

Stoke Prior First School

Inspection report - amended

Unique Reference Number	116735
Local Authority	Worcestershire
Inspection number	326435
Inspection date	18 November 2008
Reporting inspector	Alison Grainger

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	First
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number on roll	
School (total)	127
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	Julie Moule
Headteacher	Jan Evans
Date of previous school inspection	28 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Ryefields Road Stoke Prior Bromsgrove B60 4ND
Telephone number	01527 832520
Fax number	01527 832520

Age group	4–9
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Amended Report Addendum

Report amended due to administration error

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Introduction

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

- The influence of teaching, the curriculum and academic guidance on pupils' progress throughout the school, particularly for the more able pupils in writing.
- How well outdoor activities promote learning and development for children in the Reception Year.
- The quality of pupils' personal development and well-being, including their understanding of modern multi-ethnic society.

Evidence was gathered from: the school's data on pupils' progress; visits to lessons and scrutiny of pupils' work; observation of an assembly; discussions with staff, a governor, parents and pupils; and analysis of responses to the parents' questionnaire. 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 of these areas, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

The school draws its pupils not only from the village of Stoke Prior but also from further afield. Most pupils are White British. The proportion of pupils with learning difficulties and/or disabilities is broadly average. These pupils' needs are varied. Most have moderate learning difficulties or problems with speech and communication. Some pupils have complex needs. The percentage of pupils eligible for free school meals is below average.

Children of Early Years Foundation Stage (EYFS) age are taught in a Reception class. There is before- and after-school care on site run by a private 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 outstanding features, most notably in its promotion of pupils' personal development and well-being, the quality of care, guidance and support, and the extent to which equal opportunities are ensured for all pupils. It is no wonder that parents are pleased with the school, that pupils enjoy school tremendously and that the attendance rate is very high. As one parent commented, reflecting the views of many, 'All the teachers and staff deserve a massive pat on the back for all the time and effort they give to our children.' Another observed that the school 'turns out well balanced children, who have loved their early years at school'.

Pupils have excellent attitudes to school and almost all behave impeccably all of the time. They get on extremely well with the adults in school and with each other, working very well together in pairs and in groups. Through all aspects of school life and, in particular through a residential visit in Year 4 and a day at an activity centre in Year 3, pupils develop extremely good awareness of their inner resourcefulness. They respond very positively to opportunities to push themselves beyond their perceived physical and mental capabilities. As a result of the emphasis the school gives to healthy lifestyles, pupils know a tremendous amount about how to keep fit and healthy through good diet and regular exercise.

Particularly impressive is the very good way in which pupils contribute to the school and wider community. From Reception upwards, pupils take on many responsibilities. Pupils who are playground buddies, for example, show very good care for others. The school and class councils contribute a great deal to the school. Led well by the eco-committee, pupils show tremendous care for the environment, promoting composting and recycling, and monitoring the use of electricity. Pupils also contribute very well to the local community and raise funds for charities. All in all, pupils are prepared exceptionally well for the next stage of their education and for their future lives. Even so, the school recognises the need to increase pupils' understanding of the diversity of modern multi-ethnic society. This is the only feature of pupils' personal development and well-being that is not exceptional.

The school provides a welcoming and nurturing environment. Excellent attention is paid to the welfare needs of pupils with learning difficulties and/or disabilities and pupils who are vulnerable. Several parents of pupils with complex needs told inspectors how much they appreciate the high level of support provided by the school. They rightly point out that the school's partnership with outside agencies, for example with speech therapists, is exceptional in meeting their children's needs. The outstanding quality of pastoral care, evident in daily interactions of staff with pupils, contributes hugely to pupils' personal qualities and to their academic achievement. Guidance, through marking and targets, helps pupils to make good progress. Pupils speak positively about how their targets support them, for example, in improving their spelling. While some academic guidance is outstanding, particularly that provided for more able pupils in writing, not all feedback through marking is of this exceptionally high quality.

