

ST PETER'S PRIMARY SCHOOL, BROMYARD

This is a very effective school. Most pupils achieve very well and make very good progress especially in mathematics, science and English. Teaching is very effective and as a result pupils learn very well. The subjects taught meet the needs of pupils of all ages and abilities. Pupils develop as mature and confident individuals. They are keen to learn and are willing to demonstrate what they know and how they make reasoned judgements about new experiences in the light of previously completed work. The school is at the heart of the community and it is led and managed very well by a team of people committed to seeking ways of finding excellence. Finances are managed very well and the school provides very good value for money.

The school's main strengths and weaknesses are:

- Well above average standards in mathematics and science.
- Above average standards in English, information and communication technology and design and technology and religious education.
- The Foundation stage enables all children to make a very good start to their formal education.
- Purposeful and very well targeted teaching makes good use of an interesting curriculum.
- Effective assessment procedures that are used very well to inform planning for learning.
- There is strong leadership and management.

Since the previous inspection the school has successfully addressed all of the identified weaknesses and has made very good improvement.

COLWALL CE PRIMARY SCHOOL

Colwall is a very good school, which gives good value for money. Pupils' achievement is good and sometimes very good, and standards are above average overall as a result of high quality provision. The quality of teaching is very good. Leadership and management are good overall. Pupils and parents are very positive about the school and particularly appreciate its ethos.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is very good and he promotes the school's caring, family ethos very effectively.
- Staff work very well as a team and are excellent role models, which results in high quality support for all pupils, particularly those with special educational needs.
- Very good quality teaching is characterised by excellent relationships between staff and pupils which promote learning very well.
- Pupils' attitudes, values and other personal qualities are very good. They are very well behaved and enjoy their work.
- The spiritual, moral, social and cultural development of pupils is very good.

- Pupils' achievement is good overall, particularly in English, where it is very good by the end of Year 6.
- The school provides very good quality care, guidance and support for its pupils.
- The school's partnership with parents and the community is excellent.
- The school development plan is not sufficiently focussed on improving specific areas identified from the wide range of assessment information the school collects.

Since the school was last inspected in 1998, its improvement is good. All key issues have been dealt with successfully through a wide range of appropriate activities. For example, arrangements for monitoring the quality of education and implementation of the school's assessment policy have helped to further improve the quality of teaching.

GORSLEY GOFFS PRIMARY SCHOOL

The school provides an acceptable standard of education but is underachieving. Consequently, it provides unsatisfactory value for money. This represents a decline in its performance since the last inspection when it provided satisfactory value for money. The school is underachieving because the standards attained are well below those found nationally for eleven-year old pupils in similar schools. The achievement of the pupils is also well below that expected when compared with their prior attainment. Pupils enjoy school but the attitudes of many are often poor and the behaviour of a significant minority is unsatisfactory. Earlier in the year, the school had correctly identified the problem and its detrimental effect upon pupils' learning, but the leadership has not taken effective action. As a result, pupils have not progressed sufficiently in their learning or achieved appropriately. Teaching in the school demonstrates many of the qualities of good and very good practice. However, the pupils' attitudes and behaviour limit the effectiveness so that in consequence teaching can only be judged to be satisfactory overall.

The school's main strengths and weaknesses are:

- The leadership and management of the school have not identified and implemented sufficiently effective strategies to eradicate the causes of underachievement.
- Pupils underachieve in English, mathematics and science as demonstrated by the most recent assessments, and are not attaining appropriately high standards by the time they leave the school at eleven years of age.
- The unsatisfactory attitudes and behaviour of the pupils are evident in Junior and Infant classes throughout the school.
- The school has developed strong links with the parents, the local community and other educational establishments in the area
- The good, well-balanced curriculum is enriched through an equally good range of out of school activities
- The provision for pupils with special educational needs is good

Improvement since the last inspection has been unsatisfactory. The school has addressed most of the key issues identified in the previous inspection report. However, standards have fallen when compared with all schools nationally and with similar schools. There has been no improvement in the quality of teaching and learning and the effectiveness of the leadership of the school has declined.

