this guidance is a significant factor in the good progress made by the most capable pupils in this class, who are not allowed to rest on their laurels.

Good induction procedures in the Reception class enable children to settle into school routines happily. Pupils in Year 6 are well prepared to move onto their next school through an effective programme of planned visits.

Leadership and management

Grade: 3

The quality of leadership and management is satisfactory. The headteacher has accurately identified the strengths and weaknesses in her school. Many of the subject leaders are new to their posts and are keen to provide consistency of practice in both planning and in monitoring standards. The school has identified improvements to these roles as a priority for development.

The school is eager to ensure that pupils capable of achieving higher levels in English, mathematics and science in all classes are able to do so. The school knows that the key to pupils making consistently good progress is good teaching. However, although there is a programme for monitoring teaching, it is not systematic enough to ensure its quality remains at a consistently good level.

In analysing its strengths and weaknesses, the school has taken into account the views of pupils, staff and parents. For example, it canvasses the views of parents on a regular basis through questionnaires and invitations to add comments to annual children's reports. However, although parents are very supportive of the school, a large minority say they would like more information about what is going on, particularly about what their children are learning.

The governors are very supportive of the school. The chair of governors has a good understanding of the school's strengths and weaknesses. Since she took up this role she has enabled the governing body to be more effective by restructuring the committee system and in holding the school to account.

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	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	3	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

Dear Pupils

Thank you very much for all the help you gave to the inspectors when they came to your school recently. We liked talking to you and to your teachers and coming to your assembly. Now we want to share with you what we thought about your school.

These are the things we liked most about your school:

You are all very friendly and polite.

You told us you feel safe and well supported.

Your headteacher makes sure those of you who need extra help get it.

You enjoy school and attend regularly.

You also behave and get on well with each other and with all members of staff.

You are taught to realise the importance of exercise and healthy eating.

You enjoy the range of out-of-school clubs, especially those connected with sport.

But there are some things that could be improved:

There need to be more regular checks on lessons to help to make them as interesting as possible.

What children learn in Reception needs to be made more exciting and interesting to help them learn.

The school should keep your parents informed about what you are learning.

Yours sincerely

Tom Shine Lead Inspector