Standards are significantly above average by the end of Year 2 in reading, writing and mathematics. High standards are maintained at the end of Year 4. Pupils' achievement is good. When children enter the Reception class, they have a wide range of individual starting points. Taking the intake collectively, attainment on entry is broadly at the level expected. Good progress is made in all year groups because teaching is good, including the challenge provided for more able pupils in writing. Added to this, the curriculum has a good influence on progress

in Years 1 to 4. However, the curriculum for Reception children is satisfactory, rather than good, because of limitations in the provision for learning outdoors.

Not only is the overall quality of teaching good but it is also improving and there are examples of outstanding practice. Expectations of the standards all pupils are capable of attaining are high. Group activities in lessons are well matched to pupils' learning needs. Adults are effectively deployed to give support and challenge where they are most needed and to maintain a good pace of learning for all. There is some particularly good support for pupils with learning difficulties when they are taught in small groups. Just occasionally, in whole-class sessions, teaching can be either too challenging or too easy for a few pupils. Pupils thoroughly enjoy the increasing links that teachers are developing between subjects. These links are making an already stimulating curriculum even more meaningful and are providing more opportunities for writing. Pupils benefit greatly from a good range of activities in addition to daily lessons, such as visits, visitors and clubs.

The school has improved well since its last inspection. Self-evaluation is accurate and incisive. The headteacher provides a clear educational direction and is a driving force for improvement. There is also a strong team approach to working on the main development priorities. The success of the collective action of staff has been seen recently in higher mathematics standards at the end of Year 2 and in pupils' improving listening skills. The school is well placed to become even better.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Exceptionally good attention is given to children's welfare, ensuring that they settle quickly in school and that their personal development is promoted extremely well. Many parents told inspectors how well their children settle in. Children in Reception are very confident in the school environment, show good independence and behave very well. They are keen and eager to learn and know the importance of teamwork, for example, in tidying up the classroom.

As a result of good and focused teaching based on effective ongoing assessment, children achieve well. They make good progress from their starting points in all areas of learning to reach standards that are above average overall by the end of the school year. Standards are relatively higher in numeracy, problem-solving and language for communication and thinking than in early reading and writing. This is, in part, a reflection of strengths and weaknesses in children's attainment on entry. It also shows the success of the school's focus on improving mathematics standards and listening skills. The curriculum includes an appropriate balance of adult-led activities and those that children select from a range provided.

Leadership and management of the reception provision are good. There is strong and purposeful teamwork of the teacher and teaching assistant in meeting children's needs. However, there is no designated outdoor area for reception children. As a result, the range of the curriculum is restricted, particularly for children to explore and investigate using large toys and equipment. This prevents their progress from being even better in all areas of learning.

What the school should do to improve further

- Improve the provision for children in the Reception Year to learn and develop through outdoor activities.
- Increase pupils' understanding of the diversity of modern multi-ethnic Britain.

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?	1
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?	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

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?	1
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	1
The attendance of learners	1
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?	2
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?	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	1
How well does the school contribute to community cohesion?	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

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

Dear Children

Inspection of Stoke Prior First School, Bromsgrove, B60 4ND

Thank you for helping us when we visited your school. You were all very welcoming, friendly and polite. You really helped us to feel at home and to enjoy our day with you finding out about your school.

You told us that you enjoy school very much. We are not surprised because you go to a good school. Yours is a school in which the adults care a good deal about each one of you. They look after you extremely well and this begins as soon as you join the Reception class.

You help to make your school a very happy and safe place. You know a lot about how to stay fit and healthy and put this into practice. You behave extremely well and care very well for each other. You also care a good deal about the environment. From Reception upwards, you make an important contribution to your school and take on many responsibilities. You do a lot to help other people, such as when you raise funds for charities.

You make good progress because teaching is good. The curriculum makes learning interesting and we know that you enjoy the links that are developing between subjects. You are given good advice on how to improve your work.

Your headteacher leads your school well. All the adults work successfully together to ensure that the school keeps on getting better. To help, we have asked them to do these two things.

- Improve opportunities for reception children to learn outdoors.
- Help you all to know more about the many different backgrounds and traditions of people living in Britain today.

Please keep working hard and being such pleasant young people.

Yours faithfully

Alison Grainger

Lead inspector