

Adderley CofE Primary School

Inspection report

Unique Reference Number	123457
Local Authority	Shropshire
Inspection number	359437
Inspection dates	16–17 November 2010
Reporting inspector	Krishan Sharma

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	50
Appropriate authority	The governing body
Chair	Rachel Wilson
Headteacher	Angela Frank
Date of previous school inspection	7 February 2008
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Introduction

This inspection was carried out by an additional inspector, who observed three teachers and made six classroom visits. Meetings were held with the chair of the governing body, the headteacher and another teacher and a group of pupils. The inspector looked at some of the school's policies and procedures, pupils' written work and the tracking data used to monitor their progress. Twenty-five parental questionnaires were analysed, as well as those completed by Key Stage 2 pupils and by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How well do pupils progress in English as they move through the school?
- How effective is the quality of teaching in meeting the needs and interests of all groups of pupils in mixed-age classes?
- How rigorous and accurate are the school's monitoring and evaluation and to what extent do they contribute to school improvement?

Information about the school

Adderley CofE is a very small school, with its seven year groups ranging from three to seven pupils. Almost all pupils come from White British backgrounds and all speak English. The proportion of pupils known to be eligible for free school meals is below average. The proportion of those with special educational needs and/or disabilities is average and their needs mostly relate to moderate learning difficulties. The school holds national Healthy School status and the Activemark award in recognition of its work in sport. The headteacher took up her post in April 2010.

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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Adderley CofE Primary provides a satisfactory quality of education. Its relationship with parents and carers is good. The two awards the school has gained reflect the significant contribution to pupils' good understanding of the need to stay healthy. Parents and carers are well satisfied with the care their children receive at school. Pupils' sense of what is acceptable and what is not is strong and guides their good behaviour.

Children get a sound start in the Early Years Foundation Stage and most of them, including those with special educational needs and/or disabilities, continue to make satisfactory progress as they move through the school. As a result, pupils' attainment remains average at the end of Year 2 and by the time they leave school at the end of Year 6. It fluctuates, however, due to small cohorts and it is relatively stronger in mathematics than in English. Pupils' confidence in writing is growing. Even so, their skills in non-fiction writing are insufficiently developed, particularly where they have to make an argument and persuade others to their point of view. At times, they play safe with their choice of vocabulary and their sentence structure lacks sophistication, particularly in relation to that which is required in Key Stage 2.

Teaching is satisfactory overall. Teachers make their intentions clear in most lessons. When intentions are unclear and the planned activities do not contribute directly to the achievement of the learning objective, pupils make insufficient progress. In the better lessons, pupils' progress is assessed and the information is used to adjust subsequent planning. Pupils are given clear guidance on how they could assess their own work and form a view of how well they have done before they seek the teacher's assurance. These features of good practice are less well represented in those lessons that are satisfactory or occasionally inadequate.

The effectiveness of self-evaluation is satisfactory. It has helped the school to secure adequate improvement in most of the areas identified in the previous inspection and underpins its satisfactory capacity to improve further. Data collection and analysis are now strong features of self-evaluation but, as yet, the monitoring of teaching and learning and the scrutiny of pupils' written work are insufficiently focused on pupils' progress. Leaders' monitoring and evaluation skills are not always as sharp as they need to be to gain a comprehensive view of pupils' performance. The governing body is supportive of the school. However, its evaluation of some strategic aspects of the school's work is insufficient, particularly the impact of teaching on pupils' outcomes.

What does the school need to do to improve further?

