

# INSPECTION REPORT

## **WYCHE C OF E PRIMARY SCHOOL**

Lower Wyche Road, Malvern, Worcestershire

LEA area: Worcestershire

Unique reference number: 116830

Headteacher: Mr G. Rutherford

Reporting inspector: Joan Walker  
25461

Dates of inspection: 19 – 20 September 2000

Inspection number: 191715

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary Controlled

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Lower Wyche Road  
Malvern  
Worcestershire

Postcode: WR14 4ET

Telephone number: 01684 573205

Fax number: 01684 568660

Appropriate authority: The Local Authority

Name of chair of governors: Mr Laurence Crack

Date of previous inspection: 04 February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The Wyche Primary School is set in a semi-rural location on the slopes of the Malvern Hills. It has a deserved reputation for warmth and friendliness and everyone involved with the school believes it to be both a good and an improving school. A high proportion of the pupils, who are admitted twice a year, have received playgroup or nursery education. Its popularity is reflected in the fact that it remains permanently oversubscribed, over 35% of children being drawn from beyond the immediate catchment area.

There are 143 pupils on roll, which is smaller in size compared with schools nationally. The average class is 29. The school has identified twenty-two pupils on its register of special educational needs, which is below the national average. Two pupils have been assessed as being in the early stage of English language acquisition. No pupils are entitled to free school meals which is well below the national average.

### **HOW GOOD THE SCHOOL IS**

This is a good school. Pupils achieve high standards in all aspects of their education, particularly the under-fives, and in music. The overall quality of teaching is good. The headteacher, staff and governors work well together to improve the school and raise standards. The strengths of the school outweigh the weaknesses. The school gives good value for money.

#### **What the school does well**

- Teaching of music and the under-five children is very good.
- Standards achieved in National Assessment Tests (SATs) in English, mathematics and science, in both key stages, are high.
- Pupils' attitudes to learning are very good.
- Partnership with parents is very good.

#### **What could be improved**

- Monitoring of teaching and the curriculum, for mixed age classes.
- Planning and quality of the school's development plan.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The developments made since the last inspection in February 1997 have been effective in addressing all key issues. The school has schemes of work for all subjects. Teachers use these schemes of work to plan their lessons and produce medium term planning. Tasks are now set to challenge and match pupil's level of attainment and ensure they make progress. Assessment of pupils' attainment is used to plan the next stage of learning, but usually on a daily basis rather than long term. Detailed procedures are used to track pupils' progress, whatever their level of attainment, on entry to the school. The school has maintained the good quality of teaching recorded in the previous report. Resources are now satisfactory. The school has made satisfactory progress since the last inspection.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A*	A	B
Mathematics	A	A	B	C
Science	A	A	A	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Children enter the school with attainment above that of pupils of a similar age. By the end of their first term in school they are making good progress and the majority of children achieve the Early Learning Goals by the age of five. At seven years of age results in the National Assessment Tests show that for pupils achieving Level 2B or above, gained standards above the national average in writing and well above in mathematics and reading when compared with all schools. By the age of 11, standards in English and science are well above average when compared with all schools and above those schools with a similar background. In mathematics standards are above average when compared with all schools and broadly in line with schools with a similar background. Results over time show that the school results are above the national average in all subjects. However, in mathematics results at Key Stage 2 have been steadily declining over the past 4 years. These figures have been analysed, to find the cause and action taken includes extra training for teachers and the teaching of the Year 7 national curriculum for more-able pupils in Year 6. Further development of the monitoring of the curriculum in mathematics needs to be promoted if the school is to achieve the high standards that have been gained in English and science in the National Assessment Tests at Key Stage 2. Pupils have personal targets to help improve their learning. The work pupils were doing during the inspection was generally of a good standard in all subjects throughout the school.

*Early Learning Goals includes pupils' knowledge and understand of the world, mathematics, communication, language and literacy, physical education, personal, emotional and social development and creative development.*

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are very good. They are eager and keen to learn.
Behaviour, in and out of classrooms	Overall, behaviour in lessons and around the school is good.
Personal development and relationships	Personal development is good and pupils have opportunities to take on extra responsibilities. Relationships throughout the school are good and pupils are always polite.
Attendance	Attendance is very good.

