



Bomere Heath CofE Primary School

Inspection Report - Amended

Unique Reference Number 123495
Local Authority Shropshire
Inspection number 292688
Inspection date 21 September 2006
Reporting inspector Anthony Dobell

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

Type of school	Primary	School address	The Crescent
School category	Voluntary controlled		Bomere Heath
Age range of pupils	4-11		Shrewsbury SY4 3PQ
Gender of pupils	Mixed	Telephone number	01939 290359
Number on roll (school)	127	Fax number	01939 290359
Appropriate authority	The governing body	Chair	B Rees
		Headteacher	R Canham
Date of previous school inspection	4 January 2006		

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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small primary school serves the village of Bomere Heath and a number of surrounding villages. The number on roll has increased significantly since the last inspection. Virtually all pupils are from White Western-European backgrounds. The number of pupils leaving and joining the school during the year is above average, as is the proportion of pupils with statements of special educational needs. The proportion of pupils with learning difficulties is about average.

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. Standards are above average because pupils achieve well. Effective leadership by the headteacher, fully supported by her colleagues, has enabled the school to improve well since its last inspection. There is a good unity of purpose in the school and all adults want pupils to reach their potential. The school has a clear view of what it does well and where it can improve. For example, the reasons for a decline in standards in the national tests at the end of Years 2 and 6 were analysed carefully and successful strategies were put into place to deal with the identified weaknesses.

Pupils make good progress because they are well taught. This good progress starts in the Reception Year, where provision is good. In the mixed-age classes, teachers are careful to plan learning activities that challenge pupils at different stages of learning effectively. Work is conscientiously marked, but marking does not consistently show pupils how to improve their work.

Pupils' personal development is good because they are well cared for as individuals. One pupil said to an inspector, 'teachers help us a lot and not just with school work'. Good personal development means that pupils develop into confident and articulate young people by the time that they leave the school. There are systems in place to track pupils' progress and to set them targets for improvement. These are satisfactory and the school is aware that there is scope to develop them further.

Pupils enjoy school. They have a secure awareness of the need to eat healthy food, to exercise regularly, and to keep safe. Their involvement in the school community and in the local area is good and they are proud of their support for charities. They are well prepared for the next stage of their education and for their future lives.

Good leadership and management underpin the school's good provision for its pupils and the good curriculum that it provides. The school is in a good position to improve further.

What the school should do to improve further

- Refine systems for tracking pupils' progress so that they have a clear understanding of how well they are doing and of how they can raise their standards.
- Use marking more consistently to help pupils to improve their work.

Achievement and standards

Grade: 2

From 2001 to 2004, standards in the national tests at the end of Years 2 and 6 were significantly above average, showing that pupils had made good progress. In 2005, standards in these tests were still above average, but no longer significantly so. This was largely because, in Years 2 and 6, boys did not reach the standards expected. However, pupils with learning difficulties made above- average progress. The school

carefully analysed the reasons for the decline and introduced strategies to raise standards again. These have been successful and, in the national tests at the end of Year 2 in 2006, an above-average proportion of pupils have reached Level 2, although there remains scope for more pupils to attain Level 3, particularly in reading. In the national tests at the end of Year 6 in 2006, an above-average proportion of pupils reached Level 4 at least, and an above-average proportion reached the higher Level 5, particularly in science. These results clearly show that the school's work to raise standards has been successful.

Throughout the school, pupils make good progress because learning tasks are carefully graded to enable pupils at different levels of understanding to build on what they already know and can do. Children enter the Reception class with expected levels of understanding for their age, and make good progress because lively activities engage their interest; they are settled and enthusiastic, and concentrate well. This good progress continues throughout the school for all groups of pupils, including those with learning difficulties, because their work in class is supported well by teachers and teaching assistants.

Personal development and well-being

Grade: 2

Pupils' punctuality and good attendance show that they enjoy school. In discussion, it is clear that they are enthusiastic about all aspects of school life. This underpins their good personal development and their feeling of being valued for what they can offer. One pupil emphasised that 'this is a friendly school and everyone gets on well together'. Another, who joined the school in Year 4, said 'I soon made friends because everyone is really kind, teachers and children'.

Caring attitudes are shown in pupils' behaviour, which is good in class and at play. A few pupils, however, have a tendency to chatter in class. Pupils are proud of the school council and what it achieves, for example, new play equipment in 2005-06. They feel that the school council gives them a voice and that their opinions are valued.

