

Austrey CofE Primary School

Inspection report

Unique Reference Number	125624
Local Authority	Warwickshire
Inspection number	315273
Inspection date	14 January 2008
Reporting inspector	Alison Cartlidge

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	103
Appropriate authority	The governing body
Chair	Stephen Banks
Headteacher	Ann Parsons
Date of previous school inspection	1 January 0001
School address	St Nicholas Close Austrey Atherstone CV9 3EQ
Telephone number	01827 830248
Fax number	01827 830248

Age group	4-11
Inspection date	14 January 2008
Inspection number	315273

© Crown copyright 2008

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 pupils come to the school from the village of Austrey and the surrounding area. Most children's attainment is within the levels expected for their age when they start in the Reception Year. The proportion of pupils with learning difficulties and/or disabilities is broadly average. Most pupils are of White British heritage and very few are entitled to free school meals.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This small and friendly school has good features and provides a satisfactory education for its pupils. Standards are above average by the end of Year 6 and pupils' achievement is satisfactory, although progress could be more even across the school. Children make a sound start in the small and well organised Reception class, although the level of challenge is not always consistent. In Years 1 and 2, teaching meets pupils' differing needs well, enabling them to make good progress and raising standards to above average. Satisfactory teaching between Years 3 and 6 enables most pupils to make at least steady progress. However, there are occasions when teachers do not use assessment information well enough to match work closely to the needs of all pupils, in particular, to ensure that the more able pupils are challenged in mathematics and science. Well trained teaching assistants provide valuable support for small groups of pupils, especially those with learning difficulties and/or disabilities, enabling them to make good progress in all classes.

Members of staff provide good pastoral care and, as a result, pupils' personal development and well-being are good. Pupils show their enjoyment of school by their good attendance. They become responsible young citizens who take great pride in supporting the school and wider community. They behave well and look after each other considerately. Pupils have a good understanding of how to stay safe. The good curriculum links subjects together well and the school provides exciting additional activities such as visits and visitors. There are good opportunities for pupils to learn life skills such as how to stay healthy and these activities prepare them well for the future.

Throughout the school, dedicated teachers have good relationships with the pupils and their positive management of behaviour successfully helps pupils to develop confidence and to feel secure at school. Academic guidance and support are satisfactory. Marking is frequent and pupils have targets. The school has identified that pupils need to be told more clearly about how to improve their work.

Leadership and management are satisfactory. The experienced and well respected headteacher leads by example. All members of staff and governors are hard working and want the best for the pupils. Subject leaders play a satisfactory part and are developing their roles so that they can have more impact on improving pupils' progress. In response to satisfactory progress being made in Years 3 to 6, the school is reorganising information on how well pupils are doing to help identify and rectify dips in progress more swiftly. There is a clear understanding that this process is not yet rigorous enough to ensure that underachievement is picked up and dealt with as swiftly as possible. Parents who responded to the questionnaire are very pleased that their children come to this school. They make positive comments such as 'there is a very caring ethos' and 'there is a real sense of community at this school', reflecting the things that this school does really well.

Effectiveness of the Foundation Stage

Grade: 3

Children in the Reception Year make satisfactory progress and, when they transfer to Year 1, most children are working at the expected levels for their age. Children have good opportunities to extend their personal and social skills and these develop well. Sound teaching, together with calm and sensitive support, ensures that children settle well and learn to take responsibility

quickly. For example, children self-register in the mornings and understand class routines well. The curriculum is satisfactory and is developing well. Adults plan an interesting range of activities inside and outdoors and most tasks hold children's attention well. For example, children enjoyed taking a paintbrush on a journey over and around paper ramps. However, there are occasions when activities are not challenging enough and at these times, children learn less than they could. Satisfactory leadership and management ensure that provision is reviewed regularly and action taken as needed. For example, teachers have started to monitor children's progress more rigorously and this has led to better support in learning letter sounds and how to write.

What the school should do to improve further

- Ensure that all teachers closely match work to all pupils' needs, particularly to challenge more able pupils in Years 3 to 6 in mathematics and science.
- Make sure that marking and targets are used to tell pupils clearly what they need to do to improve their performance.
- Evaluate information on how well groups of pupils are doing more rigorously so that any underachievement is identified and rectified swiftly.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Achievement and standards

Grade: 3

Standards by the end of Year 6 are above average and pupils' achievement is satisfactory. Children make sound progress in the Reception Year, and most are working at the expected levels when they start in Year 1. In Years 1 and 2, pupils make good progress and reach above average standards. Pupils' progress is satisfactory in Years 3 to 6, with good progress being made in reading because the teaching of basic skills is particularly well structured and parents give good support at home. The school is aware that in Years 3 to 6, more able pupils do not always do as well as they could, particularly in mathematics and science, because teachers do not always ensure that they learn quickly enough.

Good support for pupils with learning difficulties and/or disabilities helps these pupils to make good progress. The school sets realistic targets for the end of Year 6 and these were broadly achieved in 2007. The school is aware of the need to set more challenging targets throughout Years 3 to 6, particularly for the more able pupils in mathematics and science. The school is developing systems to ensure that all pupils learn quickly.

