

# West Felton CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	123512
<b>Local Authority</b>	Shropshire
<b>Inspection number</b>	380677
<b>Inspection dates</b>	9–10 November 2011
<b>Reporting inspector</b>	Clive Lewis

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	116
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sam Bray
<b>Headteacher</b>	Nicola Maddocks
<b>Date of previous school inspection</b>	26 March 2009
<b>School address</b>	School Road West Felton Oswestry SY11 4JR
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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by two additional inspectors, who observed eight lessons taught by six teachers and held meetings with groups of pupils, members of the governing body and staff. The inspectors observed the school's work, and looked at documentation including a sample of pupils' books, teachers' planning documents, and tracking and assessment data. Questionnaires from 67 parents and carers, 60 pupils and 14 staff were analysed.

The inspectors reviewed many aspects of the school's work and looked in detail at a number of key areas.

- What are the quality and rigour of the school's tracking and assessment systems?
- Are there variations in the quality of teaching and, hence, progress across the school?
- What is the quality of provision for the outdoor curriculum in the Early Years Foundation Stage?

## Information about the school

West Felton CofE is a smaller than average, voluntary controlled, rural primary school. There are currently four classes, two of which are housed in a double 'demountable' building. The proportion of pupils known to be eligible for free school meals is below the national average. Only a small proportion of pupils are from minority ethnic groups and a very small minority speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average as is the proportion of pupils with a statement of additional need. The school has gained Healthy Schools status, the Safer Schools award and the Quality Mark.

**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

West Felton CofE is a good school. It has a number of outstanding features in pupils' behaviour and attendance, the engagement with parents and the quality of care, guidance and support. The headteacher provides a clear sense of purpose and direction, clearly linked to school improvement. The effective teamwork of the headteacher, teaching staff, governing body and the local authority has ensured that teaching and learning, and, hence, standards, have improved and clear priorities have been set for further improvement. The school has a family atmosphere where pupils feel welcome and cared for. Parents and carers are extremely supportive of the school. Parents and carers typically say: 'My child looks forward to school everyday,' with one writing, 'There is an ethos of valuing each child as an individual and a nurturing approach that helps them develop into confident, independent and responsible members of the community.'

Children get off to a good start in the Early Years Foundation Stage and make good progress, particularly in their personal and social development, their communication and language skills and their understanding of number. Standards are above the national average at Year 6, which constitutes good achievement for pupils, and are exceptionally high in reading. Standards in mathematics are not as high as those in English, particularly at the higher levels, because pupils' mental arithmetic skills are not sufficiently well-developed and they do not always have sufficient opportunities to use and apply their numeracy skills across a range of subjects. Arrangements for the evaluation and monitoring of teaching and learning are effective and lead to good teaching.

Pupils' personal development is good. Pupils 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 clearly reflected in their levels of attendance, which are high. Pupils display very positive attitudes to their learning, as evidenced in their excellent behaviour in lessons and around the school. They work hard, both independently and co-operatively, and this has a positive effect on the good progress they make in lessons. The curriculum ensures that pupils receive a good variety of exciting activities and experiences and is enriched by visits, residential stays and visitors to school. Pupils enjoy the good 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. The performance of pupils is tracked very closely, with particular attention to the performance of different groups. West

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Felton is a highly inclusive school and all pupils are able to take full advantage of all the school has to offer. The small size of the school ensures that all pupils and families are known very well by staff. The school has a good understanding of how well it is doing and what needs to be done next, and due to the high quality of its self-evaluation, it has a good capacity to maintain and sustain improvement.

**What does the school need to do to improve further?**

- Improve standards achieved in mathematics by:
  - improving opportunities for pupils to use their numeracy skills across the curriculum
  - devising strategies to improve pupils' mental calculation strategies.

