



Court-de-Wyck Church of England Primary School

Inspection Report - Amended

Unique Reference Number 109223
Local Authority North Somerset
Inspection number 288317
Inspection date 20 September 2006
Reporting inspector Shirley Billington

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

Type of school	Primary	School address	Bishops Road
School category	Voluntary controlled		Claverham
Age range of pupils	4-11		Bristol BS49 4NF
Gender of pupils	Mixed	Telephone number	01934 833070
Number on roll (school)	106	Fax number	01934 833070
Appropriate authority	The governing body	Chair	D G Mortimer
		Headteacher	Sarah Warboys
Date of previous school inspection	4 November 2002		

Age group 4-11	Inspection date 20 September 2006	Inspection number 288317
--------------------------	---	------------------------------------

Amended Report Addendum

Report updated to resolve formatting inconsistency

© 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

The school has been through an unsettled period with a declining roll and no permanent headteacher for almost a year. At the time of the inspection, an acting headteacher, seconded from the local authority, had been in post for four terms.

Most children start in Reception with at least expected levels of skills and a few have good knowledge in some areas, such as early aspects of number. The proportion of pupils with learning difficulties and disabilities is slightly above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

This school does not provide an acceptable standard of education for its pupils but is rapidly improving under the effective leadership of the acting headteacher. Weaknesses have been recognised and every effort is being made to tackle these quickly. Good support is given by governors, who are fully involved in planning for, and bringing about, school improvement. Staff with areas of responsibility have benefited from recent involvement in school evaluation and have a clear view of their roles in improving provision. Leaders share a clear sense of direction and are aware that the key priority in the school is to raise standards. Achievement is inadequate because significant numbers of pupils are not doing as well as they should. However, new assessment systems have been implemented to identify exactly where this is happening and to target support to remedy gaps in their learning.

Children make a sound start in the Reception Year and are well equipped for later learning. However, this start is not effectively built on and progress is erratic as pupils go through the school. While standards are broadly average by the end of Year 6, they are not high enough and more able pupils in particular should be doing better. The school has accurately identified weaknesses in pupils' achievement in aspects of reading, mathematics and science, and these areas are priorities for improvement.

Weaknesses in teaching have been tackled and the quality of teaching and learning is satisfactory, although there is still more to be done to ensure that more able pupils are challenged. The curriculum is inadequate. There are limited opportunities for pupils to use and extend key skills in literacy and numeracy. Provision for information and communication technology (ICT) was very poor until recently, both in terms of equipment and teachers' skills in teaching the subject. This has resulted in low standards and limited use of ICT across the curriculum. Plans are in hand to introduce more excitement into the curriculum, partly in response to pupils themselves indicating that they lack some enthusiasm for learning.

Arrangements for the care of pupils are sound and those pupils who have learning difficulties or disabilities benefit from the extra support that they are given. Behaviour is good and pupils show a good awareness of what it means to be part of the school community and to take responsibility. Pupils also know how to keep healthy and safe, although they have some concerns about bullying that the school is currently addressing.

In accordance with Section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' achievement and the curriculum provided.

What the school should do to improve further

- Raise standards in reading, mathematics and science by ensuring that all pupils, particularly the more able, make progress at a consistent rate and achieve as well as they should in all areas.
- Raise standards in ICT by making sure that new equipment is well used and that staff are adequately prepared for teaching all aspects of the subject.
- Re-design the curriculum to ensure that it meets the needs of all pupils, enables them to use their key skills and increases their enjoyment in learning.

Achievement and standards

Grade: 4

Children start school with a reasonably secure base of skills and make satisfactory progress in the Reception Year. Most start Year 1 working at broadly expected levels and are well prepared for the next stage in their learning. However, this sound start is not sustained and progress through other year groups is erratic. As a result, pupils' achievement is inadequate. While results in tests at the end of Year 6 are broadly in line with the national average, too few pupils reach higher levels and more able pupils do not do as well as they should. The school has put in place a range of strategies to help to identify and target underachievement and this is beginning to have an impact. As a result of the work to improve teaching in mathematics, for example, the proportion of pupils reaching higher levels in the tests in 2006 showed good improvement on 2005.

Those pupils with learning difficulties and disabilities benefit from well-targeted support and make sound progress.

Personal development and well-being

Grade: 3

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. Behaviour in and around the school is good. Pupils enjoy taking on responsibilities and are keen to express their views about issues that concern them. The recent re-establishment of the school council and specific surveys, for example, on the use of ICT, enable pupils to have a voice in decision-making. They are well prepared for the next stage in their learning.

Pupils have sound knowledge of the importance of what constitutes a healthy lifestyle. They understand the need for regular exercise and a balanced diet. They are aware of safe practices and show good understanding of the need to look after others in the school community. They work happily together on specific projects and get on with their work in lessons. However, a few are not particularly enthusiastic about school, feeling that there is a lack of excitement in the curriculum.