Personal development and well-being

Grade: 2

Pupils thoroughly enjoy attending school. As one pupil said, 'I love this school.' Spiritual, moral, social and cultural development is good, although pupils are less knowledgeable about other cultures than they are about their own. Pupils become confident and articulate individuals who are sociable and support each other well. As one pupil said, 'I am happy that I have lots of friends.' Pupils behave well, although pupils in Years 3 to 6 are not always encouraged sufficiently to take enough care with their work. Children learn to work together from the time they start school in the Reception Year. They enjoy taking responsibility and make a good contribution to the community by being 'buddies' and 'young leaders', by raising funds for

charity and by taking part in village events. School councillors are proud of the way they help the school to improve. For example, they recently helped with an anti-bullying week. These activities and pupils' good basic skills prepare them well for the next stage of their education.

Pupils understand about the dangers they face in their everyday lives and how to avoid them. For example, pupils know about road safety and move around the school sensibly. Pupils are happy to adopt healthy lifestyles. They take frequent exercise and make healthy choices of food and drink.

Quality of provision

Teaching and learning

Grade: 3

There are good features to the teaching in all classes. In the Reception Year, adults teach basic skills to small groups well. Throughout the school, relationships are good and teachers make good use of a varied range of activities to make work interesting. For example, pupils in Years 3 and 4 enjoyed acting out dramas set in different weather conditions in preparation for writing their own plays. Skilful teaching assistants have a good impact on learning, especially when supporting pupils with learning difficulties and/or disabilities.

The headteacher has identified correctly that some aspects of teaching are not consistently good enough. For example, teachers do not always use assessment information fully to plan work that builds on what pupils already know. This is particularly noticeable in mathematics and science when at times work is insufficiently challenging for the more able pupils in Years 3 to 6. Teachers' marking is frequent but is not always rigorous enough to help older pupils understand how to produce their best work.

Curriculum and other activities

Grade: 2

Throughout the school, there is good coverage of all subjects and good promotion of the creative arts. Teachers make close links between different subjects to make learning interesting and meaningful. Children in the Reception Year have good opportunities to work indoors and outside, although occasionally some activities lack a clear focus and, as a result, are not sufficiently challenging. The curriculum supports steady progress in pupils' basic skills.

The curriculum provides pupils with good experiences in addition to their daily lessons, helping to ensure that they enjoy school. Pupils are encouraged to maintain their health and fitness through a wide range of sporting activities. Visits from members of the community help pupils to develop a good understanding of how to stay safe. For example, visits from the emergency services ensure that pupils have a keen awareness of what to do if there is a fire.

Care, guidance and support

Grade: 3

Parents and pupils are right to be pleased with the good quality of pastoral support. Adults know all pupils well and ensure that they feel safe and secure. One pupil spoke for others by saying, 'I would automatically trust any adult at the school and talk to them if I have any problem.' When necessary, the school works well with outside agencies and parents to safeguard pupils.

Academic support and guidance are satisfactory. There are improved procedures to assess pupils' work, including in the Reception Year. Pupils with learning difficulties and/or disabilities have their needs identified and supported swiftly. However, teachers do not always make enough use of assessment information to ensure that the work of more able pupils consistently builds on what they already know and to prevent instances of underachievement. Pupils have individual targets but they are not all clear about what they are, limiting their involvement in monitoring their own progress.

Leadership and management

Grade: 3

The headteacher, other leaders and governors are working together well and have identified correctly what needs to be improved. There is a strong determination to do the best for the pupils. There are good links with parents and outside agencies and these are especially successful in supporting the pupils' good personal development. Most parents are very positive about the school and support their children well, especially with their reading.

The school's systems for self-evaluation are satisfactory. There is a shared understanding of the school's strengths and priorities, although in some cases evaluations are slightly generous. Leaders realise that pupils' progress is not monitored rigorously enough to ensure that dips are identified and rectified swiftly and have clear plans to tackle this weakness. The school shows that it has a sound capacity to improve because improvement since the last inspection has been satisfactory. Action taken to develop provision has, for example, led to an even broader and better curriculum.

Governance is sound. Governors are kept well informed of developments and they make appropriate use of the school's resources. Recent training has equipped them to monitor the school's work more rigorously and they are starting to do this.

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.

Annex A

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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

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	2

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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?	2
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.

Annex A

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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	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

15 January 2008

Dear Children Inspection of Austrey C of E Primary School, Atherstone CV9 3EQ

- Thank you for welcoming us to your school and for sharing your work with us. Your school provides you with a sound education. Here are some points about your school:
- You make satisfactory progress and reach above average standards by the end of Year 6, but some of you could learn more quickly in mathematics and science, in particular.
- Children in the Reception class settle well and learn satisfactorily.
- You behave well, help each other and know how to stay safe.
- You take responsibility well. The school council is doing a good job in helping the school to improve.
- Teaching is satisfactory. Teachers are especially good at making lessons interesting so that you enjoy your work.
- You study a good range of interesting things.
- The adults in the school care for you and help you when you are finding your work hard.
- Your headteacher, other teachers and governors know how to make your school even better.
- What we have asked your school to do now:
- Make sure that work is always at the right level for you, particularly to help those of you who learn quickly to do better in mathematics and science.
- Ensure that you always know clearly how you can improve your work.
- Use information collected on how well you are doing to check that you are all learning quickly enough.

We thoroughly enjoyed talking with you about your work and watching you learn. We are glad that you enjoy coming to this friendly school and wish you well for the future.

Yours sincerely

Alison Cartlidge Lead inspector