Pupils' spiritual, moral, social and cultural development is good overall and their moral and social development is outstanding. They have a very clear understanding of the difference between right and wrong and of the need to support others less fortunate than themselves. The school tries hard to increase pupils' understanding of life in a culturally diverse society, and this understanding is good.

Effective personal development and a secure feeling of well-being give pupils confidence and encourage them to try hard in their work. These factors help them to achieve well.

Quality of provision

Teaching and learning

Grade: 2

Good teaching in the Reception class means that children settle quickly into the school and have a good start to their education. They quickly make good progress. Pupils continue to make good progress in Years 1 to 6 because teaching is carefully targeted to their needs. The school's small numbers mean that all classes are of mixed ages, and teachers are skilled at managing learning activities so that different groups of pupils, including those with learning difficulties, are given work which enables them to build on what they know, understand and can do. This enables them to achieve well. Pupils' work is marked regularly and comments are encouraging but do not consistently show pupils how they can make their work better.

Teachers are keen to analyse any weaknesses in learning and to overcome them; for example, a recent concern about standards in boys' writing has prompted the subject leaders for English to take advantage of further professional development. This has helped them to devise a topic on 'Pirates' as a basis for writing and the early signs are that this is motivating boys effectively.

Throughout the school, teaching assistants give pupils effective and, sometimes, outstanding support. This helps to make teaching effective and supports pupils' good progress.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good. An effective programme of personal, health and social education successfully develops in pupils a sense of responsibility and an understanding of their place in their community and the wider world. The provision of French teaching throughout the school provides greater breadth. Focus weeks such as the recent arts week enhance learning and help pupils to study a particular area in depth whilst appreciating links between subjects.

The curriculum provides well for pupils with learning difficulties, who make good progress towards clearly identified targets. In the same way, pupils with particular gifts or talents are identified and helped to achieve well. A wide range of clubs and activities, some open to all year groups, enhances learning further and a large number of pupils participate.

Care, guidance and support

Grade: 3

Pupils' personal care, guidance and support are satisfactory, with many aspects being good. These successfully develop pupils' confidence and self-esteem. The provision for first aid, child protection and health and safety is secure. Pupils feel safe and valued

in the school and are confident to approach an adult with any problem, knowing that they will be listened to sensitively. This confidence helps them to make good progress.

Academic guidance for pupils is satisfactory. Systems have been developed to track pupils' standards and to support their further progress. However, at this stage in their development, they do not enable pupils to know precisely how well they are doing and pupils are not fully clear about how to improve their work systematically.

Leadership and management

Grade: 2

Astute leadership by the headteacher makes this an effective school in which pupils achieve well and develop into confident and caring young people. The headteacher's and her colleagues' concern for all pupils to succeed led to strategies being adopted which improved standards in the national tests in 2006. The school continues to analyse areas of relative weakness, for example, in boys' writing, and to plan to address them. Pupils and parents appreciate this concern and care and value the headteacher's cheery and reassuring presence around the school. Subjects are managed well and subject leaders are pro-active in tackling any concerns.

Governors are alert and ambitious for the school. While supportive, they are willing to question and challenge and to offer an alternative view; for example, their intervention helped the school to develop a cost-effective strategy for releasing staff for planning and preparation. All adults in the school understand that there is scope for improvement, for example, in marking and assessment. This willingness to identify and recognise relative weaknesses puts the school in a good position to improve further.

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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

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 disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the 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?	3

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.

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 performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	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

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us into your school, being so friendly and polite, and telling us about your learning and your lives in the school. We think that yours is a good school in many ways.

What we liked about the school

- You try hard with your work and make good progress.
- You are happy in school, attend regularly and enjoy your lessons.
- You behave sensibly, get on well together and are kind to each other.
- You enjoy opportunities to take responsibilities, and carry them out well.
- Your teachers work hard to make lessons interesting and take good care of you.
- You know how important it is to keep safe and healthy.
- Your headteacher and teachers are trying hard to make the school even better.

What we have asked the school to do

- We have asked teachers to help you to understand more clearly how well you are doing and how you can improve your work.
- We think that comments on your work could help you more to make better progress.

We enjoyed our day in your school very much and wish you well for the future.

Best wishes