

Staunton-on-Wye Endowed Primary School

Inspection report

Unique Reference Number	116913
Local Authority	Herefordshire
Inspection number	326486
Inspection date	12 May 2009
Reporting inspector	John Eadie

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	69
Appropriate authority	The governing body
Chair	Mr Steve Grist
Headteacher	Mrs Pippa Lloyd
Date of previous school inspection	29 March 2006
School address	Staunton-on-Wye Hereford Herefordshire HR4 7NF
Telephone number	01981 500331
Fax number	01981 500331

Age group	4–11
Inspection date	12 May 2009
Inspection number	326486

© Crown copyright 2009

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, who evaluated the overall effectiveness of the school and investigated the following issues:

- the apparent decline in standards at Key Stage 1, and what the school has done to redress this
- standards in mathematics at Key Stage 2, which are lower than in English or science, and particularly for more able pupils
- whether the targets set for pupils are sufficiently demanding.

Evidence was gathered from discussions with leaders, a governor, pupils, parents and staff, visits to classes, scrutiny of pupils' work, observation of other aspects of the school day such as break and lunchtime, and analysis of parents' questionnaires and school documentation, in particular data on pupils' progress.

Other aspects of the school's work were not investigated in detail, but 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

Staunton-on-Wye is a very small school that benefits from being endowed by a local charitable foundation. Almost all pupils are White British and all speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is higher than normally found. The school occupies one end of a three-storey Victorian building, with one classroom on each floor, though there are plans for a new purpose-built school. Early Years Foundation Stage provision is made for children of Reception age in a mixed-age class with pupils in Year 1, and the school works closely with the privately run playgroup that occupies part of the same building and shares some school facilities.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. It has travelled some distance since its last inspection and pupils are receiving a stimulating, broad and innovative educational diet. There are many strengths, including the infectious energy and drive of the headteacher, which have a profound impact on the work of all staff and governors. There is an extremely clear collective aim to provide the very best for all pupils, whatever their needs. This is exemplified extremely well in the outstanding extra provision made for gifted and talented pupils as well as the thorough analysis of and plans to meet the needs of those with learning difficulties and/or disabilities. One of the very many positive parental comments put it well: 'Teachers and teaching assistants give all the children the best education and include everyone.'

The school has developed excellent links with parents, outside agencies and other providers. Parents were unanimously positive in their views and as one typically said, 'The school encourages learning and development to continue at home.' The very close links with the adjacent pre-school ensure that transition is smooth and that children make a good start in Reception. Children join the school with broadly average skills and knowledge and, despite the constraints of the building, they make good progress in the Early Years Foundation Stage. This good progress continues throughout the school and pupils leave Year 6 having reached standards that are above average in the core subjects of English, mathematics and science. Pupils achieve increasingly well in these core subjects, but the exceptionally broad and stimulating curriculum ensures that their skills and understanding develop unusually well across a wide range of other subjects. The school recognised the relative weakness in mathematics and responded by changing the approach to teaching the subject, focusing on a more practical approach. This has been effective and standards in mathematics show a good improvement in Year 6 this year, with more pupils likely to reach the higher National Curriculum Level 5. In Key Stage 1, the apparent dip in standards partly reflects a more robust approach to teacher assessments than in the past. Nonetheless, effective initiatives have also been put in place for these year groups and standards at the end of Year 2 are already improving, again with more pupils reaching higher levels.

The increasingly good progress that pupils make is down to good teaching. Teachers plan well to meet the needs of the range of abilities and ages in their classes. Pupils find their lessons interesting, and as one said, 'I actually enjoy lessons because teachers make them fun and we need to learn.' There are excellent relationships between adults and pupils and pupils are therefore keen to work hard and do their best. Teaching assistants and other adults make a valuable contribution to pupils' progress, often teaching single year groups or more-able or less-able groups so that they can have more focused attention. Teachers are beginning to use pupils' next steps in learning well to plan their lessons, but they do not consistently use these when they mark pupils' work. Teachers also do not yet plan sufficient opportunities into their lessons to encourage pupils to plan their own learning.

One of the major factors in pupils' outstanding enjoyment of school is the excellent curriculum. Everything is done to ensure that it is exciting and relevant to pupils' interests. There are so many extras built into the curriculum that it would be difficult

for a pupil not to find something of interest. For example, the work done on education for sustainable development and the involvement of pupils in planning the new school building are exemplary. Pupils are acutely aware of the need to conserve our resources and woe betide a teacher who leaves a light on! A wide variety of visits and visitors into school enhances this provision and also increases pupils' understanding of the outside world. For instance, visitors from a wide range of faiths and cultures mean that pupils are keenly aware of the make-up of modern British society, despite the monocultural nature of their local environment. Links with schools in France and Africa add to their understanding of the global context. Music is strong, with every pupil in Years 3 to 6 playing an instrument and all those in Years 4 to 6 in the school orchestra. Specialist teaching in music, as well as in science and physical education, is a contributor to the high standards being reached in these subjects. There is an outstanding range of extra-curricular activities and parents are fully involved in many of them. The 'walking club' is popular with parents and pupils alike.

