

# Romsley St Kenelm's CofE Primary School

Inspection report

---

<b>Unique Reference Number</b>	116846
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	312421
<b>Inspection date</b>	11 July 2007
<b>Reporting inspector</b>	Melvyn Hemmings

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	163
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nicky Mackenzie
<b>Headteacher</b>	Hazel Gommersall
<b>Date of previous school inspection</b>	1 February 2005
<b>School address</b>	Bromsgrove Road Romsley Halesowen B62 0LF
<b>Telephone number</b>	01562 710214
<b>Fax number</b>	01562 710214

---

<b>Age group</b>	4-11
<b>Inspection date</b>	11 July 2007
<b>Inspection number</b>	312421

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://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 one Additional Inspector.

## Description of the school

The school is smaller than average and the attainment of most children on entry is above that expected. It was reorganised from a first school into a primary school in 2004. Most pupils are from White British backgrounds. The proportion of pupils with learning difficulties and disabilities is below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school that has several outstanding features. At the centre of its success are good leadership and management that have effectively overseen the transition from a first to a primary school. As a result, a good curriculum has been developed that meets the needs and aspirations of all pupils. The school is not complacent, despite a track record of consistently high standards. This is seen in its determination to drive standards up further, particularly in writing. Parents are overwhelmingly supportive of the school and rightly proud of the experiences provided for their children. One parent's comment reflected the views of many, 'We are delighted with the school. Both of our children have a thirst for knowledge that is cultivated well and so much learning is done in a positive and interesting way'.

Pupils' achievement is good and enables them to attain standards by the end of Year 6 that are well above average in English, mathematics and science. This is a direct result of the consistently good teaching and learning that is evident throughout the school. Adults know their children well in the Reception class and so are able to set work that effectively matches their individual needs. As a result, they make good progress and, by the time they enter Year 1, exceed the goals for learning expected of them. This good progress is maintained in Years 1 to 6, with pupils showing positive attitudes to learning and much enjoyment in their activities. Although standards in English are high overall, pupils' achievement in writing is a relatively weaker aspect of the subject. The school has put in place a range of strategies during the last year to bring about improvement. The impact of these strategies has not been fully evaluated and so the school does not have a clear view of the extent to which they have been successful. However, it is evident that at times teachers do not have high enough expectations of pupils' achievement in writing. For example, when writing in other subjects there is a lack of rigour in ensuring pupils use grammar, spelling and punctuation accurately and that their presentation is of the highest quality.

Pupils' personal development and well-being are outstanding. Most of them behave in an exemplary way and are very kind and considerate towards others. They show a great deal of enjoyment in coming to school and this is reflected in the above average attendance rate. The excellent range of enrichment activities that enliven the curriculum has a very positive impact on pupils' personal development. This is especially so in developing their social skills in the many after-school clubs and during residential visits.

The school provides good care, support and guidance for its pupils. Pastoral care is outstanding and reflects the Christian ethos that permeates the school. There is very close liaison with other providers and outside agencies to ensure pupils' well-being and to provide effective support for those pupils who need extra help. This support means that pupils with learning difficulties and/or disabilities are fully involved in all activities and make the same good progress as other pupils.

The school has made good progress since the last inspection, such as in limiting the use of worksheets for pupils to record their findings. There is good capacity to make any changes needed to bring about further improvement.

### What the school should do to improve further

- Raise teachers' expectations of what pupils are capable of achieving in their writing.

- Evaluate more rigorously the impact of strategies recently introduced to improve pupils' writing.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well and so they reach standards that are well above average in English, mathematics and science by the time they leave school. Good progress in the Reception class leads to children confidently taking responsibility for their own learning. Throughout the school, pupils' performance in reading is stronger than in writing. High standards in mathematics and science are linked to the fact that activities in these subjects are often practical and related closely to pupils' everyday experiences. As a result, pupils show much interest in their work and are keen to learn. In recent years, boys have not performed as well as girls. A variety of strategies have been introduced to tackle this disparity. These have proved successful and this year, boys have achieved as well as girls through the school and in Year 6 have outperformed them in the national tests for eleven year olds.