- Accelerate pupils' progress in writing across the school by:

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- providing greater opportunities for non-fiction writing, particularly to develop their skills in arguing their case and persuading others
- promoting the use of ambitious vocabulary
- guiding them to go beyond writing simple sentences, particularly in Key Stage 2.
- Improve the quality of teaching and learning so that most lessons are good or better by:
 - making sure that activities in lessons are directly linked to the learning objectives set
 - regularly checking pupils' progress in lessons against the learning objectives and using assessment to inform subsequent planning
 - preparing pupils so that they themselves know how well they are doing.
- Bring rigour to monitoring and self-evaluation by:
 - focusing on pupils' progress during lesson observations and in the scrutiny of their written work
 - sharpening the monitoring and evaluation skills of leaders at all levels
 - involving the governing body in evaluating the work of the school, particularly the impact of classroom practice on outcomes for pupils.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Most pupils are interested in lessons and work steadily on the tasks given to them. Their behaviour is good and this helps them to concentrate. When activities capture their interest, their engagement is deeper and assures good gains in knowledge and understanding. In one Year 5 and 6 lesson, pupils researched the changes which have been taken place in Britain in the last few decades. Pupils chose the theme for their research and followed the framework discussed with the teacher. They took great care and were pleased to find many facts to satisfy their curiosity. Occasionally, however, when lessons have a confused focus, pupils get lost and their learning suffers.

Children start Nursery with levels of skill which are expected for their age. Their progress is satisfactory across all areas of learning in the Early Years Foundation Stage. As pupils move through Key Stages 1 and 2, they make satisfactory progress and by the time they leave Year 6 their attainment is broadly average. Pupils with special educational needs and/or disabilities also make satisfactory progress due to the regular support they receive in lessons. Due to the small size of year groups, attainment often fluctuates. Currently, attainment is rising in mathematics due to the attention the subject recently received as a focus for development in the school.

Pupils say they feel safe at school. They keenly contribute to the smooth running of the school by taking on responsibility for a range of small tasks in and around the school. They care about their community and raise funds to support good causes. In the mixed age class for all Key Stage 2 groups in the school, pupils mix well and learn to collaborate

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with each other. Pupils' sound acquisition of the basic skills by the time they leave the school, their good social skills and average attendance prepare them satisfactorily for the next stage of their education. They are able to reflect on their own and others' life experiences and actions and are willing to learn lessons from them. Pupils' awareness and understanding of the cultural diversity present in Britain today is steadily growing.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching ranges from inadequate to good. When teaching is good, teachers' intentions are clearly communicated to pupils and activities are directly linked to those intentions. As a result, pupils remain interested in their work and make good progress. Suitable demands are made of different age groups in the class. Persistent questioning enables teachers to assess pupils' understanding and challenge them to do better. Pupils are given enough responsibility for organising their own work. Such good practice is not always found in lessons that are satisfactory and occasionally inadequate.

The curriculum is satisfactorily matched to pupils' needs and interests, including those with special educational needs and/or disabilities. Medium- and short-term planning takes into account the needs of mixed-age classes. Literacy and information and communication technology skills are frequently used in other subjects. The school's woodland area provides stimulating first-hand learning opportunities across many subjects. Extra-

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curricular activities, educational visits and visitors to school all contribute to pupils' learning and enjoyment.

The school's well-established provision for pastoral care is good. It meets the needs of pupils with identified needs well. Practical support and guidance in lessons for pupils' with special educational needs and/or disabilities helps them make at least similar progress to their peers. Links with external agencies are used regularly to guide pupils whose circumstances make them vulnerable and have led to improved attendance and better outcomes for pupils' behaviour, confidence and achievement. Effective transition arrangements ensure the smooth transfer of pupils joining or leaving the school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

After quickly realising that the school needs to improve pupils' achievement, the headteacher has established a clear set of priorities for improvement. Plans in place are suitable and are being implemented. The current arrangements for collecting and collating data to monitor pupils' progress as they move through the school are providing an accurate picture of their performance. These have been particularly useful in identifying pupils who would benefit from additional support and in setting targets that are at least adequately challenging. The checking of teaching and learning is not always sufficiently focused on the progress pupils make in lessons and in their written work. Occasionally, this leads to a somewhat generous view of teaching. In general, the governing body knows the school's strengths, but it is not always certain about the weaknesses in the school's provision, particularly the impact of teaching on pupils' outcomes.