**Outcomes for individuals and groups of pupils****2**

Pupils make good progress in their time in the school. Although the proportion of pupils attaining the higher levels in English was well above average in the latest national tests, attainment in mathematics was not as strong, particularly at the higher levels. The quality of learning in lessons and work in pupils' books seen during the inspection confirm their good progress. In one outstanding literacy/history lesson, the teacher encouraged very high levels of motivation by her energy and enthusiasm and skilled questioning technique, maintained a very good pace throughout and closely matched tasks to pupils' ability so that all made excellent progress. Very good use was made of information and communication technology to motivate pupils and assess their understanding. Pupils with special educational needs and/or disabilities and pupils for whom English is an additional language make good progress because of the good support provided by class teachers, teaching assistants and outside agencies.

Pupils say they enjoy coming to school and Year 6 pupils stated that although they will be sorry to leave the school in the summer they feel they have been very well-prepared for the move. This enjoyment is clearly reflected in the very high levels of attendance. Pupils have a good understanding of what constitutes an unsafe situation and are confident that issues they raise will be dealt with promptly by the school. Behaviour in and around the school is exemplary. Pupils behave considerately towards each other and respond quickly to any additional guidance from staff about how to conduct themselves. Pupils are interested in the school's health promotion strategies and understand the main threats to their health and how these can be avoided. They enthusiastically take on responsibility and play a very constructive role in the school and, through the school council, have had influence on decisions about school life. Coupled with their well-developed basic skills, this prepares them well for the world of work.

*These are the grades for pupils' outcomes*

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<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	1
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of teaching is good overall. All lessons observed were at least good and some were outstanding. Teachers have good subject knowledge, which in the best lessons enthuses and challenges pupils and contributes to their good progress. Lessons are well planned with clear learning objectives and very effective success criteria. These are routinely shared with pupils so that they can assess how well they have learnt. Good use is made of resources, including new technology, to illustrate key points and motivate pupils, and thus enhance their learning. Good classroom management skills ensure that pupils work well together and there are no marked differences in the responses of boys or girls. Carefully targeted questioning draws out pupils’ ideas and develops their thinking and reasoning skills. Support by teaching assistants makes a significant contribution to the quality of learning across the school. The rigorous whole-school assessment and tracking system provides the school with secure data on pupils’ progress as they move through the school. As a result of regular meetings to discuss individual pupils’ progress, teachers have a good understanding of how well their pupils are doing and the action to be taken to support them effectively in order to reach their challenging longer-term targets.

The curriculum provides carefully adapted activities to ensure all groups of pupils experience success. There is a good emphasis on developing key literacy and numeracy and information and communication technology skills and on extending pupils’ knowledge and skills in other subjects, particularly in music and French. Staff are making links with different subjects to make learning more meaningful. The school’s excellent and well-organised arrangements for the care, guidance and support of all pupils, including those with special educational needs and/or

<sup>1</sup> 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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disabilities, contribute to their good development and well-being and support their learning very well. Staff know and care deeply for all pupils and provide rigorous safeguarding and welfare procedures to help ensure the safety of all pupils, including those facing difficult situations. As a result, pupils are secure, safe and very well looked after.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Since she joined the school, the headteacher has consistently communicated to the staff her high expectations about continuing to improve provision. The result of this is clearly evident in the significant improvements made. With the able support of an enthusiastic, committed and very well-motivated staff team she has identified, and has rigorously and successfully tackled, areas requiring improvement. All staff work very effectively together and regularly take advantage of professional opportunities to enhance their work. As a result of regular monitoring and support by the headteacher and local authority advisors, teaching is good or better across the school and planning is founded on robust evidence and based on good quality data.

