

Salford Priors CofE Primary School

Inspection report

Unique Reference Number	125645
Local Authority	Warwickshire
Inspection number	328372
Inspection dates	12–13 May 2009
Reporting inspector	Chris Kessell

This inspection of the school was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	97
Appropriate authority	The governing body
Chair	Mrs D King
Headteacher	Mrs J Satchwell
Date of previous school inspection	16 May 2006
School address	School Road Salford Priors WR11 8XD
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Introduction

This pilot inspection was carried out by one additional inspector. The inspector visited seven lessons or parts of lessons, and held meetings with staff, governors and groups of pupils. He observed the school's work and looked at school policies, internal and external monitoring evidence, school tracking data, governing body minutes, teachers' planning, safeguarding documentation and analysed 27 parental questionnaires.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- whether pupils' good learning and progress and above average attainment at Key Stage 2 in 2008 have been sustained
- an evaluation of pupils' learning and progress at Key Stage 1 against their starting points in Year 1
- whether pupils' learning and progress is consistent across the school.

Information about the school

This is a small primary school. Although the large majority of pupils come from Salford Priors, pupils also travel from nearby villages such as Bidford. All pupils are from White British backgrounds. The proportion of pupils identified with learning difficulties and/or disabilities is above average. The Early Years Foundation Stage consists of a Reception class. The three other classes are of mixed ages. The headteacher has been in post for just over a year. A kindergarten managed by an external provider shares the school site and was inspected separately.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

Main findings

Salford Priors, in the accurate words of one parent, 'offers children a well-rounded education'. It is an exciting place to be and pupils enjoy their lessons. Smiling faces in the morning are testament to this and pupils' enthusiasm for school is reflected in the above average levels of attendance. Their personal qualities are developed effectively. They are polite, welcoming and friendly to each other, staff and visitors. Pupils work well together. Group work and paired discussions are undertaken maturely and sensibly, whether it is Year 5 and 6 pupils discussing their findings as they 'explore' Tutankhamun's tomb or pupils from Years 1 and 2 deciding what they can see in a dump that has suddenly appeared in the school hall. The pupils' good spiritual, moral and social development is reflected in their good behaviour and the support and consideration they offer each other. Although pupils have a good understanding of their own culture, they are less well informed about the different religions, cultures and beliefs found in modern Britain and beyond.

As a result of good teaching and the pupils' enthusiasm, pupils make good progress and attain above average standards by the end of Year 6. However, pupils' work is not always presented neatly enough. Children get off to a good start in the Early Years Foundation Stage. This provision has improved well over the last year and is now stronger than when the school was last inspected. This good start is developed further in Years 1 and 2. However, progress slows in Years 3 and 4 before improving again in Years 5 and 6 where many pupils make rapid progress. The school has become effective at monitoring pupils' progress regularly. This enables teachers and other staff to identify those pupils who might need additional support.

Pupils receive good pastoral care. They know that there is always a member of staff to turn to if they have any concerns or worries. Teaching and non-teaching staff interact with pupils well in lessons offering them good oral guidance about their work. Teachers' written guidance through marking is less consistent and effective.

There have been considerable improvements since the last inspection. Pupils now make more rapid progress in their learning and attain higher standards as a result of improved standards of teaching. Much of this is the result of the headteacher's high expectations and the support and enthusiasm that she has generated amongst the staff. Improvements in these key areas over the last year, together with the school's broadly accurate self-evaluation, indicate that the school has a good capacity to improve even further.

What does the school need to do to improve further?

- Raise the standard of teaching in lower Key Stage 2 so that pupils make consistently good or better progress throughout the school by improving the pace of teaching and ensuring that all pupils are challenged sufficiently.
- Provide all pupils with good quality written guidance about how to improve their work.
- Improve the presentation of pupils' work by raising expectations and consistently following the guidance in the school's new marking policy by the beginning of the autumn term.
- Improve pupils' understanding of different religions, cultures and beliefs by providing pupils with opportunities to engage with different groups beyond the school and local community.

Outcomes for individuals and groups of pupils

2

Pupils achieve well and enjoy their learning because for most of the time they are enthusiastic and keen to do well. Classrooms are generally a hive of activity with pupils eager to answer questions and contribute to the learning process. Good attention is paid to pupils' individual needs, either through well-focused support provided by talented teaching assistants or appropriate work that is provided for specific ability groups. Learning occasionally slows when tasks are not challenging enough or pupils work at a steady, rather than a good, pace. This is particularly the case for pupils in Years 3 and 4. Pupils with learning difficulties and/or disabilities make good progress.

Standards attained in mathematics and science by the end of Year 6 are generally above average. Standards in English are often higher than this and pupils tend to make more rapid progress in their reading and writing than they do in mathematics. The school has recognised this and is putting together an appropriate action plan to focus on improving learning and progress in mathematics.

Pupils take on responsibilities enthusiastically. Older pupils, for example, act as mentors and buddies for younger children. The democratically elected school council is ensuring pupils are developing a role in the running of the school and decision making. However, the pupils' contribution to the wider community is more limited. With their above average basic skills and good personal qualities, the pupils are well prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	3
Pupils' attendance ¹	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	3

How effective is the provision?

Most teaching excites pupils because lessons are interesting and challenging. Assessment practices have developed well during the current year. Teachers and teaching assistants have a good understanding about how to meet the varied needs of the pupils. Many teaching assistants are very skilled, leading sessions in information and communication technology, French and personal, social and health education (PSHE).

