



# Alveston CofE Primary School

## Inspection Report

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**Unique Reference Number** 125623  
**Local Authority** Warwickshire  
**Inspection number** 293312  
**Inspection date** 29 November 2006  
**Reporting inspector** Paul Edwards

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

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<b>Type of school</b>	Primary	<b>School address</b>	Knights Lane
<b>School category</b>	Voluntary controlled		Tiddington
<b>Age range of pupils</b>	4-11		Stratford-upon-Avon CV37 7BZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01789 293412
<b>Number on roll (school)</b>	126	<b>Fax number</b>	01789 293092
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Peter Garner
		<b>Headteacher</b>	Krysia Vickery
<b>Date of previous school inspection</b>	17 September 2001		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Alveston Church of England Primary is a small school. There are five classes, each with pupils from two year groups. Almost all pupils are of White British heritage. A few pupils are at an early stage of learning English as an additional language. The percentage of pupils with learning difficulties and/or disabilities is below the national average. The children start school in the Reception Year with skills that are broadly average. During the last two years, three new teaching staff have joined the school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Alveston Church of England Primary provides a good education for its pupils. Relationships between staff and pupils are good and the overwhelming majority of parents are very pleased with the provision. The comments of one parent were mirrored by several others when stating, 'The school has always put children first and tries to give them as much of a well-rounded education as it can afford with trips, visiting artists and extra activities.'

The basic skills of literacy and numeracy are taught well in the Reception class. However, not enough attention is paid to developing children's knowledge and understanding of the world and their creative and physical skills and their achievement is satisfactory in these areas. This results in a lack of opportunities for them to make choices and develop their independence. Pupils achieve well throughout the rest of the school and standards are well above average in the key areas of English and mathematics by the end of Year 6. This is because good teaching ensures that work is challenging and builds effectively on what pupils have already learned. Standards in writing in Years 3 to 6 are particularly good because the pupils are given very good opportunities to practise skills through imaginative activities. For example, the 'Write Dream' project effectively combined writing, art and information and communication technology (ICT). Although standards in science are above average, pupils do not achieve as well as they should. This is because some work in this subject is too prescriptive and does not provide the pupils with sufficient opportunities to carry out investigations for themselves and to learn from their own mistakes.

Pupils' personal and social development is good. Pupils behave well and are keen to take part in all aspects of school life. Pupils are pleased that they have the opportunity to voice their opinions through the school council and to take on responsibilities such as librarians. The curriculum is good, providing pupils with a wide range of interesting activities. Pupils have a good understanding of how to keep healthy and safe as a result of the good care and guidance they receive. Academic guidance is good, helping pupils to achieve well. Pupils learning English as an additional language receive good support, enabling them to make good gains in their acquisition of English.

Leadership and management are good. There is a clear focus on raising standards and this has resulted in any weaknesses being identified and addressed successfully.

### What the school should do to improve further

- Provide more opportunity for Reception children to explore, experiment, plan and make decisions for themselves, to improve their knowledge and understanding of the world and creative and physical development.
- Improve the rate of pupils' progress in science by providing more opportunities for them to plan and undertake their own investigations.

## **Achievement and standards**

### **Grade: 2**

The standards attained in national tests at the end of Year 6 show that pupils achieve well. In the years from 2003 to 2005, standards were above the national average in English and mathematics and were very high in 2005. Although not quite as high in 2006, results were still well above average. Over the past three years, standards in writing have risen because of increased opportunities to write for a range of purposes across the curriculum. Standards in mathematics tests at the end of Year 2 improved significantly in 2006 because of the clear focus on challenging the average and more-able pupils to do better. Standards are not as good in science because pupils are less confident in planning and carrying out their own investigations.

For children in the Reception Year there is an effective focus on developing basic skills in reading, writing and mathematics. However, their progress in other areas of the curriculum is only satisfactory because there is a lack of clarity in the planning as to how their needs can be best met in a mixed-year group.

Throughout the school, pupils with learning difficulties make good progress because of the good level and quality of support. The good progress made by pupils at an early stage of learning English is the result of the effective support by school staff.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils' good behaviour plays a significant part in their good achievement and learning. Pupils have a good awareness of how to stay fit, healthy and safe because this is promoted well in lessons and in the extra sporting opportunities that they thoroughly enjoy. Because they attend school regularly and arrive on time, pupils develop good work habits. Their understanding of the world of work is further enhanced by working in small teams and partnerships, for example, in activities to raise money for charities. Older pupils enjoy the extra responsibilities they have and are proud of the school council's work, saying, 'We're part of the school and we get heard.' The pupils are suitably prepared for the next stage of their education.

