



Staunton and Corse Church of England Primary School

Inspection Report

Unique Reference Number 115715
Local Authority Gloucestershire
Inspection number 290312
Inspection date 8 February 2007
Reporting inspector Peter Clifton

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

Type of school	Primary	School address	Gloucester Road Corse, Staunton Gloucester GL19 3RA
School category	Voluntary aided	Telephone number	01452 840240
Age range of pupils	4-11	Fax number	01452 840299
Gender of pupils	Mixed	Chair	John Edwards
Number on roll (school)	116	Headteacher	Jenny Dwight
Appropriate authority	The governing body		
Date of previous school inspection	8 July 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average school. There are five classes with mixed age pupils. The proportion of pupils with learning difficulties and disabilities is below average. The headteacher joined the school in September 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Staunton and Corse Church of England Primary School provides a satisfactory education for its pupils. Pupils' personal development and well-being are good. Their good and sometimes excellent behaviour and attitudes are a strength of the school. Pupils are polite, well mannered and considerate towards each other. Parents provide good support and there are strong links with the church and local community. The school successfully promotes Christian values. Pupils have mature attitudes and a strong sense of right and wrong. Pupils enjoy coming to school and their attendance is good.

Standards are above average and pupils' achievement and progress are satisfactory. Children come into school with a broad range of abilities across the areas of learning, but generally above those expected. They make satisfactory progress through the Reception year, reaching above average standards. From this point, pupils make satisfactory gains overall to reach above average standards by the end of Years 2 and 6. Leaders think the school is doing better than it is because they have judged its effectiveness by the standards reached rather than the progress being made by the pupils. A few pupils are not doing as well as they should and have not been identified quickly enough so that their underachievement can be remedied quickly. This is because the school's procedures to track pupils' attainment and evaluate progress have not been effective. However, the new headteacher has now implemented improved arrangements. The headteacher has a clear understanding of weaknesses that need to be tackled. However, overall self-evaluation by middle managers is not sufficiently well rooted in an accurate analysis of the progress made by the pupils. As a result, for example, subject leaders have not evaluated the effectiveness of changes introduced to improve pupils' attainment sufficiently well and this aspect of their work is inadequate.

Teaching and learning are satisfactory. Pupils are well managed and show interest in their work. Across the school, pupils are keen, responsive and hard working. However, activities do not always provide sufficient challenge because teachers do not always use assessment information well enough to plan work. Plans are in place to remedy this. The curriculum is satisfactory and many pupils enjoy the after-school clubs, which are well attended. Care, guidance and support are satisfactory. There are good procedures in place to make sure that pupils feel safe and secure and adults deal with any misbehaviour appropriately and speedily. The recent introduction of new targets for literacy has been valued by the pupils. They say they find these 'helpful and informative'. However, these have not been in place long enough to give pupils a clear view about the progress they are making.

What the school should do to improve further

- Develop the use of the school's tracking system so that any underachievement can be quickly identified and remedied.
- Improve the use of assessment so that pupils are given work that provides more consistent challenge.

- Develop the role of the subject leaders in the school, improving their evaluation of how well changes introduced help pupils to learn better.

Achievement and standards

Grade: 3

Standards are above average and this represents satisfactory achievement in relation to pupils' generally above average starting point. Pupils with learning difficulties and disabilities make satisfactory progress. Children quickly settle in Reception and make satisfactory gains across all areas of learning. They have good speaking and listening skills, often using full sentences in response to questions.

In Year 2, standards in reading, writing and mathematics are above average, with 2006 test scores up on those of the previous year. In Year 6, results from national tests in 2006 were markedly better than those in 2005. The results in 2006 for English and mathematics were well above average. In science, results were above average. The 2005 results showed that too many pupils did not make enough progress from their starting points in Year 2. The improved Year 6 results indicated that, although most pupils made the expected progress, a few should have done better. Progress in English was better than in mathematics and science. School leaders have not been quick enough to pick up these pockets of underachievement.

Personal development and well-being

Grade: 2

Most pupils say they enjoy coming to school although a few pupils occasionally find it difficult to concentrate in lessons and their attention wanders. Behaviour in and around the school is good and sometimes excellent. Pupils say that playtimes are fun; they behave very sensibly and show consideration towards each other. Pupils do not have concerns about inappropriate behaviour and are very confident that any incident will be dealt with swiftly.

