

Selattyn CofE Primary School

Inspection report

Unique Reference Number	123499
Local Authority	Shropshire
Inspection number	359451
Inspection dates	30–31 March 2011
Reporting inspector	Clive Lewis

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	82
Appropriate authority	The governing body
Chair	Amanda Pearson
Headteacher	Claire Heskins
Date of previous school inspection	22 May 2008
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Introduction

This inspection was carried out by two additional inspectors who observed three teachers and four lessons, and held meetings with groups of pupils, members of the governing body and staff. The inspectors observed the school's work, including a sample of pupils' books, teachers' planning documents, and tracking and assessment data. Questionnaires from 52 parents and carers, 47 pupils and 11 staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are there variations in the quality of teaching and, hence, progress across the school?
- What are the quality and rigour of the school's tracking and assessment systems?
- Is the school providing for its more able pupils appropriately: setting them challenging targets and closely tracking their performance?

Information about the school

This is a much smaller school than average. Pupils are taught in three classes. Most pupils are White British. The proportion of pupils with special educational needs and/or disabilities is broadly average but fluctuates from year to year due to the small numbers in each year group. The school has gained Healthy Schools 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 which has improved since the last inspection under the strong and purposeful leadership of the headteacher. The school has a family atmosphere where every pupil feels welcome. The overwhelming majority of parents are extremely supportive of the school. One parent, typical of many, commented: 'Selattyn is a wonderful school where each child is nurtured to fulfil their learning and social needs. It is a fully inclusive school where every member of staff works tirelessly for the benefit of all pupils.'

Children start school with broadly average skills and experiences. They get off to a good start in the Early Years Foundation Stage and make good progress. Planning, provision and resourcing for both the indoor and outdoor curriculum is good. Throughout the school, all groups of pupils, including those with special educational needs and/or disabilities, make good progress. As a result, attainment in Year 6 is above average.

Arrangements for the evaluation and monitoring of teaching and learning are good and the overall quality of teaching is good as a result. Pupils' personal development is good. Parents say their children enjoy coming to school and pupils agree enthusiastically. This is reflected in their levels of attendance, which are consistently above average. Pupils have a good understanding of how to keep safe and of the need for healthy lifestyles. A strong moral code is implicit in the school's ethos and this is reflected in pupils' exemplary behaviour. This, in turn, has a very positive effect on the good progress pupils make in most lessons. They work hard and conscientiously, both independently and co-operatively, without the need for constant adult intervention. The curriculum ensures that pupils receive a good variety of exciting activities and experiences through visits, residential stays and visitors to school. Pupils particularly enjoy the wide range of after-school activities and clubs, including physical activities. Excellent care, guidance and support ensure that all pupils are able to learn and develop confidence, regardless of their individual circumstances. Pupils' progress is tracked carefully and data analysed rigorously to ensure that any pupil falling behind is identified quickly and support is provided. However, although pupils respond positively when asked if they have individual targets for reading, writing and mathematics, they are not sure what these are. The school has good links with groups and schools in the local area but has not developed links further afield, in this country and overseas. Staff and members of the governing body have a good understanding of how well the school is doing and what needs to be done next and the school has a good capacity to sustain improvement.

What does the school need to do to improve further?

- Involve pupils more fully in their own learning by ensuring they know and understand their personal learning targets and are clear about what they need to do next to improve their work.

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- Improve the school's contribution to community cohesion by formulating a plan to develop pupils' appreciation of different faiths and cultures through links with schools in contrasting settings nationally and globally.