Pupils have extremely good attitudes and are very keen to learn. Their behaviour is good.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

100 per cent of lessons were judged to be satisfactory or better, 16 per cent excellent, the majority being in music, 42 per cent very good and 26 per cent good. When teaching is excellent or very good, teachers are very enthusiastic, learning objectives are made very clear to all pupils and management of pupils is excellent. Tasks to support these learning objectives are very challenging and ensure that pupils are very well motivated and make good progress. Teaching is less effective when occasionally, the pace of lesson is slow, pupils are not managed well and they fail to acquire sufficient new knowledge or skills. The school ensures that all pupils have equal access to the curriculum and that it is appropriate to their individual needs. The school has successfully implemented the national literacy and numeracy strategies. The quality of teaching in literacy and numeracy lessons is good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is generally broad and balanced. However, the governing body and headteacher need to monitor the curriculum more closely to ensure subjects of the curriculum are taught in sufficient depth and continuity and progress is assured for pupils in mixed age classes.
Provision for pupils with special educational needs	Provision is good and pupils make good progress according to their needs and the targets in their individual educational plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Social, moral and cultural provision is good and, for spiritual, it is sound.
How well the school cares for its pupils	The parents' views of the school are very positive. Parents are willing to be involved with the day-to-day running and working of the school. The parent-teacher association is very active and raises sums of money to help further the work of the school.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher and staff create an environment in which the pupils feel safe and valued. These aspects support pupils' learning. Pupils are taught well. There are clear aims and objectives. Monitoring of teaching and the curriculum needs to be more frequent and formalised.
How well the governors fulfil their responsibilities	Satisfactory. All statutory requirements are met. However, the governing body and headteacher need to develop and improve the quality of the school development plan and ensure the principles of best value are applied.
The school's evaluation of its performance	Monitoring and evaluation of the school's performance and taking effective action is satisfactory.
The strategic use of resources	Satisfactory. Quality of education is good, standards are generally high and resources are used satisfactorily. The school gives good value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• They feel comfortable about approaching the school with questions or a problem.</li> <li>• The school expects their children to work hard.</li> <li>• Their children like coming to school.</li> <li>• Teaching is good.</li> <li>• Children make good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• A minority of parents feel their children do not get the right amount of homework.</li> <li>• Not all parents thought the school kept them well informed about how their children were progressing.</li> <li>• A small minority of parents thought the school did not always work closely with parents.</li> </ul>

The inspectors support the positive comments of the parents. The team found the homework given to pupils was mainly in line with national recommendations and the DFEE document – "Homework: Guidelines for Primary Schools". The school takes every opportunity for parents to be kept well informed of pupils' progress. There are weekly 'Friday' newsletters and the school has adopted an 'open door' policy for all parents. Also, there are formal and informal opportunities to talk to teachers. The school does make every effort to work closely with parents. They are always welcome to come into school. Parents are asked to support their child's learning by hearing them read and giving them time and support in homework projects. The Friends of Wyche School give their time generously to help raise funds for the school. The school has organised meetings for parents on the literary strategy and design and technology.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Teaching of music and of the under-five children is very good.**

*Teaching of music is very good and frequently excellent.*

1. The teaching of music throughout the school is very good and frequently excellent. The specialist teacher, who teaches all classes, attends the school for one day each week and has done so for several years.

2. Excellent teaching was observed in the under-fives and Year 1 class. The teacher has excellent knowledge and understanding of the needs of very young pupils. She encourages all pupils to listen carefully. Children are acquiring knowledge and understanding of rhythm by clapping hands to a specific pattern and using maracas, tambourines, bongo drums and xylophones to repeat the pattern. In a Year 2 class pupils are learning to listen carefully and follow rhythm accurately because the teacher has carefully chosen singing, clapping and hand action activities to extend their learning. In a Year 6 lesson pupils are composing a piece of music to reflect the journey of a river from the mountains to the open land. The teacher had planned a very good sequence of lessons to build up to the finished composition and, because of the careful group compositions and a well-structured worksheet, pupils engaged in detailed debate about their composition and instruments required. Their knowledge and understanding of composing increases their ability to analyse sounds produced by different instruments and their capacity for dynamic interpretation.