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

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding. They are very thoughtful of other pupils' feelings and considerate of their needs. The vast majority of pupils are very aware of their responsibilities within school, although a few do not behave as well as they could at times. Pupils are extremely good at cooperating with others in pairs or small groups, which has a very positive impact on the good progress they make. They talk knowledgeably about health and safety issues and can articulately explain the way to live a healthy lifestyle and how to stay safe. Pupils make an excellent contribution to school and village life. For example, the school council and Eco committee have been instrumental in setting up pupils' responsibilities and changes in school rules. In the wider local community they have been proactive in the proposals for the creation of a shelter on the village playing field. Pupils are well prepared for their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

In the Reception class, children are given practical and interesting activities that effectively promote their development as independent learners. In the rest of the school lessons are planned well to build on previous work and so develop pupils' skills and understanding in a progressive way. Teachers use questioning well to probe pupils' understanding and challenge their thinking. This was evident in a literacy lesson in Year 5 in which pupils were learning how to present both sides of an argument. At times, teachers are not rigorous enough in ensuring that pupils' writing reaches the highest standard of which they are capable. This hinders their achievement in this aspect of English. Teaching assistants make a valuable contribution to all pupils' learning, especially those who have learning difficulties and disabilities. Relationships are excellent and ensure that classrooms are very calm and friendly places in which to learn.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is planned well to give a good balance in promoting pupils' academic skills and their creative talents. Consequently, pupils receive a well-rounded education that pleases their parents. Pupils talk enthusiastically about the wide range of musical and dramatical activities that they take part in. There is good provision for pupils to extend their sporting skills during out of school clubs and by working with professional sports coaches. The impact of this is seen in the pupils' success in competitive sports with other schools. Although there are sufficient opportunities for pupils to write in other subjects, they are not focused enough on specifically developing their skills in writing further. This contributes to writing being a relatively weaker aspect of English. The wide range of educational visits, including residential stays and visitors to school, makes a significant contribution to pupils' personal development.

## **Care, guidance and support**

### **Grade: 2**

All involved in the school are firmly committed to ensuring pupils' health, safety and well-being. There are stringent safeguarding procedures in place. For example, all staff are trained in child protection matters and are very aware of what to do if they have concerns about a pupil. There are rigorous risk assessments in place. Parents are very appreciative of the care the school takes of their children. It is also appreciated by pupils and as one commented, 'We feel very safe and secure in our school and on the playground'. The procedures for checking the progress that pupils make are good. The information collected is used effectively to develop their skills in reading, mathematics and science. It is not always used as well when showing pupils how to improve further their skills in writing.

## **Leadership and management**

### **Grade: 2**

The headteacher is a good leader who provides clear direction for the school. She is supported well by an able senior management team, whose members carry out their roles and responsibilities diligently. There is a good team ethos throughout the school that is clearly focused on school improvement. All involved in the work of the school have worked conscientiously over the last few years to ensure the success of the change from a first to a primary school. Consequently, there has been minimal disruption to pupils' learning and high standards have been maintained. A few parents expressed concern that communication between school and home could be better. The school acknowledges this and is to explore ways of making improvements. Performance management is good and effectively links staff professional development to school priorities. Self-evaluation is accurate and has correctly identified and prioritised areas for development, such as standards in writing. However, leadership and management have not fully evaluated the action taken to bring about improvement. Governance is good, with all governors fully involved in helping the school to improve further.

**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](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

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

### 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?	1
The quality and standards in the Foundation Stage	2
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>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
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.



## Annex A

**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

12 July 2007

Dear Pupils

Inspection of Romsley St Kenelm's Primary School, Romsley, B62 0LF

Thank you for the warm welcome you gave me when I visited your school. You were so friendly and keen to talk to me about what you do in school. I would like to tell you that I consider your school to be a good one. It helps you to achieve well and reach standards that are well above average in English, mathematics and science by the end of Year 6.

Your personal development is outstanding and most of you behave in an excellent manner. Those few pupils who do not always act responsibly could help the school be an even better place to learn and play by behaving as well as everyone else. I especially like the way you are so polite and care about and consider others. Teachers make sure your lessons are interesting and are good at asking questions to make you think hard. Your reading is better than your writing and teachers should make sure you always do your best in writing so that you improve your skills further. Some changes have been introduced to raise your achievement in writing but they have not been fully checked to see if they are being successful.

You told me you have lots of interesting and exciting things to do at school. You said you especially enjoy the many sporting and musical activities that you can take part in. All adults take very good care of you and ensure you are safe while in school. You told me that if you have any worries or concerns you can talk to an adult and are confident you would be listened to. The people in charge of the school do a good job and are working hard to improve your school even further.

I would like to give a special word of thanks to the members of the school council and Eco committee, who gave up their time to talk to me. You are a credit to your school.

I have asked your school to do two things to improve what it does.

- Make sure teachers always expect you to do as well as you can in your writing.
- Closely check if changes introduced to improve your writing are successful.

I hope you continue to enjoy your learning and remain kind to others in the future.

Best wishes

Melvyn Hemmings Lead inspector