

Kinnerley Church of England Controlled Primary School

Inspection report

Unique Reference Number	123481
Local Authority	Shropshire
Inspection number	359446
Inspection dates	22–23 November 2010
Reporting inspector	Martyn Groucutt

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	92
Appropriate authority	The governing body
Chair	Jeff Hancocks
Headteacher	Aleksander Sadowski
Date of previous school inspection	10 October 2007
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Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons and four teachers. Meetings were held with senior managers, teachers, the Chair of the Governing Body, pupils and parents. They observed the school's work, and looked at safeguarding arrangements, as well as other information including development planning, schemes of work, policies, procedures and a range of pupils' books. A total of 37 parental questionnaires were scrutinised, together with eight from staff and 49 from pupils in Key Stage 2.

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

- How is underachievement identified and what strategies are used to address it when it is found?
- Is there any inconsistency in marking and assessment throughout the school?
- How have cross-curricular links been identified and introduced into teaching?
- How has pupils' understanding of different cultures, creeds and communities been addressed?

Information about the school

This small village school serves a rural area and most pupils come from the immediate locality. Virtually all are from White British families and very few speak English as an additional language. The proportion known to be eligible for free school meals is well below the national average, as is those with special educational needs and/or disabilities (including statements of special educational needs). The Early Years Foundation Stage consists of a joint nursery and reception class. All pupils are taught in mixed age classes because of the small numbers. The school has received a number of awards including the International School and Safer Schools awards and Healthy School status.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school that demonstrates good improvement since it was last inspected. The leadership of the headteacher and the recently appointed deputy is focused on continuing to drive up standards and ensuring that individual needs are met. In this they are well supported by the team of committed teachers and teaching assistants. The governing body has taken active steps to increase its effectiveness in carrying out its responsibilities. It is now in a better position to address the needs of the school and determine its strategic direction. This includes its duties for safeguarding, which are carried out effectively and reflected in the Safer Schools award.

Children get off to a good start in the Early Years Foundation Stage and virtually all achieve their Early Learning Goals by the end of Reception. They become happy and confident learners and start to acquire the skills needed to support good learning. Although numbers in each year group are small, evidence over recent years points to an upward trend in attainment. Standards by the end of Key Stage 1 are broadly average, although subject to fluctuation because of the small groups. However, by the end of Key Stage 2 the latest data shows the percentage of pupils reaching higher levels in both English and mathematics is above the national average. Pupils acquire knowledge, develop understanding and learn effectively, getting enjoyment from their learning and most make good progress, so that achievement overall is good. Individual achievement is tracked carefully and the learning needs of every pupil are identified. This creates effective support for pupils with special educational needs and/or disabilities and enables them to make progress in line with their peers.

Pupils say they feel safe and when issues arise the school deals with them effectively. However, the anti-bullying policy does not yet contain anything on the dangers of cyber bullying, neither does the school maintain a log of instances of bullying. Behaviour is good and pupils are enthusiastic in taking responsibilities in school and in being able to contribute to the community. They show an interest in the wider world and engage with enthusiasm in artistic, sporting and cultural activities. There is a good understanding of what constitutes a healthy lifestyle and pupils put this into practice in a range of ways, such as maintaining a school fruit and vegetable garden and in participating in the good range of physical activities. Attendance is good because pupils really enjoy school and being such positive learners brings them positive rewards. This helps them to acquire skills that will also support their economic well-being as they grow older, but at the moment their skills of independent work and research are not as well developed as other areas of learning, so progress here is satisfactory rather than good. Where pupils undertake work in groups they seek help from their teachers too often and it is given too readily. Limited access to computers until a wireless network is installed limits opportunities for individual and group research.

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

Teaching is good throughout the school and some is outstanding where it catches the imaginations of the pupils and inspires them. Teachers enthuse and challenge, helping their pupils to make good progress and achieve challenging targets. As a result most are on track to reach their predicted levels. Assessment is detailed and enables teachers to know and address the needs of individuals, including those needing additional support, although the use of national Assessing Pupil Progress materials is still being developed. Resources, including technology, are used effectively and the excellent relationships with teaching assistants makes them very effective in maximising individual achievement. The curriculum has been reorganised and uses opportunities for cross-curricular links to strengthen the core skills. There is a wide range of enrichment opportunities, in clubs, sports and music for example. Effective arrangements for the care and support of all pupils contribute to their well-being and this also promotes effective learning, especially for those whose circumstances might make them vulnerable and may need support.