Quality of provision

Teaching and learning

Grade: 3

Inadequacies in teaching in the past have resulted in weaknesses in learning and underachievement. However, teaching has been improved by recent activities to check on how well pupils are doing, followed by targeted work to improve their learning and to ensure that their needs are met. This has resulted in methods and resources being adapted to improve teaching where weaknesses have been identified. For example, more practical approaches have been introduced when teaching mathematics, with a clear focus on improving pupils' mental skills. The new systems for pupil tracking are enabling staff to identify groups that are underachieving and to set targets for improvement. This is helping pupils to make up some lost ground and to raise expectations of what they might achieve. There is still work to do in this area, in particular to ensure that more able pupils are sufficiently challenged by the tasks set. Teaching assistants play a key role in working with groups of pupils who need extra support, ensuring that they are clear about the tasks set and understand how to tackle them.

Curriculum and other activities

Grade: 4

Weaknesses in the curriculum hinder pupils' progress and limit their enjoyment of learning. This is recognised by the school and work is going on to bring the curriculum to life by introducing more opportunities for pupils to apply their skills and get involved in more exciting activities. Recent initiatives, such as participation in a film festival, are bringing about improvements. A significant weakness in the curriculum is the inadequacy of provision for ICT. While equipment has been improved recently, there are still gaps in pupils' experiences and in the skills of staff that result in low standards. Whilst provision for pupils with learning difficulties and disabilities is well targeted, there is still some work to do to introduce an adequate level of challenge for the more able and to ensure that they make a consistent rate of progress through the school. The curriculum for the Reception Year covers all areas of learning and takes account of the needs of the youngest children.

Care, guidance and support

Grade: 3

Pupils are well known by staff and generally feel well cared for. Recent initiatives, such as the anti-bullying week, have had a good impact in making pupils aware of how to deal with issues, although a few still lack some confidence in the way that this is done. Requirements in terms of health and safety and child protection are met and links with outside agencies are used well to support individual pupils where necessary. Academic guidance has been improved and is now satisfactory, and this is helping to promote better achievement. Recently established tracking systems have helped to

identify pupils who are not making a consistent rate of progress. This information is being used well to raise teachers' awareness of where there is ground to make up. Pupils appreciate the targets they have been given to help them to improve their work.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The acting headteacher, with strong support from governors, staff and the local authority, has carried out a rigorous evaluation of the school's performance and identified key areas for improvement. Action to support these is clearly outlined in the school improvement plan and steps taken to raise standards are already beginning to have an impact. Governors have been instrumental in improving the leadership. They play a key role in planning for school improvement and have a good view of the priorities for improvement.

Senior staff and subject leaders feel empowered by recent activities that have clarified their roles and responsibilities and enabled them to plan and lead much-needed improvements. They know what needs to be done and are tackling weaknesses with rigour and determination. New leadership in ICT, for example, is already having an impact in increasing teachers' expertise and confidence in teaching the subject. Analysis of test results in English is informing teaching methods and has led to the introduction of regular group reading sessions to raise standards.

Some weaknesses that were identified when the school was last inspected are still outstanding and standards declined in the two years following the inspection. The rate of improvement has been too slow but has been accelerated under the determined leadership of governors and the acting headteacher. As one parent put it, '(there is) a feeling that everyone is behind everyone else in their journey to reach the same goals'. Secure strategies are now in place to ensure that the school continues 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

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

Text from letter to pupils explaining the findings of the inspection

You may remember that two inspectors visited your school recently. We looked at some of your work and talked to you about how you are getting on. We are very grateful to those of you who explained what they were doing in different lessons and to those pupils in Years 3, 4, 5 and 6 who gave up some time in the lunch break to talk to us. We found that the school does some things well but has some important things to improve. The school governors and teachers know what these are and some of the work that they are doing is already making a difference.

We found that you behave well and help each other when you can. A few of you said that they were not sure what to do if there was some bullying, but activities such as the anti-bullying week are helping with this. You work hard, but some of you would like your learning to be more interesting and this is something else that the school is working on. Many of you older ones have missed out on learning some important things in ICT but there is new equipment now and plans to make sure that everybody makes good use of it.

The youngest children settle quickly into school and are ready for all the work that they begin to do when they move from Reception to Year 1. After this, though, you do not all learn as quickly as you should and there is more to do to make sure that you do better in reading, maths and science. Things are being done to help with this, such as guided reading sessions and mental maths work every day. We found that those of you who are quick to learn could be doing some harder work. There are some good new ways of checking on your progress and we have asked the school to use these very carefully to get you back on track.

You told us that having targets helps you to know what you need to do to improve. Working on these will help you with your learning. The new school council allows you to have a say in what goes on, so make sure you keep putting forward lots of ideas to make your school as good as it possibly can be!