3. In all lessons planning is very secure, with exceptionally clear learning objectives. Pupils are made aware of the learning intentions at the beginning of lessons and, in plenary sessions objectives are discussed to see if they have been met and what is needed for further improvement. The lessons are brisk and punchy. All pupils are on task and enjoying the challenging tasks set for them. Lessons are of a sufficient length to enable a substantial amount of learning to take place. The teacher uses very effective questioning techniques and pupils sustain interest and concentration. Expectations of very good behaviour were evident in all lessons. These features, together with the teacher's great enthusiasm and her very positive attitudes to discipline, contribute significantly to the very good progress the pupils make and high standards achieved.

*Teaching of the under-five children is very good and occasionally excellent.*

4. Children enter the school with attainment above that of children of a similar age. There is good liaison with the local pre-school groups. The induction procedures are very good and much appreciated by the parents. Children's personal and social development is good. Positive relationships are established between the children, teachers and support staff in a very short time, and ensured complete trust. Communication, language and literacy development is very good. Children speak about what they are doing clearly and generally with confidence, using a growing vocabulary. Mathematics development is very good. Children use correct mathematical vocabulary, for example: bigger than, smaller than and less than. They can add up single digits to five mentally and count to twenty accurately and more able pupils much further. Children's knowledge and understanding of the world is very good. They are aware of the natural world in which they live. Physical development is very good. The majority of children moved confidently and imaginatively with increasing control and co-ordination when using their hands and feet in different ways. Scissors, glue, paint, and pencils are used with developing skills. Creative development is very good. They recognise primary colours. They explore shape in three dimensions to create models.

Children sing very well together and can repeat patterns of sounds. They know when a note is high or low. Children's work is assessed thoroughly and used to inform future planning. The planned activities enable the Early Learning goals to be achieved usually before they are five and progress is good. The quality of teaching and the quality and range of learning opportunities are very good and are a strength of the school. This is an improvement from the previous inspection when teaching was judged as good.

5. The quality of teaching observed during a communication, literacy and language lesson was excellent. The teacher settled the children very well and registration was quick and there was a very impressive range of greetings from the children in different languages. Quick number work that related to attendance was taught and learned. All these aspects set a positive tone to the start of the day and contribute to learning very well. There were very good relationships between the teacher, support staff and the children, and the children were very confident in speaking and sharing their learning experience at the start of the day. There was excellent teaching of basic literacy skills. Appropriate and correct vocabulary was used, contributing to the acquisition of knowledge and understanding. For example, words such as 'author', 'illustrator' and 'title' were all fully discussed. An excellent balance of talking and listening by the children was observed during this lesson. Excellent prompting was used for instance, 'What do you think the cover can tell us about the story, what do you think might happen next and how should you open and handle the book correctly'. The teacher is very enthusiastic and motivates the children very well. They really enjoy being asked questions and answering them. The teacher gives them much praise and encouragement and so the children respond with confidence to the questions presented to them. The excellent teaching in this lesson had a very good impact on the learning and progress because management was excellent, the teacher's knowledge of the subject was very good, there was very effective planning for all abilities and the teacher had very high expectations of behaviour and standards of work.

6. In a mathematical lesson, very good teaching was observed. The majority of children could count to twenty accurately. The use of 'stuffed ladybirds' to learn numbers in sequence meant that children were presented the task in a very lively and very interesting way. This was also true of the fishing game which the children really enjoyed. At the beginning of another very good lesson the teacher used 'Larry the Leopard', a puppet, that really caught the children's imagination and fired them with enthusiasm to listen very attentively to the teacher. The very good teaching in both these lessons had an impressive impact on the learning, attainment and progress because of the very effective questioning technique, used to assess their knowledge and understanding and move them forward, the brisk pace of the lesson, very good use of resources and excellent planning, which also included the support staff.

