

Cheswardine Primary School

Inspection report

Unique Reference Number	123357
Local Authority	Shropshire
Inspection number	359418
Inspection dates	29–30 June 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	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair	Ann Hemming-Ash
Headteacher	Stuart King
Date of previous school inspection	25 June 2008
School address	Glebe Close Market Drayton TF9 2RU
Telephone number	01630 661233
Fax number	01630 661233
Email address	admin.cheswardine@shropshirelg.net

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Introduction

This inspection was carried out by two additional inspectors who observed five teachers and seven 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. Inspection questionnaires were analysed from 39 parents and carers, 45 pupils and 11 staff.

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

- To what degree do pupils make consistent progress across the school?
- What are the quality and rigour of the school's tracking and assessment systems?
- What impact are subject leaders for English, mathematics and science having on the quality of teaching and learning?

Information about the school

The school is much smaller than most primary schools and pupils are taught in three mixed-age classes. Nearly all pupils are White British and all speak English as their first language. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils with special educational needs and/or disabilities is above the national average and there are particularly high levels of pupils with special educational needs and/or disabilities in some older year groups. Three pupils have a statement of special educational needs. The school has achieved the Healthy Schools award, the Artsmark Silver award and the International Schools award. An independently managed pre-school is provided on the school site. This organisation will be the subject of a separate inspection and the report will be available on the Ofsted website.

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

Cheswardine is a satisfactory and improving school. The effective leadership of the headteacher has ensured that teaching and learning have improved, and the curriculum and the school's assessment and tracking systems have been strengthened. Clear priorities have been set for further improvement. However, subject leaders are still at an early stage of developing a clear overview of the quality of teaching and the standards in their subjects, and in taking responsibility for driving improvement across the school. Most parents and carers are very supportive of the school. They like the positive family atmosphere and one parent, typical of many, wrote: 'I could not have wished for a better environment for my child to be educated in. Staff excel in their approach to learning, creating a happy balance between traditional and "real life" learning'. Staff clearly want the best for each pupil and strive hard to achieve this goal by working closely with families and external agencies.

Children get off to a good start in the Early Years Foundation Stage. Provision is good and children make good progress in their Reception year. Although there are clear indications that attainment and progress are beginning to improve, the improvements in provision that have taken place throughout the school have yet to be seen in the attainment at the end of Key Stage 2. As a result, Year 6 standards are broadly average, although the proportion of pupils achieving the higher levels in mathematics is below average, largely due to weaknesses in pupils' calculation and problem-solving skills. Pupils with special educational needs and/or disabilities make good progress due to the school's good, well-organised arrangements for the care of all pupils. The quality of teaching is satisfactory overall. There are examples of good teaching across the school, but in a number of satisfactory lessons the pace of learning is slow and work is not sufficiently tailored to the differing needs of ability groups within the class. Pupils' personal development is good overall. They have a good understanding of how to keep safe and of the need for healthy lifestyles. Parents and carers say their children enjoy coming to school and pupils agree enthusiastically; this is confirmed by the above-average levels of attendance. A strong moral code is implicit within the school's ethos and this is reflected in pupils' good behaviour. This, in turn, has a positive effect on the good progress pupils make in the best lessons. In most instances, they work hard and conscientiously, both independently and cooperatively, without the need for constant adult intervention. The good curriculum is supported very well by a good variety of extra-curricular activities and experiences such as visits, residential stays and visitors to school. Good care, guidance and support ensure that all pupils are able to learn and develop confidence, regardless of their individual circumstances.

There are satisfactory systems to assess and track pupils' progress in order to ensure any pupil falling behind is identified quickly and support is provided. The school has good links with the local community. Its links with schools in contrasting areas of the United

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Kingdom, and with schools overseas, are unusually strong for such a small school. The small size of the school ensures that all pupils and families are known very well by staff. As a result, the school is a happy, harmonious community in which pupils of different backgrounds get on well together. Pupils arriving at the school part way through their school careers are welcomed and helped to settle quickly. Staff and members of the governing body have a satisfactory understanding of how well the school is doing and what needs to be done next through regular self-evaluation. The school has a satisfactory capacity to sustain improvement.