Relationships with parents are good. They are kept well informed about their children's progress and the general work of the school. The partnerships with local schools and services contribute to pupils' sound achievements, for instance in the teaching of modern foreign languages and music. The school ensures that no pupil misses out on experiences offered to all and discrimination in any form is not tolerated. The promotion of equal opportunities is, nevertheless, satisfactory because progress is variable from lesson to lesson and as pupils move through the school. Safeguarding procedures meet requirements and they are modelled on good practice. Staff are fully trained to apply them, which they do consistently to ensure pupils' well-being. The school reaches out to its local community and contributes to local events. It has already embarked upon linking up with communities which are set in contrasting contexts to its own.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make satisfactory progress from their starting points on entry to Nursery. They make steady gains in their knowledge of letters and the sounds they make and in counting objects. Children settle quickly into daily routines and join in activities adults prepare for them. They behave well and are aware of their own and others' safety. Planning caters for all areas of learning, including the use of the rich outdoor environment which the school's woodland offers. During the inspection, children explored the forest and their enjoyment in making footprints in the mud was palpable. Occasionally, adults intervene too soon and restrict children's opportunities to express themselves. Activities offered have a sound balance between those that offer flexibility for children to pursue their interests and those that adults decide to manage for them. The level of challenge posed is not always sufficient to ensure that the more able children make the best possible progress. Adults observe children regularly to assess their progress in all areas of learning. The tracking maintained in the Early Years Foundation Stage is used effectively to gain an overview of children's progress and attainment by the time they leave Reception. Staff work well with parents and welcome their contribution to their children's learning at home. The temporary leadership promotes team work and ensures that children learn in a secure environment.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A higher proportion of parents and carers responded to the questionnaire than in most primary schools. The vast majority of these are in agreement with all 13 questionnaire statements. They feel that their children greatly enjoy being at school and are kept safe. A very large majority believe that their children make enough progress at school, but there are a few parents' who disagree with this view. Teaching and the leadership of the school are seen to be good by the vast majority. The inspection judged that there are strengths in all these areas, but there are also weaknesses which are reflected in the recommendations made in this report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Adderley CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 25 completed questionnaires by the end of the on-site inspection. In total, there are 50 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	80	4	16	1	4	0	0
The school keeps my child safe	19	76	6	24	0	0	0	0
My school informs me about my child's progress	15	60	9	36	1	4	0	0
My child is making enough progress at this school	19	76	4	16	2	8	0	0
The teaching is good at this school	17	68	7	28	1	4	0	0
The school helps me to support my child's learning	17	68	7	28	1	4	0	0
The school helps my child to have a healthy lifestyle	18	72	6	24	1	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	80	4	16	0	0	1	4
The school meets my child's particular needs	19	76	5	20	1	4	0	0
The school deals effectively with unacceptable behaviour	16	64	8	32	1	4	0	0
The school takes account of my suggestions and concerns	18	72	6	24	1	4	0	0
The school is led and managed effectively	19	76	5	20	1	4	0	0
Overall, I am happy with my child's experience at this school	20	80	4	16	1	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



18 November 2010

Dear Pupils

Inspection of Adderley CofE Primary School, Market Drayton, TF9 3TF

Thank you for the warm welcome you gave me during my recent visit to your school. It was good to talk to you about your work and your school. Special thanks to the group of pupils who came to meet me to share their views. Due to a power cut the room was cold, but you didn't mind!

As a result of the information I collected, I found that your school is satisfactory. This means that your school is doing some things well and there are some things it could do better.

These are the things I found out about your school.

Most of you make satisfactory progress as you move through the school and achieve average standards.

Teaching in your school is satisfactory overall and there are some good lessons.

Your behaviour is good in lessons and around the school.

You say that you feel safe at school and your parents also feel the same way.

You have a good understanding of the need to stay healthy.

Adults in the school take good care of you.

To improve your school further, the headteacher, other teachers and the governing body should make sure that:

- you improve your writing skills, particularly your use of vocabulary and the quality of sentences you write
- most of your lessons are good or better so that you make good progress
- they check thoroughly how well you are doing in lessons and in your written work and also how well your school is performing.

You can also play your part by looking for better words to make your writing more interesting.

Yours sincerely

Krishan Sharma

Lead inspector

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