Homework is given regularly and is usually reading and number work.

**Standards achieved in National Assessment Test (SATs) in English, mathematics and science, in both key stages, are high.**

7. The school's results in the 1999 national tests for eleven year olds are well above average when compared to all schools in English and science and above average in mathematics and when compared to similar schools, above average in English and science and average in mathematics.

8. Standards achieved by seven year olds in the 1999 SATs results are high. 100 per cent of pupils reached Level 2 or above in reading, very high in comparison with the national average. At Level 3 it was 33 per cent, also above the national average. In writing pupils achieving Level 2B or above was 71 per cent, well above the national average. In

mathematics pupils achieving Level 2 or above was 95 per cent, above the national average.

9. At Key Stage 2 pupils achieving Level 4 or above in English was 92 per cent, well above the national average. Mathematics figures show a similar result. Pupils achieving Level 4 or above was 88 per cent, well above the national average. In science the percentage of pupils reaching Level 4 or above was 92 per cent, above the national average.

10. During the inspection not all subjects were observed being taught and not in both key stages. However, in the lessons seen standards were good in mathematics, music and English in both key stages. Overall, from the work the children were doing they are achieving high standards.

### **Pupils' attitudes to learning are very good.**

11. Pupils' attitudes to work are extremely good. Pupils show very good interest in learning, are generally self-motivated, demonstrate very good concentration and enjoy a challenge. Pupils have good listening skills and show they have listened effectively by their reasoned answers to the teachers' questions. They show respect for each other's ideas, opinions and feelings and celebrate the success of peers. For example, very young children accepted the fact that not everyone can have a turn on the bongo drums and that it will be their turn in the next lesson. Pupils generally try hard to complete their work in the given time. Pupils are mostly very courteous and listen to other's points of view; this was evident in a Year 4 and 5 class when they were tasting different types of bread as part of their science and design technology project. Pupils demonstrate great confidence when working as a class, in groups and individually. This was also evident in a Year 3 and 4 class when they were studying a picture of the 'Weighing of the Heart' as part of their literacy programme that had been linked very closely to their history project on the Ancient Egyptians. They had to discuss what they thought the picture was about without knowing the title. Excellent attitudes and behaviour were observed during an under-fives lesson in literacy when children showed awe and wonder in their learning of the story 'My Presents' as the presents were revealed.

### **Partnership with parents is very good.**

12. Parents and carers expressed very positive views of the school at the Parents' Meeting. A small minority thought differently in their response to some aspects in the questionnaire. However, the inspection found that the school does work very well in partnership with the parents.

13. The school's links with parents are very good. The school operates an 'open door' policy and the staff are available to talk to parents before and after school. The large majority of parents feel they can approach the school with any problems and they are dealt with immediately.

14. The impact of the parents' involvement on the work of the school is very good. Many parents are willing to be involved with the day-to-day running and working of the school and do so by coming in to support teachers in the classroom. Parents who come into the school feel well supported by the teachers and are clear about what they are doing. The active parent association raises considerable sums of money to enhance the educational provision for the pupils. Most parents give very good support to school events.

15. The school provides very good information of forthcoming events, usually in the 'Friday' newsletter, and this helps parents to take an active part in their children's education. Parents receive annual reports, which includes their children's attendance record, progress and achievements. The reports are of a good quality and give future learning targets for the

pupils. At open evenings these reports are discussed with the teachers. The governors' annual report to parents fulfils statutory requirements and covers the essential topics for discussion at the meeting. The quality of information and the support given to the parents of pupils with special educational needs are good. Parents are fully informed of their child's special programme and progress. The parents' contributions to their children's learning are good and the school values their involvement. Parents listen to their children read at home and support them with their homework. They also help children to change their library books.