Outcomes for individuals and groups of pupils

2

Across the range of abilities and year groups, pupils make good progress and achieve well. Standards achieved in national tests at Year 6 have been consistently above average in English and mathematics. This above average attainment is confirmed by lesson observations and a scrutiny of current work. Pupils with special educational needs and/or disabilities make good progress because of the effective support provided by class teachers, teaching assistants and outside agencies. In a good literacy lesson focussing on improving pupils' understanding of the editing process, the teacher set a good pace which motivated and inspired pupils very effectively so that behaviour was excellent throughout. As a result, pupils of all abilities clearly enjoyed their work and were keen to learn and make progress. Pupils understand what constitutes an unsafe situation and are confident that issues they raise will be dealt with promptly and effectively by the school. They behave considerately towards each other and respond quickly to any additional guidance from staff about how to conduct themselves. Pupils' exemplary behaviour in most lessons brings about an industrious atmosphere in which they learn without interruption and make good progress. Pupils are interested in the school's health promotion strategies and understand the main threats to their health and how they can be avoided. They take on responsibility and play a constructive role in the life of the school. Through the school council and the Eco council pupils demonstrate their pride in their school community and take their responsibilities very seriously. They have taken the lead on such issues as planters and plants to enhance the playground, new play equipment and a new system for lunches allowing pupils to sit where they choose next to friends. Their good standards in the key skills in English and mathematics, together with their good social skills, prepare them well for the future.

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

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	1
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	2
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

How effective is the provision?

Teachers assess learning carefully and provide work at the right level to match pupils' different learning needs. Pupils who need extra help are supported well and those who find learning easy are given more challenging tasks. This helps pupils to learn successfully. Good classroom management skills ensure that pupils work well together and there are no marked differences in the responses of boys or girls. Support by teaching assistants is well focused and makes a significant contribution to the quality of learning. Good use is made of resources, including interactive whiteboards, to motivate pupils and enhance their learning. The rigorous, whole-school assessment and tracking system provides the school with secure data on pupils' long-term progress as they move through the school. This enables staff to make a detailed and accurate analysis of groups' or individuals' progress and to evaluate the effectiveness of initiatives designed to improve pupils' progress. Pupils all have targets for their learning and, in the best cases, teachers refer to these in lessons. However, when asked about their individual targets, pupils are unable to recall them with confidence. The marking of pupils' work is up to date and comprehensive and, in most cases, usefully provides pupils with pointers for improvement to help them to take the next step in their learning.

The school provides a good curriculum which successfully meets pupils' differing needs and interests. Carefully adapted activities ensure all groups of pupils experience success and staff successfully link subjects to make learning more meaningful. Specialist teaching

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of French, information and communication technology, physical education and music, and good collaboration with other local schools, further enrich the curriculum. Pupils with special educational needs and/or disabilities do well in response to caring and sensitive support. The family ethos throughout the school ensures that every pupil is known by all staff and valued and cared for as an individual. Excellent, very well targeted support for pupils who face particular difficulties, are troubled, or who are at risk of underachieving, enables them and their families to make the best of the opportunities provided by the school.

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	1

How effective are leadership and management?

Since the last inspection, the headteacher has secured clear improvements. Performance management targets, drawn from the outcomes of regular monitoring, have resulted in improvements in teaching, and assessment systems have been further refined and are easier for teachers to access and interpret. Consequently, the school is able to identify potential underachievement more rapidly and quickly target ways to bring about improvement. Staff are strongly motivated and have a clear sense of direction. Teamwork is promoted strongly and this is reflected in the school's well-focused improvement plan. The governing body has a satisfactory overview of the school's work and future priorities, and fulfil their roles appropriately. The headteacher has developed excellent relationships with most parents and carers, regularly asking for their views and acting on the responses. This effective liaison with parents and with other partners contributes significantly to improvements in pupils' achievement and well-being. Good links with local schools and community organisations provide experiences the school cannot offer alone and these contribute well to improvements in pupils' achievement, well-being and development. This fully inclusive school works effectively to remove barriers to learning and does not tolerate discrimination. Where there are minor variations in achievement, the school acts promptly to adjust the curriculum to narrow the gap. The school has satisfactory safeguarding procedures that reflect recommended practice across all areas of its work and meet government requirements. The school identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. The school makes a satisfactory contribution to community cohesion. Despite its very strong links with the local community, it has not developed wider national and global dimensions in order to give pupils a better understanding of what life is like for children in other areas of the country and overseas.