HAMPTON DENE PRIMARY SCHOOL

The school's effectiveness is good. It provides good value for money. Pupils enter the school with broadly average attainment and standards at the end of year 6 are above average due to the good quality of teaching and good assessment arrangements, particularly in years 5 and 6. Overall, pupils' achievement is good. Parents, staff and pupils rightly have confidence in the new headteacher.

The school's main strengths and weaknesses are:

- Above average standards at the end of year 6 because of the very good quality of teaching.
- The leadership and management of the headteacher and key staff are good and the governance of the school is very good. Provision for pupils in the Language and Communication Centre is very good.
- The partnership with parents is very good.
- The range of extra-curricular activities which enhance the curriculum is very good
- The quality of teaching in Reception is unsatisfactory in personal and social development.

The school's improvement since the last inspection is good. The key issues from the last inspection, focused on the leadership and management of the school and have been addressed rigorously by the governing body and the new headteacher.

ST MARY'S CATHOLIC HIGH SCHOOL

This is an effective school with many strengths. Teaching is good and pupils achieve well overall. GCSE examination results are consistently high and improving. Pupils are keen to do well and are mature and responsible. The school is well led and governed and management is satisfactory but there are some breaches of statutory requirements in relation to the National Curriculum. The school provides good value for money.

The school's main strengths and weaknesses are:

- A strong Catholic ethos creating a real sense of a Christian community pervades all the work of the school and consequently pupils' attitudes to school and their behaviour are very good.
- Results in national tests taken at age 14 and in GCSE are consistently well above average
- The Headteacher provides very good leadership, setting high expectations across the school, and is supported by a very able deputy headteacher and leadership group.
- Although standards are above average or well above average in most subjects, they are not high enough in resistant materials and citizenship and in ICT for Year 10 and 11 pupils not following an accredited course.
- Achievement is satisfactory in mathematics in years 10 and 11 but not as good as in English and science; though satisfactory, boys' achievement in physical education is not as high as the achievement of girls.

- The senior leadership team are not rigorous enough in ensuring improvements are carried out in some subjects.
- Pupils with special educational needs are very well supported.
- The school has improved significantly since the previous inspection. GCSE results have improved a great deal and at a faster rate than the national trend. There are more good and very good lessons. The school has achieved specialist science college status. Improvements have been made in most of the key issues identified at the last inspection. Although the provision for ICT has improved, it is not yet meeting statutory requirements.

LADY HAWKINS HIGH SCHOOL

This is a good school with a very good sixth form. Pupils achieve well because of the good teaching, which is never less than good in the sixth form. Leadership is good and there is sound management. The strength of community involvement owes much to the commitment of the chair and governors' work in effecting improvements. Value for money is good.

The school's main strengths and weaknesses are:

- The strong ethos of care for young people, a central tenet of the school's work, is supported by and contributes to the very good relationships between all members of its community.
- In relation to their prior attainment pupils' achievement at GCSE is very good.
- Teachers' thorough planning and high expectations, together with their expertise in teaching for examinations, lead to pupils' success.
- The school's evaluation and reporting of its own work lacks analysis and rigour and is not backed up by evidence from monitoring; consequently inconsistencies in provision, which affect pupils' progress, are not picked up.
- Arrangement for pupils with special needs have not been updated to take account of revised national arrangements although learning support assistants give good support in lessons.
- There is a lack of systems for managing the school's work to ensure that pupils and sixth-formers benefit equally well from the provision across subjects.
- Young people's personal development is strongly supported by the wide and imaginative range of enrichment activities both 'at home and away'.

Improvement since the previous inspection is satisfactory overall and good in the sixth form. Standards have improved at each stage and there is good improvement in teaching. However there has not been enough improvement on the issues concerning monitoring and evaluation, still an issue for the school, and the use of the library to support teaching.