

**SUMMARY PARAGRAPHS TAKEN FROM THE ACTUAL OFSTED INSPECTION REPORTS**

**1. ASHPERTON PRIMARY SCHOOL**

This is a good school where standards in Year 6 are above the national average. Results of statutory assessment tests in 2002 were high. Standards are good because the school is well led and soundly managed and offers its pupils a broad-based education of good quality. Value for money is sound in return for a high level of funding compared with other shire primary schools. The headteacher, supported by his colleagues, ensures pupils' access to good teaching, though teachers are more effective in meeting the needs of children in reception, Year 1 and Years 4 to 6 than they are in other year groups. Pupils are very mature, responsible and self-reliant when they transfer to secondary school.

**\*2. THE BROOKFIELD SCHOOL (Report in the Autumn 2002)**

Although the school is relatively new, it is not effective. Too high a proportion of teaching is unsatisfactory and pupils are not achieving as well as they can. While the headteacher and staff have established conditions in which the pupils behave very well and develop very positive attitudes to learning, there is not strong educational leadership driving the necessary improvements required in provision and standards. The school is giving unsatisfactory value for money, and should be placed in special measures. [Since the original report was written, the school has shown sufficient improvement within two terms to be taken out of special measures].

**3. CLIFFORD PRIMARY SCHOOL**

This is an effective school. The quality of teaching is good in reading, mathematics and music, and this is enabling pupils of all abilities to achieve well in these subjects. However, the planning of the curriculum in some other subjects means that, despite some good features of teaching, pupils do not always learn as effectively as they should. Higher attaining pupils do not achieve well enough in some subjects because too little is demanded of them. Overall, the school is led and managed well. The headteacher has created a good team spirit where staff, governors and parents work well together for the benefit of the children. As a result of this, the children have good attitudes to learning and they behave well. The school gives satisfactory value for money.

**4. CREDENHILL ST MARY'S CE PRIMARY SCHOOL**

This school provides a sound education for its pupils and it has some good features. The pupils behave well and have good attitudes to school because of the good provision for their personal development. Standards are average in English, mathematics and science but below average in some other subjects. Most pupils make the progress expected but the more able pupils should be doing better in English, mathematics and science. Teaching is satisfactory. The pupils use computers well because of better teaching in this subject. The teaching is also good for pupils with special educational needs and these pupils make good progress as a result. The leadership and management of the school is satisfactory but more need to be done to check that the curriculum is consistently taught and that more able pupils' needs are met. The school provides satisfactory value for money.

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*\* This school has already been re-inspected and is now out of Special Measures (Please refer to paragraph 6 in the main Committee Report*

## **5. HAYWOOD HIGH SCHOOL**

This school provides a satisfactory and improving quality of education for pupils of all backgrounds and levels of attainment. Standards have improved and are rising faster than the national rate of improvement. GCSE results have improved considerably but are not high enough and indicate unsatisfactory achievement. Standards of work seen are below average. They indicate satisfactory achievement currently by year 9 and Year 11. The quality of teaching and learning has improved considerably and is satisfactory. The very good leadership and effective management of the headteacher, supported well by senior staff, have resulted in very good improvements. In recent years, difficulties in recruiting and retaining specialist teachers have hindered the school's attempts to raise achievement more quickly. The school manages its resources well and provides satisfactory value for money.

## **6. HOLME LACY PRIMARY SCHOOL**

This is a happy, caring and effective school where pupils make good progress. Through the good quality of teaching and learning, pupils achieve well in relation to their prior attainment. The leadership and management of the headteacher are very good and by, careful tracking and directed support for individuals, all pupils make good progress. The school provides good value for money.

## **7. HOLMER CE PRIMARY SCHOOL**

The school gives a satisfactory education to its pupils and has some good and very good features. Standards by the time pupils leave the school are average. They make sound progress and reach satisfactory levels of personal achievement. The overall quality of teaching is satisfactory and often it is better. The school is soundly led and managed and provides satisfactory value for money.

## **8. HUNDERTON JUNIOR SCHOOL**

This is an effective school and one keen to improve academic standards still further. The school extends a warm and friendly welcome to all pupils, a high proportion of whom have learning difficulties or emotional and behavioural needs. A particular strength in the school's provision is the consistently positive behaviour management system that leads to a settled and happy place of learning. Teaching is sound overall with some good features that are enabling the majority of pupils to achieve appropriately, though some higher attaining pupils could be doing better. There is a good team spirit amongst the staff team, who between them know pupils well, are responsive to needs and ensure that a high level of care is shown to all. The headteacher is well supported by the deputy, senior managers and governors who share the same vision and promote the school's aims successfully. The school is well managed and provides sound value for money.