The school has positive relationships with most parents, although not all. Teachers form very effective relationships through the open door policy. There are also very good partnerships which are used to promote learning, such as those with the local specialist high school and the county's music service. These enhance the curriculum as well as providing a range of musical and sporting opportunities. Equal opportunities within a context of care for every individual seek to ensure that all have a chance to maximise their potential. The extent to which the school has developed a satisfactory and improving understanding of its role in promoting community cohesion at all levels is reflected in the recently developed links with a rural community in Zimbabwe. Effective leadership, illustrated through effective self-evaluation and focused on raising standards, the ambition of staff and governors to drive and secure improvement, and the progress made since the last inspection, show that the school has a good capacity for sustained improvement.

What does the school need to do to improve further?

- Further develop pupils' skills in independent learning and research through:
 - creating more opportunities for group work in lessons that supports problem solving activities
 - extending the use of computers to undertake individual research.
- Continue to refine and develop assessment techniques, especially through using the Assessing Pupil Progress materials in reading and mathematics.
- Ensure that the school's anti-bullying policy contains a section on cyber bullying and that a log is maintained of any bullying incidents.

Outcomes for individuals and groups of pupils

2

While attainment varies year on year because of the small groups, evidence points to an upward trend since the last inspection. Pupils achieve well throughout the school and by the end of Year 6 the percentages exceeding the standards expected nationally are above average in both English and mathematics. At the end of Key Stage 1 last year the numbers reaching the expected standards were also above the national average. The progress made by every pupil is monitored carefully throughout the school and set against challenging targets which are met by the large majority. This enables all pupils, including those with special educational needs and/or disabilities, to demonstrate learning and make

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good progress. Pupils are keen to learn, they try their best and take pride in their work. They display self confidence, good communication skills and understanding, illustrated in the vivid creative writing based on Ancient Greek myths by Class 3.

Pupils say they feel safe in school and within the context of their mixed-age classes they take very good care of each other. There is a strong moral code rooted in the Christian ethos of the school and this underpins the very good behaviour seen in lessons and generally around the school. This is also reflected in their understanding of other people's feelings, values and beliefs. This was reinforced through a European Union project in which pupils participated with others from several different countries. Pupils have a good understanding of how to lead healthy lifestyles. They are strongly encouraged to eat a healthy diet and to participate in the good range of sporting opportunities. Opportunities to take on responsibilities in school are willingly taken and pupils are able to talk about ways in which they contribute to their wider community, such as in the organisation of a recent coffee morning to raise funds for a national charity. Preparation for future economic well-being is satisfactory, but skills of independent learning and research are not yet well developed. Attendance is good because pupils enjoy coming to school and are fully engaged in their learning.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	2
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	2
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

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How effective is the provision?

Teaching is consistently good and some is outstanding. This is at the heart of the effective learning and good progress shown by the pupils. Teachers show good subject knowledge and enthuse their classes, demonstrating skill in addressing the needs of pupils in a mixed-age setting. Technology, such as the interactive whiteboards in each class, is used effectively and there are good resources. Very good working relationships between teachers and teaching assistants reinforces learning. For example, where under-achievement is identified teaching assistants provide specific support to raise performance. Detailed assessments enable teachers to track individual progress, although further refinements are being planned in reading and mathematics with the development of the national Assessing Pupil Progress materials. There is a whole-school marking policy, which is applied consistently. Pupils are aware of their individual targets and what they have to achieve to reach them. Differentiated teaching and activities means that all pupils are being challenged at the right level to maximise their progress and potential, including those with special educational needs and/or disabilities.

The curriculum is well matched to the pupils' needs and aspirations and, whatever their starting point, it enables pupils to move on. Cross curricular provision supports effective teaching. However, this remains an area being developed and opportunities it provides for extended, independent writing have not been maximised. There are a wide range of effective enrichment activities at lunchtime and after school, and many pupils participate with enthusiasm.

The effectiveness of care, guidance and support includes good provision for safeguarding and for the transition to secondary school. Because the pupils are known so well as individuals the school is able to show good support for those who are potentially vulnerable. Those pupils who have significant barriers to their education are therefore able to show good progress. The care and support shown to all pupils helps them to maximise not only their learning, but also their personal development and well-being.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and recently appointed deputy provide effective leadership focused on raising standards and achievement. Because this is a small school all teachers have to take elements of responsibility, such as subject leadership. They do this with enthusiasm and commitment, with high expectations of securing improvement. The school is therefore able to point to positive progress since its last inspection. Staff show commitment to the

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school and its pupils, and a determination to ensure that outcomes are good and always improving. Governance is improving as a result of effective leadership and governors are now in a better position to discharge their statutory responsibilities, having benefited from effective training which is starting to impact on their effectiveness. This includes safeguarding, for which provision is good because of the strong understanding of the pupils of how to keep safe and the adoption of recommended good practice in all areas of the school's work. This has been acknowledged in the awarding of the Safer School award.