A further strength of the school is pupils' outstanding personal development and well-being. They are developing extremely well into caring, responsible young citizens, who are very conscious of their place in society and the responsibilities that this entails. Their behaviour is exemplary and they show high levels of care for one another. As a parent typically said, 'It's lovely to see children caring for and playing with each other so well.' Pupils are adopting healthy and safe lifestyles extremely well. They take full advantage of the space available in the school grounds and the range of extra-curricular activities to take plenty of exercise. They are very well aware of potential dangers in and out of school and have a keen understanding of the possible hazards of the internet. Pupils make an outstanding contribution to the smooth running of the school and are involved very well in the local community, singing and playing instruments in local retirement homes for instance. Impressively large sums are collected for local and international charities, often raised through pupils' own initiatives. Attendance is satisfactory. The school does what it can to encourage good attendance, but too many parents choose to take their children away for holidays during term-time.

This excellent personal development is being brought about because of the high levels of pastoral care provided by all adults. A parent summed this up when they said, 'This is a fantastic, nurturing and caring environment which develops the whole child.' All statutory safeguarding requirements were fully in place at the time of the inspection and health and safety requirements are secure. Academic support and guidance are excellent. Very clear records are kept of individual pupils' progress and these are used extremely well to plan extra help for those in danger of slipping behind. Very challenging targets are set for pupils' long-term progress and a good start has been made at setting short-term next steps in learning for pupils in writing and mathematics. Because these are in their relatively early stages, pupils do not always know their next steps and are not yet sufficiently involved in checking on their progress towards them.

At the root of all this success are outstanding leadership and management. The headteacher, although the driving force, refuses to take the credit and puts it all down to her team, which exemplifies very well the shared responsibility. Governance has improved considerably since the last inspection, and the governors have

provided very valuable support in the complex processes of planning for the new building. The promotion of community cohesion is excellent. As well as extremely good knowledge of the needs of the local community, the school, recognising its almost entirely monocultural context, has worked tirelessly to extend boundaries and understanding. Bearing in mind the significant improvements already made and the school's thorough monitoring and evaluation systems, the school is excellently placed to continue to strive for the best. Two parental comments sum the school up well: 'A well run and governed school. Activities are varied and the curriculum is balanced and enjoyable', and, 'We are very lucky to have such a committed, caring staff.'

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make a good start in the Early Years Foundation Stage because of the good transition processes, and particularly the close relationship with the pre-school. Children join the school with broadly expected skills, achieve well and enter Year 1 working overall at above average levels, though there are some differences between the areas of learning. The school is in the process of making a detailed analysis in order to identify and rectify these variations. Children make good gains in their learning as a result of effective teaching and support. They work well independently and in groups and, because of strong teaching of phonics, they progress particularly well in their pre-reading skills. They move confidently about the classroom and school and enjoy the wide range of activities provided. As a result of teaching and a curriculum that are very well tailored to meet children's varying needs, they make good progress.

Teachers and support staff monitor children's progress carefully and plan future learning based on this knowledge. Consequently, learning builds effectively on what children can already do. Children with learning difficulties and/or disabilities make good progress because early assessment highlights their needs and good quality support is provided. Children speak confidently and listen carefully to each other. Their personal and social development is excellent because of the emphasis on working together and respecting each other.

Leadership and management of the Early Years Foundation Stage are good. There is no direct access to outdoors but as a result of good planning and effective teaching assistants, resources are used imaginatively to promote independent play and learning. This ensures that children are able to achieve well in spite of the constraints imposed by the building. The care and attention given to children's welfare and safeguarding are outstanding. All adults know the children extremely well and liaise closely with parents in supporting their children's learning.

What the school should do to improve further

- Ensure that all pupils know, and are involved in checking on their progress towards, their next steps in learning and that teachers consistently use these targets when they mark pupils' work.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', 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?	1
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?	1
The capacity to make any necessary improvements	1

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 is 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?	1
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	2
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

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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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	1

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?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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



13 May 2009

Dear Pupils

Inspection of Staunton-on-Wye Primary School, Hereford, HR4 7NF

Thank you so much for welcoming us so warmly when we visited your school recently. We were really impressed with how polite and well mannered you all were and we very much enjoyed talking to you. We were delighted to hear how much you enjoy your school and we are not surprised as it is an outstanding school.

These are some of the best things we found about your school.

- You are making good progress and reaching above average standards because you are being taught well.
- The range of things planned for you to do at school is fabulous. We were extremely impressed with your work on sustainable development and all the other opportunities that you have.
- You are developing excellently into responsible and caring young citizens and you behave extremely well.
- All adults look after you exceptionally well and have made sure that you know how to keep yourselves very safe and healthy.
- Your headteacher and staff, along with the governors, have extremely good plans to make your school even better.

We have made suggestions to the school that could help you make even better progress.

- We think that you could be more involved in checking on your own progress and to help you do this we have suggested that teachers use your targets more regularly when they mark your work.

We know that you will want to help make your school even better and you can do this by continuing to work hard and try your best.

Yours faithfully

John D Eadie
Lead inspector