

Weston-under-Penyard CofE Primary School

Inspection report

Unique Reference Number	116918
Local Authority	Herefordshire
Inspection number	326489
Inspection date	3 March 2009
Reporting inspector	Arnalena (Nina) Bee

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	88
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Helen Barker
Headteacher	Brian Bird
Date of previous school inspection	5 December 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Lane Weston-under-Penyard Ross-on-Wye HR9 7PA
Telephone number	01989 563933
Fax number	01989 561740

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- Whether the good judgement for achievement can be substantiated in all areas of the school and whether there are any gender issues related to achievement, particularly in Key Stage 1
- The standards of writing and mathematics in comparison to those in reading and science
- Why children in the Early Years Foundation Stage do better in personal, social and emotional development than other areas of learning
- Whether issues from the previous inspection report, relating to challenge for higher attaining pupils and developing pupils' independence when carrying out science investigations have been addressed.

Evidence was gathered by observing pupils in lessons and during break times, from discussions with staff, governors, parents and pupils, and from the scrutiny of pupils' work, responses from parents' questionnaires and the school's documentation. Other aspects of the school were not looked at in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

Weston-under-Penyard Church of England Primary School is smaller than most primary schools. Almost all pupils come from White British backgrounds. The proportion of pupils who are identified as having learning difficulties and/or disabilities is below average, although numbers vary greatly within each year group. The school provides for children in the Early Years Foundation Stage in a Reception class. There is an on-site child care provision managed by an external provider.

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. It has a number of outstanding features and is extremely welcoming to the pupils, parents, those who work there and visitors. Parents are overwhelmingly supportive of all the school does. They say that adults are approachable and helpful. One parent wrote, 'The school excels in offering its pupils a complete education – not just with the traditional elements of reading, writing and mathematics but with other aspects of learning that allow pupils to develop socially, artistically, physically and musically.' The headteacher leads the school very well and has a very clear idea of its strengths and what needs improving. He is well supported by his staff and the governors, who are all involved in bringing about the changes needed to further improve the provision offered to pupils. As a result of this good teamwork, there have been some impressive developments since the previous inspection. The provision for children in the Early Years Foundation Stage is better, as is achievement throughout the school and standards at the end of Year 2. These successes show a good capacity to improve further. There is a satisfactory understanding of what is required to promote community cohesion and there are regular opportunities for pupils to participate in the local community. However, there are too few opportunities to work with others from different religions, beliefs and backgrounds. Governors are effectively involved in the work of the school and therefore are able to support and challenge the school well in all that it does. Achievement is good. The children in Reception get off to a good start and make good progress. As pupils move through the school they continue to achieve well. This is because pupils' progress is regularly checked. If any pupil is off track to reach their individual learning targets, additional support is given to enable them to get back on course. Pupils with learning difficulties and/or disabilities achieve as well as their classmates because they are given sensitive and effective support. There is no evidence to suggest that there is any difference between the achievement of boys and girls. Standards in Year 6 are average in English, mathematics and science; a year group with a high proportion of pupils with learning difficulties and/or disabilities. The school generally reaches its challenging targets at the end of Key Stage 2.

Teaching is good and, as a result, pupils learn well. Teaching is effective because relationships are very good and pupils have positive attitudes to learning. Lessons are well organised so that pupils know exactly what they are learning about. Activities are generally well matched to pupils' differing abilities. Although at times, higher attaining pupils are not sufficiently challenged. Teaching assistants give good support to individuals and small groups and contribute well to the learning that takes place. Teachers have high expectations with regard to listening and behaving and, as a result, behaviour in lessons is outstanding. Much of teachers' marking is good and informs pupils well about what they need to do to improve, but pupils do not always receive enough guidance to enable them to reach their individual targets. Pupils are well cared for and health and safety arrangements are secure. As a result, they grow into confident and mature individuals who state that they feel safe and secure at school. Pupils say that they enjoy school. They say that if they have a problem or a concern, they have the opportunity to talk to an adult during 'Bubble Time'. As one pupil said, whilst others agreed, 'This is as if you are in a bubble and no other person can hear you and problems are easily sorted out.' Pupils' spiritual, moral, social and cultural development is good. Younger pupils learn lots from the very good role models they see in the higher classes. A lovely example was seen during an assembly. An older pupil noticed that two Reception children were not listening to the story so she quietly went over and reminded them to listen. Pupils speak confidently and knowledgeably about Christianity but their understanding of different cultures and religions

is not as strong. Pupils show an outstanding awareness of the need to eat healthily and take regular exercise. They confidently explain what happens to their bodies if they eat too much fat. For example, one pupil knowledgeably said, 'Your arteries get blocked and then your blood cannot flow properly.' Pupils also demonstrate an outstanding knowledge of substance abuse and talk maturely about the dangers of alcohol and smoking cigarettes as well as the importance of internet safety.