Engagement with parents and carers is good, reflected in the weekly newsletter and the development of the school's website. Teachers are in regular contact with parents and adopt an open-door policy. A range of effective partnerships enhances provision, for example in providing a modern foreign language, music tuition and sporting opportunities. Links with external professionals are effective in supporting pupils with special educational needs and/or disabilities. Partnerships, alongside careful financial management and the targeting of resources on raising standards, enables the school to achieve good value for money. Equal opportunities policies are in place and the school works hard to ensure that everyone is able to realise their full potential. Community cohesion is developing positively within the local community but is currently stronger with the wider international community. The school has been awarded International School status for its work in a European project and links are currently being developed with a rural community in Zimbabwe.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

Early Years Foundation Stage

Children settle quickly into Nursery because of the good induction arrangements. As they go through the mixed age Nursery and Reception class children have good scope for

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learning through teacher- and child-initiated learning activities. Facilities, indoor and outdoor, are good and used effectively to engage the children in learning. Most children start at around the expected level and go on to achieve their Early Learning Goals by the end of Reception, so they are ready to start Year 1. They enjoy school and attend regularly. The teacher and teaching assistant work together very effectively to provide a well-planned range of activities to promote effective learning so children achieve as well as they can. Personal, social and emotional development is good and there are high expectations of how children will learn and play together. Their progress is carefully monitored and staff form excellent relationships with the children and their parents, which supports effective development. Leadership and management are good. They are focused on helping the children to make good progress in their learning and development, as well as promoting their safety and welfare effectively.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Virtually all parents and carers agreed that their children enjoy school and are safe. However, in some responses there was a level of disquiet over some aspects of provision, such as how the school deals with unacceptable behaviour. Inspectors investigated these concerns, but found that behaviour during the inspection was good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kinnerley Church of England Controlled 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 inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 92 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	54	14	38	2	5	0	0
The school keeps my child safe	19	51	18	49	0	0	0	0
My school informs me about my child's progress	7	19	25	68	3	8	0	0
My child is making enough progress at this school	8	22	26	70	2	5	0	0
The teaching is good at this school	11	30	22	59	2	5	0	0
The school helps me to support my child's learning	8	22	25	68	2	5	0	0
The school helps my child to have a healthy lifestyle	11	30	24	65	1	3	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)	11	30	22	59	0	0	0	0
The school meets my child's particular needs	10	27	23	62	3	8	0	0
The school deals effectively with unacceptable behaviour	6	16	26	70	5	14	0	0
The school takes account of my suggestions and concerns	6	16	29	78	1	3	1	3
The school is led and managed effectively	5	14	24	65	3	8	2	5
Overall, I am happy with my child's experience at this school	10	27	23	62	4	11	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.



24 November 2010

Dear Pupils

**Inspection of Kinnerley Church of England Controlled Primary School,
Oswestry, SY10 8DF**

Thank you very much for the excellent welcome you gave to my colleague and I when we visited your school recently. We enjoyed talking to many of you and hearing what you thought about your school.

You clearly enjoy school and are able to make good progress. We think that you go to a good school. Your headteacher and the staff work hard to make it so effective and are always trying to make things even better. The teachers give you work that challenges you and helps you reach your targets. You are therefore able to show good achievement. You are also able to join in with lots of activities, such as sport and music, and you like to do things to support people outside school, locally and even further afield. This helps you to think positively about the world you live in. You know how to lead healthy lifestyles and to stay safe.

To make your school even better we have asked for a few things to be done.

You should have more opportunities to work on projects on your own or in small groups, and do research on the internet that will help you develop your learning skills.

Your teachers should do a bit more to ensure that they have the best possible information on how well you are making progress during the year.

Your school bullying policy should say something about how to avoid cyber-bullying.

We think that your school has the ability to continue to improve, which will help you, and those who come after you, to achieve the best of which they are capable. If you continue to be so enthusiastic about school I am sure you will continue to do well.

Yours sincerely

Martyn Groucutt

Lead inspector

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