Pupils enjoy eating fruit and vegetables and drink water regularly. They eat and sell fresh produce from the school gardens. Pupils are aware of the need to exercise daily and were delighted when an overnight snowfall enabled them to make numerous snowmen in the extensive grounds, expending much energy. Pupils' contributions to the school and wider community are good. The school council is effective in influencing decision making. Pupils have a good understanding of their responsibilities and express their views confidently. The needs of others in the community are recognised through fund raising initiated by the pupils themselves. Pupils develop their skills well to prepare them for the next stage in their education and their understanding of how to work together is good.

Pupils' spiritual, moral, social and cultural development is good. Pupils' social development is evident in the way they mix together in lessons and at playtimes. They have good awareness and appreciation of other cultures from links with several countries from the school's work in the 'Comenius' project.

Quality of provision

Teaching and learning

Grade: 3

In Reception, routines are quickly established and the children are settled and happy. Good relationships give the children confidence to express themselves freely. Across the school, pupils are well managed and there is mutual respect between adults and the pupils. Teaching assistants are well deployed and provide valuable support. Pupils respond well when asked to work independently and in small groups, such as when using information and communication technology to produce presentations. Key vocabulary is introduced and explained carefully.

Planning to meet the full range of learners' needs has weaknesses because teachers are not using assessment information sufficiently well. As a result, there is not a consistent level of challenge, and teachers do not always have high enough expectations or communicate these to the pupils. The pace of learning is occasionally restricted because questioning does not always probe pupils' understanding deeply enough. Occasionally, insufficient time is given for pupils to respond to questions so that they can explain their thinking.

Curriculum and other activities

Grade: 3

The curriculum for children in Reception is good because it encourages them to make choices and develop independence. Throughout the school, topics are suitably planned to cover all subjects. Good attention is given to pupils' personal and social development as well as to healthy living and physical fitness. Provision for pupils with learning difficulties is satisfactory with some examples of good support being given by teaching assistants. The way text books are used on a few occasions limits the extension of skills.

Enrichment activities, such as the good range of after school clubs and the opportunities for pupils to join in residential visits, are positive features of provision. The school makes good use of the grounds and, in particular, the garden to make learning relevant.

Care, guidance and support

Grade: 3

The pupils are cared for well. In providing good quality care, all staff are patient, considerate and respectful towards every child. Adults help pupils sort out any worries or concerns. Procedures to safeguard pupils are robust and good attention is given to ensuring standards of health and safety are high. Pupils with learning difficulties and disabilities are identified early and have appropriate targets for improvement.

Academic guidance and support for individual pupils are satisfactory and have improved following recent changes that have been made by the headteacher. Pupils have targets

for improvement in literacy which they refer to frequently. However, these are not yet in place in other subjects.

Leadership and management

Grade: 3

The headteacher has quickly and accurately established what needs to be improved and these are identified in the school's plan for development. However, leaders do not have a sufficiently clear view about the progress pupils are making because of gaps in the monitoring of subjects. Firstly, although standards remain above average, a few pupils who have not made the expected progress have not been picked up quickly enough, because progress is not tracked sufficiently regularly. Secondly, although subject leaders are clear about the strengths and weaknesses of individual subjects from analysis of pupils' work and test results, they have not effectively evaluated changes that have been implemented. As a result, improvement has not been sufficiently well targeted. The school has put in place a new system intended to tackle this weakness.

Governors strongly support the work of the school. However, their views about improvement are not sufficiently sharp because they believe that because standards are above average the school is doing well enough. As a consequence, they have not provided enough challenge to leaders. Changes being made are addressing weaknesses appropriately and leading to satisfactory improvement. Issues from the previous inspection have been addressed and the school's capacity to improve further is satisfactory.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
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?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

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?	3
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	4
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	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for giving us such a very warm welcome to your school. We enjoyed talking to you in lessons and during your playtimes and were very impressed with how open and friendly you were. You gave us a lot of valuable information and this was a great help to us. We think your school gives you a satisfactory quality of education.

What we most liked about your school:

- your good and sometimes excellent behaviour and attitudes
- your good regular attendance
- your politeness and consideration towards each other
- teachers and other adults look after you well making sure you are safe
- the good links you have with the local community
- improvements being made by your headteacher.

We have asked your headteacher and others to work on:

- improving how the school measures your progress so you can be given extra help quickly if you fall behind
- making sure that the work teachers give you is not too easy or difficult
- developing the work of the subject leaders so that they are clear about how the changes that they make help you learn better.

We enjoyed the visit and hope your school continues to improve.