Overall, pupils know how well they are doing because of the good quality verbal feedback they receive. They talk confidently about their targets and are clear what needs to be done to achieve them. Pupils appreciate the positive comments about their work that they receive through teachers' marking. However, teachers do not always provide pupils with suitable written advice on how to improve and produce their best work.

Pupils are offered a number of exciting activities and different ways to learn. The forest school is popular and, during the inspection, Year 3 and 4 pupils talked excitedly about the Victorian schooling they were receiving, although they were disappointed that smiling was frowned upon! The curriculum contributes effectively to developing both pupils' good learning and progress and their good personal qualities. Year 6 pupils, for example, understand the importance of the good opportunities they have to take exercise, either through the school's physical education curriculum or in extra-curricular clubs. In PSHE, Year 5 and 6 pupils were observed sensibly discussing how positive and negative comments can either hurt or support people. All were keen to participate and listen to one another's interesting thoughts and ideas.

The school's caring environment inspires confidence. Pupils know that if they say something, everyone listens appreciatively. Key Stage 2 pupils were happy to share 'pearls of wisdom' with each other in assembly because respect for the individual is an important part of the school ethos. Pupils with learning difficulties and/or disabilities or those with behavioural problems are supported well. Well-managed provision ensures that these pupils make good progress in their education and are valued members of the school community.

These are the grades for the quality of provision

The quality of teaching	2
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school is effective because of good leadership and management, particularly that of the headteacher. The rapid improvement the school has made over the last year is evidence of this. Consequently, pupils are making better progress and provision has improved. There is a good atmosphere in the school and staff at all levels are committed to further improvement and ensuring they do their best for the pupils. Although the headteacher has driven improvement, it would not have been possible without the hard work of the teaching staff. The school is ambitious to get even better. The effective monitoring and evaluation, particularly of classes, groups of pupils and individuals, ensure that any weaknesses are tackled effectively and strengths are built on. Consequently, pupils are able to do well, particularly those who find learning difficult or aspects of school challenging. Effective partnerships with other agencies support this element of the school's work well.

The school takes the health and safety of its pupils seriously and, at the time of the inspection, fulfilled all safeguarding requirements. Pupils feel well looked after and have a good understanding of the immediate dangers outside school. The pupils, for example, have been active in trying to encourage parents to park more safely. Governors are supportive of the school and have a secure understanding of its strengths and areas for development. They are justifiably proud about its recent journey of improvement and their contribution to this process. Although the school has satisfactory links with the local community and the church, the school and governors are at the early stages of promoting community cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in communicating ambition and driving improvement	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get a good start to their school life. When children enter the school their attainment is generally at the levels expected for children of this age. However, the current Reception children were slightly below these levels on entry, particularly in aspects of their communication, language, literacy and numeracy skills. During their time in Reception, children make good progress and achieve expected standards by the end of the year. They really enjoy the many varied activities that are provided which teach them effectively how to share, cooperate and play together. Adults monitor the children's development well and offer a good balance of activities that children can choose for themselves or are adult led. There is a good understanding of children's specific needs and the adult-led sessions are especially effective in ensuring that more able children are suitably challenged and support is offered to those who need it.

The children are confident. They willingly share their ideas and views about what they are doing, whether it is planting a specific number of seeds in the sand, conducting a puppet show or working on the 'construction site'. The learning environment is colourful and well organised with good use made of both the classroom and outdoor area. Rain did not dampen the enthusiasm of the children to work outside after they dressed themselves appropriately. Although there is plenty to do outside, the children do not always get enough guidance from adults on what they are doing. The Early Years Foundation Stage is led and managed well and has improved significantly over the last year.

Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2
Overall effectiveness of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents who responded to the inspection questionnaire have positive views of the school. Typical comments include, 'My child is doing very well in this caring school,' and, 'The school is going from strength to strength.' A few parents raised concerns about lunchtime supervision and procedures at the end of the school day. Policies were discussed with senior staff and observations undertaken. School procedures were judged to be appropriate and effective.

Ofsted invited all the registered parents and carers of pupils registered at Salford Priors CofE Primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions for each of their children.

The inspector received 27 completed questionnaires. In total, there are 73 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall, I am happy with my child's experience at this school	22	7	2	2

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007/8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007/8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007/8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007/8, 5% of schools were judged inadequate.

Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



14 May 2009

Dear Pupils

Inspection of Salford Priors CofE Primary School, Evesham, WR11 8XD

Thank you for the very warm welcome you gave me when I visited your school recently. I enjoyed talking to you, watching you work in class and joining you in assembly. I particularly enjoyed watching the Year 5 and 6 pupils search Tutankhamun's tomb and my chats with those of you who were Victorian children for the day. Many of you and your parents told me that your school is really good and I would agree.

You make good progress in your work so that when you leave, many of you achieve standards that are higher than those found in most schools. There are a few occasions when your progress slows, so I have asked Mrs Satchwell, the staff and governors to make sure that you make good progress all of the time. Lessons are interesting and you enjoy school. When you are working, adults provide you with good advice on how to get on with your work. I have asked the school to provide you with helpful written advice as well, and to encourage you to present your work more neatly.

Your behaviour is good and it was impressive to see how well you all get on with each other. Your school community is happy and friendly. I have asked the school to provide you with opportunities to see other types of community so that you can become familiar with other young people who come from different backgrounds to yours. It will also give them a chance to see you as well.

The staff want the school to get even better. You can help by continuing to behave well and making sure that you always do your best.

Yours sincerely

Chris Kessell
Lead inspector

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