Pupils' development of independent learning skills is satisfactory rather than good. They enjoy making choices in their learning but opportunities for them to do this are too limited.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Lessons are well organised and teachers make good use of explanations and demonstrations to help pupils understand new ideas. Teachers expect pupils to behave

well and they do so because lessons are brisk and challenging. Teaching assistants provide good support for pupils with learning difficulties and those at an early stage of learning English. Consequently, these pupils progress at the same rate as their classmates. Pupils' good progress is the result of good teaching over time. Although pupils work well, they are sometimes given insufficient opportunities to work independently and to take more responsibility for their own learning. This is particularly evident in science and the Reception Year, where achievement is not as good as it should be. Assessment is used well to monitor pupils' progress in English and mathematics and to ensure that work is well matched to their needs.

## **Curriculum and other activities**

### **Grade: 2**

The good curriculum effectively promotes pupils' basic skills and their personal and social development. It is enriched well by the out-of-school activities on offer, including residential visits. Year 6 pupils are particularly proud of the outcome of six weeks' work with a theatre group that culminated in a performance of 'The Winter's Tale'. Their confidence in speaking is a testimony to the effectiveness of this type of project. Pupils' learning through the arts, helped by the expertise of artists in residence, is good, engendering a sense of pride in their work and in the school. The curriculum has been extended to include French and even the youngest children are encouraged to answer 'Bonjour' to the register. Effective individual teaching plans ensure that pupils with learning difficulties progress well. Those pupils who have gifts and talents have additional provision made for them out of school time, for example, in drama, music and sport. The curriculum for Reception children is sometimes too formal. The timetable is set for English and mathematics every morning and, as a result, not enough use is made of the outdoor facilities for developing children's learning. Although children's progress in the basic skills is good as they learn alongside Year 1 pupils, work in other areas is not always suitable for their age and level of maturity.

## **Care, guidance and support**

### **Grade: 2**

Parents rightly feel that their children are well cared for and supported. Every effort is made to ensure pupils are safe and secure and procedures are fully in place for child protection and for vetting staff. Risk assessments are thorough. The good links with external agencies help to ensure that pupils with learning difficulties and vulnerable children are well supported. The school has set challenging targets for pupils to achieve and the pupils themselves are aware of what is needed to attain higher standards. Teachers' marking in pupils' books on how individuals could improve their work is satisfactory, but it varies in quality. Some identifies precisely where pupils could improve further but in other instances there are mainly congratulatory rather than developmental comments. Parents are very appreciative of the home-school partnership and the way it involves them in their children's learning. This includes a monthly report to parents to inform them for instance, how well their children behave, how much effort they put into their work and how well they present their work.

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## Leadership and management

### Grade: 2

There is a clear focus on raising standards and the leadership has been effective in identifying where there is scope to raise standards further, for example, in aspects of mathematics in Years 1 and 2 and in writing in Years 3 to 6. This has been done whilst making improvements to the curriculum to make it much more interesting for pupils. Recent changes of teachers mean that all of the curriculum responsibilities are currently shared by three staff. This has resulted in science and the Reception Year not being given sufficient prominence for development. However, staff new to the school are being provided with effective guidance on how to take on responsibilities when they are eligible. Teaching and learning are monitored regularly and this ensures that the leadership has a thorough understanding of how well the school is doing. Information about pupils' progress is detailed and informative. However, it is not always easily accessible and the school recognises the importance of making it more 'user friendly' by transferring the data onto its computerised information management system so that trends in performance can be more readily identified and addressed. Links with parents are good and questionnaires returned prior to the inspection commented on the strong relationships between school and home. There is no complacency and staff work hard to ensure the standards seen over the last few years are maintained. There is a clear capacity for further improvement.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
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	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for the warm welcome you gave us when we visited your school recently. The school is providing you with a good education.

Here are some of the highlights:

- Your English and mathematics skills are of a good standard.
- You behave well and enjoy your lessons and other activities.
- You have good relationships with one another and with the staff.
- Adults look after you well and keep you safe.
- You are developing a good understanding of how to keep yourselves healthy and safe.

These are the things we have asked the school to do now:

- Give the youngest children more opportunities to choose activities and provide a wider range of interesting tasks.
- Provide you with more opportunities to plan and carry out investigations in science so that you do better in this subject.

I hope you continue to work hard and enjoy your time at school.