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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	1
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	3
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 quickly settle into classroom routines, clearly enjoying school and playing happily together and individually. They make good progress. Children are working and playing with older, Year 1, children from the time they enter the school and this eases transition to the Key Stage 1 curriculum. The Early Years Foundation Stage teacher and teaching assistant work together very well as a team. They carefully observe and record children's achievements on a day-to-day basis and use this information to plan the next steps in learning. Happy and caring relationships are quickly established. There is a good focus on helping children with their communication skills and ensuring that they develop an ability to work with others in a friendly and purposeful way. As a result, children behave well and are enthusiastic in all that they do. Staff work hard to achieve a very strong partnership with parents and carers. The class teacher operates an 'open door' policy and regularly has informal meetings with parents to discuss children's progress both socially and academically. Parents say they feel happy that they can speak with her about any issue, large or small. Adults provide a wide range of interesting learning activities, in the best cases allowing children to work on things that they choose themselves as well as by taking part in more formal group activities with adults. The Early Years Foundation Stage classroom has a secure outdoor area that is directly accessible and which is used to its full advantage to encourage children to explore their learning independently. In addition, weekly activities in the new 'Forest School' site on the school grounds excite and motivate children very well. Both facilities make a significant contribution to the development of children's independent learning skills. In this well run provision, adults have a good knowledge of the learning, development and welfare requirements of very young children and use national guidance for the Early Years Foundation Stage well to support children's learning.

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

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

The percentage of parents and carers who responded to the questionnaire was above the national average for primary schools. All parents and carers who responded feel that the school keeps their children safe, that it ensures they have a healthy lifestyle and declare themselves happy with their children's experience at the school. The vast majority agree or strongly agree with all the other statements. Very few express any concerns, although three parents did not feel that the school does enough to help them support their children. The inspection team investigated these concerns and found that the school works hard to help parents support their children's learning, with a regular weekly newsletter and such activities as national test information evenings, 'Family Days' and 'Environment Days' where parents and carers are invited into school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Selattyn 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 inspection team received 52 completed questionnaires by the end of the on-site inspection. In total, there are 82 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	85	6	12	0	0	0	0
The school keeps my child safe	48	92	4	8	0	0	0	0
My school informs me about my child's progress	42	81	8	15	1	2	0	0
My child is making enough progress at this school	42	81	8	15	1	2	0	0
The teaching is good at this school	47	90	4	8	1	2	0	0
The school helps me to support my child's learning	41	79	8	15	3	6	0	0
The school helps my child to have a healthy lifestyle	44	85	8	15	0	0	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)	36	69	10	19	0	0	0	0
The school meets my child's particular needs	42	81	9	17	0	0	0	0
The school deals effectively with unacceptable behaviour	44	85	7	13	0	0	0	0
The school takes account of my suggestions and concerns	42	81	7	13	1	2	1	2
The school is led and managed effectively	46	88	5	10	1	2	0	0
Overall, I am happy with my child's experience at this school	46	88	6	12	0	0	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



1 April 2011

Dear Pupils

Inspection of Selattyn CofE Primary School, Oswestry, SY10 7DH

Thank you so much for helping me and my colleague when we came to inspect your school recently. We enjoyed meeting so many of you and observing you at work and at play. You made us feel very welcome and made our short visit very enjoyable. Together with your parents and carers, you think Selattyn is a good school and we agree with you. You clearly enjoy learning and taking part enthusiastically in the many exciting and challenging activities the curriculum offers you. You make good progress and achieve above average standards. Your behaviour is excellent and we were very impressed with your good manners. You have a good understanding of how to live a healthy lifestyle and you feel safe and cared for in school. It was good to hear from the school councillors about how you are helping to improve the school. You told us that you greatly enjoy school and are proud to attend, and your above average level of attendance confirms this. Teachers work hard to help you to learn and to make sure you enjoy being at school. All the adults take exceptional care of you. Your school is well led and managed and is continually improving.

To help you to make even better progress, we have asked the school to do the following things:

- making sure you all know your targets for reading, writing and mathematics and understand what you need to do to make your work better
- make plans to develop links with schools and other organisations in the United Kingdom and overseas so that you can gain a better understanding of the way communities live in other parts of the world.

You can all help by always doing your best and making sure you know your targets.

Thank you again for making me so welcome. I wish you all the very best.

Yours sincerely

Clive Lewis

Lead inspector

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