

SCHOOLS INSPECTED BY OFSTED SINCE SEPTEMBER 2004

Report By: Head of School Effectiveness

Wards Affected

Countywide

Purpose

1. To up-date the Committee on the outcomes of schools inspected by Ofsted since the start of the new academic year beginning September 2004.

Financial Implications

2. None

Report

3. The 2004 – 2005 academic year is the last in which the current Ofsted school inspection schedule will be used. From September 2005 all schools will be inspected every three years. The inspections will be shorter, sharper and make more use of the school's own evaluation of its performance. The notification of inspection time will be reduced with schools receiving about five days notice before the inspectors arrive on site. One primary school in Herefordshire, Marlbrook Primary, has been invited to pilot these new inspection arrangements and will be notified some time in the summer term.
4. As of Friday 18 February, the following schools have either completed their inspection or have been notified that one is imminent.

John Masefield High School	Report published
Wigmore High School	Report published
Bosbury CE Primary School	Report published
Brockhampton Primary School	Inspection imminent
Burley Gate CE Primary School	Inspection imminent
Eastnor Parochial Primary School	Inspection completed but report not yet published
Hunderton Infants School	Inspection completed but report not yet published
Marden Primary School	Report published
Marlbrook Primary School	Inspection in summer using the new schedule
Pencombe CE Primary School	Report published

For further information on the subject of this report is available from
Ted St George, Head of School Effectiveness (01432) 260803

5. Appendix 1 contains the summary paragraphs for those schools where the inspection reports have been published. Where Committee Members have a particular interest in a school, it is advisable to read the complete summary report, or full report, which can be obtained directly from the individual school or via the Council web-site or directly from Ofsted www.ofsted.gov.uk. It normally takes several weeks for the report to appear on the Ofsted web-site.
6. One Herefordshire School, Weobley High School, is in special measures. The school was judged to be making 'reasonable' progress when last visited by HMI in the autumn term. HMI recognised the good and purposeful leadership of the headteacher and the significant improvement in pupil behaviour. The school is aiming at having the special measures requirements removed early in 2006.

RECOMMENDATION

THAT the Committee note the report and identify any matters it wishes to be brought to the attention of the Cabinet Member (Children's Services)

BACKGROUND PAPERS

- None identified.

APPENDIX 1

**Bosbury C of E Primary (117 on roll)
18 October 2004****Overall Evaluation**

The school's overall effectiveness is satisfactory and it offers satisfactory value for money. Standards achieved are satisfactory overall, with above expected standards in English and religious education. The quality of education is good overall. Teaching, learning and assessment are satisfactory. There is a well-enriched curriculum and very good quality care provided. Leadership, management and governance are satisfactory.

The school's main strengths and weaknesses are:

- Pupils achieve well in the Year5/6 class as a result of very good teaching.
- Standards in English and religious education are above expectations throughout the school.
- Pupils have positive attitudes and behave well as a result of their good personal development.
- More-able pupils in Year 2 do not always achieve as well as they might.
- Teachers in years 3 to 6 use information and communication technology (ICT) well to hold pupils' interest and to help them learn.
- There is a rich curriculum, which provides pupils with a wide range of activities, especially in the arts.
- There are weaknesses in the school's evaluation of its own performance.
- Parents are very happy with the school's positive ethos and the high quality of care their children receive.
- Attendance is unsatisfactory.

Improvement since the last inspection has been satisfactory. Provision in design and technology is now much better. Assessment procedures have continued to improve. There are improved resources for physical education, but the school hall is still rather small to allow the full range of gymnastics activities in Years 5 and 6. Many more opportunities are provided for pupils to experience and learn about artists and musicians of different cultures. The system to manage the school's performance is now satisfactory. Since the last inspection, the curriculum has improved, particularly in the further development of educational visits, links with a secondary school and extra-curricular activities. These innovations have enriched the curriculum considerably.

**Marden Primary School (89 on roll)
22 November 2004****Overall Evaluation**

As a result of the good leadership, management and teaching, the school provides a good quality of education. The pupils achieve well and, by the end of Year 6, standards in English, mathematics and science are above average. The school gives good value for money.

The school's main strengths and weaknesses are:

- The new headteacher has quickly gained an understanding of what the school is doing well and what needs to be done to improve.
- The pupils achieve well, particularly in the core subjects, because they are well taught
- The school has a very positive ethos in which all pupils are valued and cared for.
- Standards in writing in Years 1 and 2 could be higher, particularly for the more able pupils.
- There are too few opportunities for the children in Reception to develop their independent learning.
- The pupils enjoy attending school, behave very well and their moral and social development is very good.
- The planning for some foundation subjects does not always clearly indicate how the skills are to be developed from year to year.
- The school encourages and receives very strong support from parents.

Overall, the school has made good progress since it was last inspected. The above average standards in English and mathematics have been maintained and standards in science have risen. The school has responded well to the key issues of the last report. All subjects now have a co-ordinator, the school improvement plan sets a clear agenda for development and details of how it will be achieved and governors have established appropriate ways of checking on the progress of the plan.

