

Church Preen Primary School

Inspection report

Unique reference number	123359
Local authority	Shropshire
Inspection number	380642
Inspection dates	2–3 February 2012
Lead inspector	Sarah Bentley

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	64
Appropriate authority	The governing body
Chair	Steve Hall
Headteacher	Dave Tinker
Date of previous school inspection	11 May 2009
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Age group	4–11
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Introduction

Inspection team

Sarah Bentley

Additional inspector

The inspector sampled four and a half hours of teaching in nine lessons taught by three teachers. Pupils' work was looked at in a range of books, a sample of pupils was heard reading, and discussions were held with pupils about many aspects of school life including what they needed to do to improve their work. Inspectors held meetings with the headteacher, members of the teaching staff, and the Chair of the Governing Body. The inspection took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. A wide range of documents was examined including the school's improvement planning and data showing the progress made by pupils. The scrutiny of safeguarding procedures included an evaluation of pupils' behaviour. The inspector analysed questionnaires returned by 42 parents and carers, 30 pupils and nine members of staff.

Information about the school

Church Preen Primary school is a smaller than average primary school. Almost all the pupils of this small rural school are White British. The proportion of disabled pupils and those with special educational needs is below the average. The proportion of pupils who are known to be eligible for free school meals is well below the average. The school has numerous awards including Healthy Schools status, Active mark, Arts Mark Gold and the International Eco school awards. The school runs an 'Early Bird Club'.

At the time of the inspection, the headteacher had been in post for a year and there were two new teachers who had joined the school in January 2012.

The school meets the current floor standards, whereby the government sets the minimum expectations for attainment and progress.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school and is improving.
- Standards are rising but not all pupils are making the progress they are capable of because teachers do not use assessment rigorously enough to ensure all pupils make good progress. Achievement is satisfactory.
- Disabled pupils and those with special educational needs make satisfactory progress as a result of the support they are given.
- Teaching is generally satisfactory. Teaching leads to satisfactory, rather than good, learning when teachers do not plan effectively enough for the full range of learners' needs in the classes and do not consistently vary the levels of challenge to reflect the pupils' different levels of attainment.
- The good focus on the development of personal and social skills in the Early Years Foundation Stage provides a sound basis for progress in other areas of learning.
- Reading skills are taught consistently and there are good plans in place to strengthen this aspect of the school's work.
- Systems for checking on pupils' progress are in place but the information is not yet used effectively enough by teachers and leaders to secure consistently good progress and attainment throughout the school.
- Parents and carers agree with inspection findings that behaviour and safety is good. Pupils behave well in lessons and sensibly around the school. They are polite and thoughtful and enjoy coming to Church Preen School. Attendance is above average.
- Pupils' spiritual, moral, social and cultural development is a strong feature of the schools provision. In particular pupils enjoy assemblies and the chance to reflect with each other on their differing ideas and opinions.
- Leadership and management are satisfactory overall. The headteacher has a clear vision for the school's development which is shared by other staff and governors and has already had clear impact. He has successfully inducted new members of staff recently, after a period of change.

Schools whose overall effectiveness is judged satisfactory may receive a

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monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise the quality of teaching and accelerate rates of pupils' progress so that they are consistently good throughout the school by:
 - ensuring staff use assessment information rigorously to plan learning that meets the full range of pupils' needs
 - eradicate any inconsistencies in teaching
 - ensuring the marking policy is implemented consistently across the school in all subjects and that the feedback tells pupils how well they have done and how they can improve their work.

- Sharpen monitoring and evaluation procedures by:
 - establishing a more rigorous cycle of lesson observations, planning scrutiny, work analysis and pupil interviews
 - ensuring lesson observations and book trawls focus carefully on pupils' learning outcomes, and the feedback given to staff clearly evaluates the impact on pupils' progress.

Main report

Achievement of pupils

All the parents and carers who returned the inspection questionnaires consider that their children make good progress overall and almost all felt the school helps develop skills in communication, reading, writing, and mathematics. Inspection evidence shows that progress is satisfactory and improving, rather than good. One reason for this is that opportunities are missed to develop pupils' thinking and to help them reflect on their learning through questioning and dialogue.