## **9. KINGTON PRIMARY SCHOOL**

The school provides an appropriate and improving education for its pupils. There is a very positive ethos and a caring environment, which leads to good personal development. Staff know their pupils well and work hard in their interests. Standards by the age of eleven are below average in some subjects including English, although pupils show good attainment in science and more able pupils do well. Progress is satisfactory overall, but is not consistent. Pupils make good progress in the infants, and sound progress in the juniors: the quality of their learning in lessons is improving, especially in English and mathematics. This is due to the standard of teaching, which is very good in the nursery, and good in both infants and juniors, but is unsatisfactory overall in reception. The headteacher provides very good leadership and management, and is well supported by staff and governors. The amount of money spent on each pupil is

close to the average for schools of this type and the school gives satisfactory value for money.

**10. LEDBURY PRIMARY SCHOOL**

This is a very effective school that provides good value for money. Teaching and learning are very good overall. During the past year, most pupils, including those with special educational needs, made good progress in all subjects. The six pupils in the Special Education Centre also make good progress. Standards are rising, and pupils' achievement over time is good. When compared with schools in similar contexts, standards in year 6 are above average in English and science. However, they remain below average in mathematics. Pupils' attitudes to school are excellent and their behaviour is very good. The leadership and management by the headteacher and senior staff are very good.

**11. LEOMINSTER JUNIOR SCHOOL**

This school makes sure that pupils develop good attitudes to school, behave well and work hard at their studies. It is improving the quality of teaching and learning in a number of places and provides a good curriculum with an excellent programme of out of school activities. There are strengths in music, the provision for pupils with special educational needs and very good moral and social education. The headteacher leads the school well. There is good determination amongst the staff for improvement. Mathematics, writing, assessment and the checking and evaluation of school performance are aspects of the school's work that are ready for improvement. The school gives satisfactory value for money and is well placed to bring continuing improvement because of the commitment of staff.

**12. LONGTOWN PRIMARY SCHOOL**

The school is a very effective school that provides a very good standard of education for its pupils and has many significant strengths. Consequently, by the end of Year 6, pupils attain very good standards in English, art and design and good standards in mathematics, science, physical education and information and communication technology. Due to very good leadership and management by the headteacher and other staff, with effective support from governors, the school has improved very well since the last inspection. Teaching and learning are very good for children in reception so they achieve very well in their first year in school, and are now consistently good in years 1 to 6. The school is an important and integral part of the local community and very highly regarded by parents. The school gives good value from money.

**13. LORD SCUDAMORE PRIMARY SCHOOL**

This is a good school with some very good features where overall standards by the age of 11 are above average. Pupils develop very positive attitudes to work and make good progress because of the good quality of teaching. The school is well led and managed. It provides good value for money.

**14. LUGWARDINE PRIMARY SCHOOL**

This school is a good school that continues to improve. In recent years careful evaluation of the pupils' performance has promoted stronger provision. Overall standards are above average, including in literacy and numeracy and standards in science, previously a weakness, have been raised to well above average. Very good leadership and management, particularly strengthened by outstanding contributions from the headteacher and chair of governors, have established consistently good planning and teaching of the curriculum. In response most pupils now achieve well, in relation to their prior attainment, as they move through the school. Many pupils are now achieving even more successfully and the school provides good value for money.

**15. LUSTON PRIMARY SCHOOL**

This is an effective and caring school that has areas for improvement. Its success in raising standards recently has been rewarded with two school achievement awards. Because of the good quality of teaching pupils enjoy school and their work and they relate very well to each other and adults. Particularly good relationships have been developed with the parents of Traveller children and the school ensures that all pupils benefit equally from what it provides. Overall, leadership and management are sound. Given children's attainment on entry. The quality of teaching and the standards achieved by the 11 year olds, means that the school gives good value for money.

**16. MICHAELCHURCH ESCLEY PRIMARY SCHOOL**

This is an effective school that has significant strengths in some areas of its work, and no major weaknesses. Pupils of all ages achieve well in relation to their age and ability, and make good progress in English and mathematics, and very good progress in science, and in terms of their spoken language. Teaching is good throughout the school and some very good teaching was seen during the inspection. Pupils of all ages have very positive attitudes to learning, and their behaviour is good overall. The school is very well led by the headteacher, who enjoys the full support of a hard-working and committed staff, and a loyal Governing Body. The school gives good value for money.