**Pencombe CE Primary School (57 on roll)
10 January 2005****Overall Evaluation**

This is a very good school with some outstanding features. Teaching and learning are very good and pupils achieve very well. The headteacher provides excellent leadership and management, enabling the school to provide pupils with a very good curriculum enhanced by excellent enrichment activities.

Main strengths and weaknesses

- Pupils attain high standards in English, mathematics and science.
- Teachers meet the needs of pupils in mixed age classes very effectively.
- The assessment of pupils' progress is excellent.
- The headteacher is enthusiastic with high aspirations for the school, and provides excellent leadership.
- The curriculum for all pupils is very rich and stimulating.
- All pupils are very well behaved and have excellent attitudes towards learning. Provision for their personal development is very good.
- Links with parents and their involvement in their children's education are excellent.

Improvement since the school's previous inspection has been good. No key issues were identified at the time of the last inspection. However, the school has improved the quality of teaching and learning and enriched the curriculum further. Work has been undertaken to improve the accommodation and further improvements are at an advanced stage of planning. The high standards in English, mathematics and science have been maintained.

**The John Masefield High School (994 on roll)
15 November 2005****Overall Evaluation**

The overall effectiveness of the school is good, with much that is very good and some excellent features. Pupils make good progress and reach above-average standards. Teaching and learning are very effective and the headteacher leads very well. The school manages on average spending per pupil to provide good value for money. While hard work is valued, the school also succeeds in retaining pupils' happiness and enthusiasm.

The school's main strengths and weaknesses are:

- Pupils achieve well at the end of year 9, year 11 and year 13.
- Teaching and learning are very good.
- Standards overall are above average and rising; in a wide range of GCSE and A2 subjects, they are already well above average and achievement is very good.
- Leadership and management are very good.
- Pupils receive very good care and support, their attitudes and behaviour are very constructive.
- Provision in the performing arts is excellent and the range and quality of extra-curricular activities are excellent.
- There are excellent links with the community.
- Boys perform significantly less well than girls in year 9 tests and at GCSE.
- Overall provision in art and design and ICT is unsatisfactory; statutory provision in religious education is also unsatisfactory.
- Resources and aspects of accommodation are unsatisfactory.
- The co-ordination of support for pupils with special educational needs in mainstream lessons is unsatisfactory.

Since the previous inspection of 1999, the school has made good overall improvement. After rapid initial gains on many fronts, progress faltered during 2001-2003, but the school is again in a period of marked improvement. Standards in year 11 are much higher now than in 1999, teaching has improved and much accommodation has been transformed, especially sixth form facilities. Assessment and target setting are now much better. Post 16, standards have risen and the number of students has increased.

The Sixth Form at John Masefield High School

There are 142 sixth form students, virtually all drawn from year 11 in the main school. Over 20 AS and A2 subject are offered and a limited range of other courses.

Overall Evaluation

The overall effectiveness of the sixth form is good, as a result of very good teaching, leadership and good achievement by students. Most courses are clearly viable, but some are very small: overall cost-effectiveness is broadly satisfactory. The sixth form has improved very noticeably since the last inspection, with fine new premises, higher standards of attainment and better achievement. Continuation rates are very high.

The main strengths and weaknesses are:

- Standards at A2 are above average and rising and achievement is good. AS results are above average.
- Teaching and learning are very good, with examples of excellent practice.
- Students have very positive attitudes and are consulted most effectively.
- The sixth form is very well led and managed.
- Overall provision is excellent in several of the subjects inspected.
- Achievement in a minority of subjects is only satisfactory when the norm is much better.
- Value-added in a few subjects has been weak in recent examinations.

**Wigmore High School (503 on roll)
18 October 2004****Overall Evaluation**

This is a good school with many features of a very good school. It provides good value for money. Achievement is very good by year 11. Standards rise from slightly above average when pupils join in year 7 to well above average by the end of Year 11. Boys and girls of all capabilities receive a good education. Teaching and learning are very good overall, as are leadership and management.

The school's main strengths and weaknesses are:

- The GCSE results are well above average and, in 2004, indicate very good achievement.
- Very good teaching and good assessment help pupils to improve their work.
- Pupil's excellent behaviour and very positive attitudes promote learning.
- Very good senior leadership and management lead to continued good improvement.
- Very good quality of care and support, together with outstanding careers education and very good out-of-class activities, enhance and enrich pupils' all-round development.
- Pupils do not receive their curricular entitlement to religious education in years 10 and 11.
- In a few subjects, there is not enough use of ICT to support pupils' learning.
- Some inadequate accommodation holds back even higher standards in a few subjects.

Improvement since the previous inspection in 1999 is good. GCSE results and achievement are higher. Teaching is now even better and motivates pupils to do their best. Very good leadership and management tackled the previous key issues well, although improvement has been unsatisfactory regarding provision for religious education in Years 10 and 11.