From starting points that are around those expected nationally, children make satisfactory progress in the Early Years Foundation Stage. The assessment process has improved and as a result children's progress is accelerating, particularly in the development of early reading and writing skills. By the time they move into Key Stage 1, most have achieved the goals expected. Progress is satisfactory in Key Stage 1 and standards attained are around the national average by the time pupils reach the end of Year 2. This is an improvement since the school was last inspected. Progress across Key Stage 2 is at least satisfactory and an increasing proportion is good so that by the end of Year 6 the proportion of pupils at or exceeding national expectations is now above average. Disabled pupils and pupil with special educational needs make satisfactory progress. The gap in performance between pupils in this school and those nationally by the end of Year 6 is less than at the time of the

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previous inspection.

Pupils' skills in reading are developed satisfactorily and reading is a priority for future action. In Key Stage 1, pupils make good use of their knowledge of phonics (the sounds that letters make) to help decipher unfamiliar words, and read with fluency and expression. Daily reading opportunities for less-able readers and those with special educational needs, are improving pupils' confidence in breaking down unfamiliar words into separate sounds. In Key Stage 2 the school's approach to reading has been successful in re-engaging some boys who were reluctant readers and inspection activities showed that the levels of engagement and achievement are improving rapidly. Records of pupils' reading show pupils are given many opportunities to be heard reading in school and at home.

In all the lessons seen, pupils were confident, and were very keen to contribute to discussions and answer their teacher's questions. They listen carefully to each other, collaborate successfully and have well developed teamwork skills.

Quality of teaching

The Reception/ Year 1 classroom provides an exciting place to learn and the outdoor environment offers a safe working area for children to experience a range of practical activities. During the inspection children were seen to enjoy 'Forest School' activities greatly. Teaching of phonics is carefully designed and activities are well tailored and matched to children's learning needs, which helps them to make good progress in the development of early reading and writing skills.

Teaching in Key Stages 1 and 2 varies in quality. Teachers relate well to their pupils and explain tasks clearly, but their expectations of what pupils can achieve are not always high enough. When questioned, some children told inspectors that they found the work too easy. In part this is because teachers have not shared with them the criteria for success at different levels of attainment. Thus, for example, when all pupils are given the same task, teachers do not explain how the pupils can respond in ways which extend them, setting the highest expectations. In the good lessons, pupils are challenged well and the range of learning needs within the class is well catered for. However in lessons judged satisfactory overall some time was wasted as pupils sat passively; and in some cases some pupils struggled to work independently, and to record their ideas because the work provided was too difficult for them. Marking is mostly carried out conscientiously, but feedback is sometimes unhelpful and where development points are identified, pupils do not consistently respond. Better and more consistent marking is seen in pupils' literacy work, the outcome of a whole-school approach to identifying the 'next steps' in learning. Pupils said they found having literacy targets helpful in identifying what they needed to do to improve their writing.

The additional support of teaching assistants enables pupils with special educational needs to understand the work and make progress. Teachers and their assistants take opportunities to promote pupils' spiritual, moral, social and cultural development

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through providing chances to reflect and work together. This was seen in a lesson which focused on African dance where the pupils were keen to observe dance patterns and provide encouragement and feedback to each group after they had performed.

The vast majority of parents and carers think the teaching is good. Although good teaching was seen during the inspection, lesson observations, pupils' work and their progress information confirms that teaching is not having enough impact and so ensuring that all pupils make good progress.

Behaviour and safety of pupils

Pupils enjoy school and have good attitudes towards learning. This is reflected in their above average attendance. Punctuality is also good. These positive attitudes start in Reception where children are encouraged to work well together and behaviour is good. Older pupils do a good job of taking responsibility for younger pupils by taking on the role of 'play leaders' and involving them in a wide range of activities during break times, this is greatly valued by them. Throughout the rest of the school pupils are also well behaved and this was seen in the lessons observed. At times, when lessons were not pitched effectively enough to match pupils' prior learning needs or when they were expected to listen for too long, then they became fidgety. However, when engaged in their work, for example in a mathematics lesson when developing and applying their knowledge and understanding of factors, they contributed eagerly and good concentration was evident. All the parents and carers who completed the inspection questionnaires think that the standard of behaviour is good and that the school deals effectively with any cases of bullying. Inspection findings support these views.