## **WHAT COULD BE IMPROVED**

### **Monitoring of teaching and the curriculum**

16. Monitoring of the quality of teaching is not being carried out on a formal basis by the headteacher or subject co-ordinators. Lessons are not observed regularly and teachers do not receive a formal feedback of their strengths and areas for improvement. Lesson plans are insufficiently monitored to ensure learning objectives are clear, and that tasks set are sufficiently challenging for the different abilities and needs of all pupils.

17. The curriculum being taught is not monitored sufficiently to ensure that all subjects of the national curriculum are taught in depth and their progress and continuity is assured for all pupils in the mixed-age classes. The schemes of work used are designed for mostly single-aged classes and the governing body and headteacher need to be assured that the curriculum taught covers both year groups in each class effectively.

### **Planning and quality of the school development plan**

18. There have been several staff changes since the previous inspection, including the headteacher, who was appointed at Easter of this year: there have also been several new appointments to the Governing Body. As a result of this the governing body is not yet fully involved in developing the school development plan (SDP). The governing body accepted the priorities contained in the present SDP presented by the headteacher and did not actively contribute or assess the plan. The plan lacks specific aims for the development of the school and does not follow on from the previous SDP. There is little evidence that the principles of best value for money are being implemented. The document needs to ensure that the overall aims are specific to the needs of the school, prioritised and success criteria are well monitored.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

20. In order to raise the high standards already achieved by the school, the governing body, headteacher and staff should:

- (1) Devise a programme of frequent and formal monitoring of:-
  - (a) teaching across the school;
  - (b) the curriculum; to ensure all subjects of the national curriculum are taught in depth and progress and continuity are assured for all pupils in the mixed-age classes.
- (2) Improve the quality of the school development plan by introducing all the principles of best value for money, aims are specific to the needs of the school and monitor the success of the plan.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	22

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
16	42	26	16	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	143
Number of full-time pupils eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	22

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	1

### Attendance

Authorised absence	%
School data	3.9
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	12	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	6	9
	Girls	12	11	11
	Total	21	17	20
Percentage of pupils at NC level 2 or above	School	100 (95)	81 (94)	95 (94)
	National	82 (61)	83 (48)	87 (61)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	9
	Girls	12	10	12
	Total	19	18	21
Percentage of pupils at NC level 2 or above	School	90 (94)	86 (94)	100 (94)
	National	82 (81)	86 (85)	87 (85)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	15	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	8
	Girls	15	14	14
	Total	22	21	22
Percentage of pupils at NC level 4 or above	School	92 (95)	88 (90)	92 (95)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	15	13	15
	Total	22	21	22
Percentage of pupils at NC level 4 or above	School	92 (95)	83 (90)	92 (95)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to the year before the latest reporting year.



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	140
Any other minority ethnic group	2

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR– Y6**

Total number of qualified teachers (FTE)	5.8
Number of pupils per qualified teacher	24.6
Average class size	28.6

#### **Education support staff: YR– Y6**

Total number of education support staff	6
Total aggregate hours worked per week	93.75

### ***Financial information***

Financial year	1999-2000
	£
Total income	261935
Total expenditure	258030
Expenditure per pupil	1756
Balance brought forward from previous year	34633
Balance carried forward to next year	38538

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	296
Number of questionnaires returned	94

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	26	2	2	0
My child is making good progress in school.	66	30	2	2	0
Behaviour in the school is good.	63	37	0	0	0
My child gets the right amount of work to do at home.	48	33	15	3	1
The teaching is good.	68	27	4	0	0
I am kept well informed about how my child is getting on.	50	37	11	2	0
I would feel comfortable about approaching the school with questions or a problem.	73	23	3	0	0
The school expects my child to work hard and achieve his or her best.	72	24	3	0	0
The school works closely with parents.	57	32	11	0	0
The school is well led and managed.	66	29	3	0	2
The school is helping my child become mature and responsible.	63	32	5	0	0
The school provides an interesting range of activities outside lessons.	64	21	9	2	4

### **Other issues raised by parents**

The results of the team's finding on other issues raised by the parents at the Parents' Meeting can be found in the Parents' Summary of the Report.