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.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching so that it is good across the school by ensuring that:
 - all teachers make good use of the school's accurate tracking and assessment data when planning lessons in order to ensure tasks set are appropriate to the range of abilities and ages within each mixed-age class
 - all lessons move along at a pace designed to ensure good progress for all pupils.
 - Strengthen the role of subject coordinators and leaders by ensuring they tackle key areas of weakness systematically to secure measurable improvements in their subjects.
 - Improve pupils' attainment in mathematics by devising strategies to improve pupils' calculation and problem-solving skills.

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

Although there are wide variations from year to year due to the small year groups, children start in the Early Years Foundation Stage with skills and capabilities broadly in line with those expected for their ages. Children make good progress in their Reception Year and satisfactory progress as they move through Key Stages 1 and 2. Observations during lessons, and a scrutiny of work in pupils' books, however, demonstrate that pupils' progress is improving rapidly due to the whole-school focus on improving standards. Although good progress has been made in improving reading and writing standards, there has been less improvement in mathematics standards due to weaknesses in pupils' skills to use and apply their mathematical understanding. Pupils with special educational needs and/or disabilities make good progress because of the high quality of support provided. The school ensures that pupils who have a statement of special educational needs gain confidence by being fully included in all aspects of school life and make good progress as a result. Behaviour in lessons and around the site is a credit to the school and reflects pupils' good spiritual, moral, social and cultural development. Pupils show considerable respect for the feelings and beliefs of others. They have good attitudes to learning and develop considerate relationships with their peers and with adults. They feel very safe and understand the need for a healthy diet and regular exercise. Pupils have a good range of opportunities to contribute to school and local communities through the work of the school council. They value their school community and participate constructively in school life. Pupils' satisfactory and improving skills in literacy and numeracy, their good behaviour,

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good social skills and their above average attendance prepare them satisfactorily for secondary education and the future world of work.

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	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

How effective is the provision?

While there are some strong features to teaching, these are not yet securely established across the school. Although, in the best lessons, teachers have high expectations of pupils, this is not always the case and the planning and delivery of lessons do not always take full account of the wide range of abilities of different groups of pupils. In one good literacy lesson in the Early Years Foundation Stage, the teacher demonstrated very good subject knowledge and a good understanding of the needs of very young children. There was an appropriately strong focus on phonic development (the linking of letters and sounds) and speaking and listening skills. Good relationships between adults and children and the strong support by the teaching assistant ensured that children were very well motivated and made good progress during the lesson. In one good mathematics lesson on time and estimation in the outdoor classroom, the teacher made good provision for the development of pupils' problem-solving skills by providing practical mathematical challenges which motivated pupils very well with the result that they made good progress. However, in some lessons where teaching was satisfactory, the pace of learning was slower and too much time was given over to activities reviewing work that the majority of pupils already understood. A strong emphasis is placed on promoting positive behaviour

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and teachers are skilled in doing this through giving consistent messages, using incidental praise and highlighting good responses from pupils. Marking is up to date and encouraging; in the best cases, particularly in literacy work, it usefully points out what steps pupils should take to improve their work. The curriculum is enriched well by a good range of well-attended after-school clubs as well as visits and visitors which provide pupils with many opportunities to develop new skills and interests. The school has good arrangements for the care of all pupils, including those with special educational needs and/or disabilities. When needed, a wide range of specialists and support agencies are called upon to support those pupils whose circumstances may make them vulnerable.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers have established a clear sense of direction and this has seen the school's outcomes begin to improve. Provision in the Early Years Foundation Stage has improved significantly and is now good and steps to improve standards in English and mathematics have begun to show some success. Much has been done to improve the quality of teaching within the school, although there still remains some weaker teaching. This is because senior leaders and subject coordinators are not monitoring and supporting teaching regularly or rigorously enough to raise the overall standard in all classes to good. The school has secure systems for tracking and assessing pupils' progress, although subject leaders are not making full use of analysis of the data to improve provision in their subjects across the school. Governors fulfil their statutory duties, are supportive and challenge the school to do well. The school has very positive relationships with most groups of parents and carers. The school promotes equality of opportunity and tackles discrimination well. It provides an inclusive environment where those with additional needs achieve well. It has good links with a wide range of outside agencies and partners which help to extend the opportunities for pupils, both academically and in their personal development. Systems to ensure that pupils and staff are safe and discharge their duties effectively are secure. The school adopts recommended good practice for safeguarding pupils across all areas of its work and quality assurance and risk assessment systems take due account of the views of pupils, parents and carers. The school identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. The school makes a strong contribution to community cohesion locally, nationally and globally and the impact of its work is felt strongly in the school.