Pupils' contribution to the community is good. Pupils are given many opportunities to take on jobs of responsibility or become members of the school council. The way the Eco Warriors are educating the pupils in relation to what needs to be done to save the planet is impressive. Pupils regularly raise funds for those who are not as fortunate as they are. Attendance is satisfactory. Many pupils attend regularly but despite the school's best efforts there are a number of families who insist on taking their children out of school, for holidays, during term time. By the time pupils leave in Year 6, they are well prepared personally, and soundly prepared academically for their next school.

The curriculum is good. Strong links with the church, local schools and other agencies enhance learning in many subjects. In addition, the curriculum is enriched by an outstanding range of visits and visitors as well as out-of-school activities, which pupils say they thoroughly enjoy. For example, the school has developed good links with a science specialist who comes in and works with pupils, enabling them to become more independent and confident whilst carrying out science investigations. Information and communication technology (ICT) is used well to support other subjects. The curriculum does not enable pupils to develop a good awareness of the diverse multicultural society in which they live.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Parents are pleased with what is provided for their children in the Reception class. The children come into school with big smiles on their faces ready to learn. They know what is expected of them and are very well prepared for school life. This is because induction procedures are very good. Parents say that they are well informed about school procedures and are delighted how quickly and happily their children settle in. Attainment on entry to the Early Years Foundation Stage is at the levels expected for their ages. A well-planned curriculum ensures that children experience a good balance between exciting, adult-focused activities and activities which they choose themselves. There is insufficient space at this small school for a secure play area specifically for Reception children. However, the playground is used well as an outside learning environment and there are good arrangements to ensure children's health and safety.

Achievement is good. The development of personal and social skills is a focus in all that the children do. As a result, behaviour is excellent and achievement in this area is outstanding. Teaching is good. For example, children were seen learning well as they identified different exotic fruits, enjoyed tasting them and later, maturely recorded what they had learnt on their clipboards. The children have many opportunities to write numbers and letters and they develop much confidence as they do this. Occasionally, children do not receive enough guidance on how to actually form letters and numbers correctly. The Early Years Foundation Stage is well led and managed. Activities run smoothly because they are well organised and resourced and adults have a good understanding of how young children learn.

What the school should do to improve further

- Make certain that teachers' marking gives all pupils clear guidance on what they need to do to improve and achieve their targets.
- Improve pupils' knowledge and understanding of the cultural diversity and different religions in modern Britain.

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Annex A

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?	2
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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
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?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

4 March 2009

Dear Pupils

Inspection of Weston-under-Penyard Church of England Primary School, Weston-under-Penyard, HR9 7PA

We really enjoyed coming to visit your school and talking to you about the exciting things you do as you learn. There was a lot to see and we had a busy day. We thought the Reception children used their ICT skills well to show who was in school, as they moved their smiley photographs around the screen. The recorder group played beautiful music during assembly. We especially liked talking to members of the Eco group and listening to how you are trying to save our planet. Thank you for making us so welcome. We think you go to a good school and the people who look after you at home agree.

These are the main things we found out about your school

- You make good progress as you move through the school because you are taught well.
- The excellent range of out-of-school activities along with the very interesting visits out and many visitors invited into school make learning fun.
- You have learnt such a lot about the need to keep yourselves safe, take plenty of exercise and eat healthily.
- You know how important it is to respect and get on with each other as well as the adults who help you.
- Your behaviour is outstanding during lessons and when you are outside.
- You are all well cared for and looked after.
- You work hard in lessons and by the time you leave in Year 6 you reach standards that are similar to those expected for your ages.

We have asked the school to do two things to improve the education you receive

- Make certain that when teachers mark your work they give you clear advice on what you need to do to improve and reach your targets.
- Help you to learn more about the different religions and beliefs that are found in Britain today.

Keep working hard and having fun as you learn.

Yours sincerely

Nina Bee

Lead inspector