**17. MORDIFORD CE PRIMARY SCHOOL**

This is a very effective school. The headteacher provides outstanding leadership resulting in very good direction for the work of the school. In this she is very well supported by staff and governors. Overall, the teaching is very good. The committed teaching and excellent relationships support children's learning very well and is driving up standards. Children achieve well and make good progress, which results in them attaining high standards in National Curriculum tests by the time they leave school. In the junior classes there are good standards in music and religious education. Children enjoy coming to school and are pleased about the range of learning opportunities offered them. This is an exciting place to be. The strong and purposeful leadership of the headteacher results in a school committed to high standards. Value for money provided by the school is very good.

**18. MUCH BIRCH CE PRIMARY SCHOOL**

This is a good school with many strengths. Children in the reception class make very good progress and achieve well above expected standards. The teaching in Years 1-6 is good and with the very good learning opportunities that are provided, pupils of all abilities make good progress and standards are well above average at the end of year 6. This is a caring and supportive school with high expectations and a commitment to raising pupils' achievements. It is well led and managed by the headteacher, supported effectively by the governing body. Considering all factors, this is a school that is providing good value for money.

**19. SHOBDON PRIMARY SCHOOL**

This school is a good school with some very good features. The headteacher's unassuming, but determined, leadership sets just the right tone for this small village school, in which pupils are very happy and with which parents are very pleased. A closely-knit, dedicated staff provides consistently good teaching, to which the pupils respond with enthusiasm and hard work. As a result, pupils make good progress and achieve above average standards by the time they leave the school. The hallmark of the school is its intimate, friendly atmosphere, characterised by the very good relationships, which exist between pupils and staff, and the pupils' very good behaviour. The school provides good value for money.

**20. ST FRANCIS XAVIERS'S RC PRIMARY SCHOOL**

This school is an improving school. The headteacher and staff have created a caring environment in which pupils feel secure and fully supported. The attention given to inclusion is good. Teaching is now good and pupils respond positively; these factors are contributing effectively to the improvements in standards of attainment. However, the school is not yet sufficiently demanding of pupils and so there is still room for improvement in ensuring that they all achieve as much as they can. The headteacher has not yet ensured that there is a shared commitment to improvement and consistency across the school. However, the strengths of the school now outweigh any weaknesses and it provides satisfactory value for money.

**21. STOKE PRIOR PRIMARY SCHOOL**

This school is an effective school with some very good features. Teaching is good, pupils' attitudes to learning are very good and pupils make good progress in the lessons observed and achieve well over time. The trend is one of improving standards. Leadership and management are good and the school provides good value for money.

**22. ST THOMAS CANTILUPE CE PRIMARY SCHOOL**

This is an effective school, which is giving all pupils a good education. Pupils achieve very well and have very good attitudes to their learning. They attain above average standards in all subjects by the time they leave the school. The overall quality of teaching is very good and pupils find learning interesting and exciting. The headteacher provides very good leadership and management and has created a very positive and happy environment of learning. The school gives good value for money.

**23. STRETTON SUGWAS CE PRIMARY SCHOOL**

The school is a very effective school where pupils' needs are carefully considered. Pupils make good progress as they move through the school. At age 11 years, pupils' standards in English mathematics and science are above average compared to those typically found in primary schools nationally. Standards in music and physical education are above those found in primary schools nationally. Teaching is very good, and the school is very well led and managed by the headteacher, staff and the governors. Everyone connected with the school – parents, pupils, staff and governors – work together very effectively as members of the school team. Pupils who have special educational needs are provided with very good support. Every pupil is fully included in all aspects of the life and work of the school. The school gives very good value for money.

**24. WEOBLEY PRIMARY SCHOOL**

The school is highly effective and serves its pupils and the community very well. It is a school with very many great strengths and very few, minor, shortcomings. It achieves good standards for pupils with a wide range of abilities, through a consistently high standard of teaching underpinned by a very good curriculum. The exceptional quality and the striking unity of vision and purpose displayed by the whole leadership and reflected in the very strong ethos in the school is translated into very effective practice by high quality management at all levels. When all these factors are taken into account, the school gives very good value for money.

**25. WHITECROSS HIGH SCHOOL**

This is an improving school, which provides an overall satisfactory education for its students. The excellent leadership of the headteacher, effectively supported by other senior managers and governors, has brought much improvement. Because teaching is good overall, most students make good progress and standards are rising. National Curriculum tests results are improving at a similar rate as results nationally, while GCSE results are rising at a faster rate. Attitudes and behaviour are good. The school provides satisfactory value for money.