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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	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	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good transition arrangements with the on-site privately-managed pre-school ensure that by the time children come into the main school, the staff already know them well. Children enter the Reception/Year 1 class with skills that are equivalent to those typically found in children of that age. They make good progress across all six areas of learning because of good planning and teaching, and good use of tracking and assessment data. Children clearly enjoy school; they have settled into the routines well and play happily together and individually. They arrive cheerfully each morning, are greeted warmly, and quickly settle in the calm, purposeful atmosphere. The children undertake a good variety of whole-class and group activities and, in most cases, cooperate well when working with others. They delight in learning and discovering new things. Relationships between staff and children are very good and staff skilfully encourage children to develop self-confidence and to improve their speaking and listening skills. Relationships with parents and carers are good. They speak highly of the provision and say the school helps keep them informed about how their child is getting on and how they can help at home. Pastoral care and welfare arrangements are highly effective. Consequently, children are safe, well cared for and have a growing awareness of how to make healthy choices. Children with special educational needs and/or disabilities are identified quickly. They are supported effectively and are included in all activities. Provision for the outdoor curriculum is satisfactory. Independent access to the large, safe outdoor area and free-choice activities areas is restricted and this limits the development of children's independent learning skills. The leadership of the Early Years Foundation Stage is good. Adults have a good knowledge of the learning, development and welfare requirements of young children and use national guidance for the Early Years Foundation Stage effectively to support children's learning. There are good systems for the long-term assessment and tracking of children's progress and planning builds securely on teachers' accurate assessments of children's needs.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
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 parental questionnaire was broadly in line with the national average for primary schools. All parents and carers who responded feel their child enjoys school and the very large majority agree with all other statements in the questionnaire. They say they are happy with their child's experience at the school, that the school keeps their child safe, helps their child to have a healthy lifestyle, deals effectively with unacceptable behaviour and is led and managed effectively.

A very small minority however, feel that the school does not inform them about their child's progress or take enough account of their suggestions and concerns. The inspection found that the school works, for the most part, very successfully to keep parents and carers informed about their child's progress and, where possible, always takes parents' and carers' views into account. A similarly small proportion feel that their child is not making enough progress. The inspection found that, although pupils are making satisfactory progress overall, they could be making better progress if the quality and consistency of teaching was improved across the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cheswardine 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 81 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	79	8	21	0	0	0	0
The school keeps my child safe	32	82	6	15	1	3	0	0
My school informs me about my child's progress	15	38	20	51	3	8	1	3
My child is making enough progress at this school	18	46	17	44	2	5	1	3
The teaching is good at this school	20	51	16	41	1	3	1	3
The school helps me to support my child's learning	24	62	12	31	2	5	1	3
The school helps my child to have a healthy lifestyle	30	77	8	21	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)	26	67	11	28	1	3	0	0
The school meets my child's particular needs	22	56	13	33	3	8	1	3
The school deals effectively with unacceptable behaviour	25	64	12	31	1	3	0	0
The school takes account of my suggestions and concerns	21	54	14	36	2	5	2	5
The school is led and managed effectively	26	67	10	26	1	3	1	3
Overall, I am happy with my child's experience at this school	32	82	6	15	0	0	1	3

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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 July 2011

Dear Pupils

Inspection of Cheswardine Primary School, Market Drayton, TF9 2RU

Thank you for welcoming the inspectors to your school and for talking to us about what you do there. Cheswardine is a satisfactory school with many good features. Those who lead your school do so satisfactorily and provide you with good care and guidance. It was good to see that you clearly enjoy school and that you know how important it is to eat healthily and take regular exercise. It is to your credit that most of you behave well and get on well with each other and with all the staff and that your attendance is above average. However, although your standards in reading, writing and mathematics are clearly improving, I have asked the school to help you do even better by:

- improving teaching so that all your lessons are as exciting and interesting as they can be in order that you all make good progress in every lesson
- helping teachers in charge of subjects to find ways to improve teaching and learning so that your work and skills improve further
- finding ways to help you improve your calculation and problem-solving strategies so that your work in mathematics improves.

I wish you well in your future education. You can all help raise standards even further by always doing your best and making sure you always know your targets.

Once again thank you for being so welcoming during our visit.

Yours sincerely

Clive Lewis

Lead Inspector

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