The governing body fulfils its statutory duties well. It challenges the school to do well and is influential in determining its strategic direction. School leaders and governors have a good understanding of safeguarding procedures and have good systems to ensure that pupils and staff are safe. The school adopts recommended good practice for safeguarding pupils across all areas of its work and is rigorous in ensuring that checks are frequently carried out. The school has an extremely positive relationship with parents and carers. This contributes significantly to improvements in pupils' achievement and well-being. The school promotes equality of opportunity in all its work and is constantly alert to any variation in achievement. It is pro-active in devising initiatives to overcome any weaknesses and tackling discrimination. The school promotes community cohesion within its own and the local community very effectively and has links with a school in a contrasting environment in the United Kingdom and with schools in Florida and Kenya globally. This constitutes good improvement since the last inspection. The school makes good use of all its resources and provides good value for money.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Provision for the youngest children is good. At the time of inspection, Reception children had only been attending school full time for a few weeks. They had quickly settled into the classroom routines, were clearly enjoying school and playing happily together and individually. Historic data shows that, although overall attainment varies from year to year due to the small age-groups, most children join the class with expected levels of attainment for their age and make good progress in their first year in school. Children behave well and are enthusiastic in all that they do. Staff work hard to achieve a very strong partnership with parents and carers. Pastoral care and welfare arrangements are very effective and help the children to be safe, well cared for and aware of how to be healthy. Children with special educational needs and/or disabilities are identified quickly, are supported well and are integrated effectively into all activities. Adults provide a wide range of interesting learning activities, giving children opportunities to work on things that they choose themselves as well as by taking part in more formal group-work activities with adults. The Foundation Stage classroom has a spacious and secure, partially covered outdoor area which is directly accessible from the classroom. This is used to its full advantage to encourage children to explore their learning independently. Further opportunities are provided by the weekly ‘Forest School’ activities. There is a good focus on helping children with their speaking skills and ensuring that they develop an ability to work with others in a friendly and purposeful way. All staff monitor and record children's progress on a day-to-day basis and this information is used well to plan work carefully to match children’s needs and enhance their rates of progress. Leadership of the Early Years Foundation Stage is good and self-evaluation secure. Adults have a good knowledge of the learning development and welfare requirements and the guidance for the Early Years Foundation Stage.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 proportion of questionnaires returned was greater than in most schools and responses indicate clearly that parents and carers are very well satisfied with the school. All parents and carers who responded felt that their children enjoy school, and that the school keeps their children safe. All feel that the school keeps them informed about their children’s progress, that leadership and management are good at the school and that teaching is good and declare themselves, overall, happy with the school. The overwhelming majority of parents and carers agreed with all the remaining statements.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West Felton 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 116 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	82	12	18	0	0	0	0
The school keeps my child safe	56	84	11	16	0	0	0	0
The school informs me about my child’s progress	51	76	16	24	0	0	0	0
My child is making enough progress at this school	49	73	17	25	1	1	0	0
The teaching is good at this school	55	82	12	18	0	0	0	0
The school helps me to support my child’s learning	53	79	14	21	0	0	0	0
The school helps my child to have a healthy lifestyle	46	69	20	30	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)	51	76	16	24	0	0	0	0
The school meets my child’s particular needs	50	75	17	25	0	0	0	0
The school deals effectively with unacceptable behaviour	44	66	19	28	2	3	0	0
The school takes account of my suggestions and concerns	41	61	25	37	0	0	0	0
The school is led and managed effectively	57	85	10	15	0	0	0	0
Overall, I am happy with my child’s experience at this school	60	90	7	10	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



11 November 2011

Dear Pupils

**Inspection of West Felton CofE Primary School, Oswestry, SY11 4JR**

Thank you for welcoming us to your school and for talking to us about what you do there. West Felton is a good school. Those who lead your school do so well and all the adults take excellent care of you. It was good to see that you clearly enjoy school and that you have a good understanding of how to keep safe and how important it is to eat healthily and take regular exercise. It is to your credit that you behave exceptionally well, and get on well with each other and with all the staff. Your levels of attendance are also high. This ensures you make good progress and achieve good standards. Teachers work hard to help you to learn and to make sure you enjoy being at school. It was good to hear from the school councillors about how you are helping to improve the school. You told us that you like your school very much and there are lots of things to do and enjoy.

You are achieving high standards in literacy but your mathematics standards are not yet at the same high levels so we have asked the school to help you to improve your numeracy skills by:

- giving you more chances to use your mathematical skills in other subjects
- helping you to improve your mental calculation strategies.

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

I wish you well for the future.

Yours sincerely

Clive Lewis  
Lead inspector

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