Pupils say that they feel very safe in school because adults look after them and care for them. Parents and carers agree that their children are very safe. Pupils have a good understanding of how to keep themselves and others safe, such as ensuring gates are locked and how to be safe when using the internet. The school has a clear moral code and assemblies are used well to reinforce the school's ethos and provide good opportunities for reflection. Pupils' social development is good. They work and play together amicably, this is supported by the good work of the schools 'play leaders' who encourage all the children in school to get involved and play together well at playtimes. Instances of unacceptable behaviour are rare. Instances of exclusions are very rare. The headteacher pulls together different sources of information and ensures close monitoring of behaviour and provides regular feedback to teachers on the impact of this area of the school's work.

Leadership and management

This is a school where all pupils are warmly welcomed and valued. The curriculum is satisfactory and meets all requirements. It engages pupils and provides regular opportunities for them to contribute and further develop their interests. It supports and promotes spiritual, moral, social and cultural development satisfactorily. The

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school has recognised that improvement is needed in making the curriculum more coherent overall and sharper in meeting pupils' different learning needs. A start has been made. For example the introduction of whole-school topics such as 'Continents' has sparked pupils' interests and has enabled them to learn about other places and cultures collaboratively. Leaders in the Early Years Foundation Stage have also rightly prioritised this as an important area of work.

The school demonstrates a satisfactory capacity to improve further. The headteacher is working very closely with all the staff and the governing body and has developed and established a shared vision for the school's future. Morale is good. One member of staff wrote 'I feel part of a very supportive team'. The large majority of parents and carers say they would recommend this school to others. However, some of the systems have not yet fully embedded to bring about the improvements needed to make sure all pupils make consistently good progress. Monitoring and evaluation systems need more rigour. Lesson observations, for example are descriptive rather than evaluative because they focus too much on what teachers are doing and not on how well pupils are learning. The headteacher has accurately evaluated the quality of provision and identified that there are some inconsistencies in progress. As a result of shared professional development and dialogue, teachers have implemented a clear system for target sharing with the pupils. This has already motivated them to do better and gives them clearer guidance on how to improve their work.

The governing body is supportive and is well aware of the school's strengths and weaknesses. As a result of recent work on school self-evaluation, it now feels confident to challenge the school's performance and to check on whether pupils are learning as well as they should in each year group. Safeguarding procedures meet all current government requirements. Equality of opportunity is satisfactorily promoted and discrimination is challenged. Leaders effectively ensure all pupils have the opportunity to take part in the full range of activities.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

6 February 2012

Dear Pupils



Inspection of Church Preen Primary School, Church Stretton, SY6 7LH

I would like to thank you for being so welcoming and helpful when I visited your school recently. Thank you also for sharing your thoughts in conversations with me, and through the questionnaire you completed. I am writing to let you know what I found out about your school when I worked alongside your headteacher.

These are the best things about your school.

- You go to a satisfactory school that is improving.
- You make steady progress as you move through the school.
- You enjoy coming to school and feel happy there.
- You behave well and get on with everyone.
- You told me that the adults in school take good care of you, and you feel very safe.
- You like your targets because they help you to know what to do to improve
- Your attendance is good. Well done.

Your headteacher agrees there are some important things that need improving to help you to make better progress, so I have asked your teachers to always give you work that builds upon what you already know, understand and can do, and that is not too easy for you. I have also asked your teachers to tell you what you can do to make your work even better. You can help too, by always trying your best and following your teachers' advice and marking comments. Your teachers take good care of you and make sure that you are safe and happy. I was impressed by how well you all get on with each other. Your school is improving and your head teacher knows what needs improving, and how to do it. I think that the school would improve at a faster pace if your headteacher checked in your books and in your lessons more regularly to make sure that this is happening so that you all make the best possible progress. I wish you every success in the future.

Yours sincerely

Sarah Bentley
Lead inspector

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