

# Adderley CofE Primary School

Adderley, Market Drayton, TF9 3TF

**Inspection dates** 3–4 October 2012

<b>Overall effectiveness</b>	Previous inspection:	<b>Satisfactory</b>	<b>3</b>
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils do not achieve what they are capable of in mathematics because work is not set at the right level. They have weak calculation skills.
- Higher attaining pupils do not learn fast enough, particularly in mathematics, because work is not demanding enough.
- Teaching is not good enough. Although it has improved very recently, weaknesses still remain which hold back pupils' progress.
- There are too few opportunities for pupils to work independently, and to add to their learning by suitable homework.
- Leaders have yet to work on improving teaching and progress in mathematics.
- The use of data to compare pupils' progress with that of pupils nationally is not good enough.

### The school has the following strengths

- Leaders have stopped pupils underachieving and the decline in their attainment has been halted.
- In 2012, attainment at the end of Key Stage 2 was above average in English and mathematics.
- Children achieve well in the Early Years Foundation Stage.
- Pupils are now making better progress from their starting points in literacy. They read confidently and widely.
- Pupils enjoy learning from the activities provided. These are enhanced by the school grounds, including the 'Forest school'.
- Pupils behave well in class which helps them learn. They know how to keep themselves safe.
- The headteacher, well supported by the governing body, has established a stable staff.
- The quality of teaching and pupils' progress have been rigorously monitored and improved in English.

## Information about this inspection

- The two full-time teachers were seen teaching eight lessons. Most of these observations were carried out with the headteacher. The inspection also included observations of playtime and lunchtime, and listening to pupils read.
- Pupils' work books in all year groups were examined, including their mathematics, English and topic work. Records of observations made of children in Reception and their work were studied.
- Meetings were held with the Chair and vice-chair of the Governing Body, a representative of the local authority, teaching staff and the headteacher. The inspector met with several pupils formally and had informal discussions with pupils about their work and school life.
- The inspection took account of 11 responses to the online questionnaire (Parent View). Questionnaires from eight members of staff were analysed.
- Documents scrutinised during the inspection included the school's summary self-evaluation, the school improvement plan, pupils' performance information and progress tracking records, records of staff training, records relating to aspects of pupils' behaviour, teachers' planning and minutes of a governing body meeting.

## Inspection team

Mary Hinds, Lead inspector

Additional inspector

## Full report

### Information about this school

- The school is smaller than the average primary school.
- Most pupils are of White British heritage. There are none who speak English as an additional language.
- The proportion of pupils
  - known to be eligible for the pupil premium is below average
  - supported at school action is well below average
  - supported at school action plus or with a statement of special educational needs is below average.
- The school meets the current government floor standards, which set the minimum expectations for attainment and progress.
- Pupils are taught in two mixed-age classes.
- The school works collaboratively with two other small schools, including joint leadership of subjects. The headteacher is the lead for English.
- The headteacher is the Nursery teacher. The Key Stage 1 teacher joined the school in 2011 and a new Key Stage 2 teacher started in September 2012.
- Small numbers of pupils enter the school each year and some, occasionally, leave the school before the end of Year 6.

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

- Improve teaching and learning by:
  - ensuring that teachers plan lessons that are tailored to meet the different needs and abilities of all pupils
  - providing work that is sufficiently demanding and encourages pupils to learn independently
  - making sure that learning is rapid enough and that more-able pupils have time to deepen their understanding, especially in mathematics
  - providing more opportunities for pupils to problem-solve in real life contexts and in other subjects, particularly in mathematics
  - ensuring that homework builds on what pupils have learned in school, and is set at the right level for all pupils, particularly in mathematics.
- Strengthen school self-evaluation and improvement by:
  - rigorously monitoring and supporting improvement in the teaching of mathematical calculation skills, so that pupils' attainment and progress in mathematics improves
  - ensuring all leaders, including the governing body, make use of national data so that they can evaluate more clearly how well the school is performing in relation to others.

### Inspection judgements

#### The achievement of pupils

#### requires improvement

- Progress is too slow in mathematics. Progress across all year groups in mathematics is much slower than English. It was inadequate in Key Stage 2 for the three years prior to 2012 but is now broadly in line with that expected. The decline in attainment in all subjects has been

halted at the end of both key stages.

- Progress made over the last 12 months by the Year 6 pupils was good in English from their starting points. While progress in English in other classes and year groups has improved, it has not been sustained over a period of time.
- Children's skills, knowledge and understanding on entry vary significantly because the numbers entering the school are small. It is only very recently that children make good progress and increasingly enter Year 1 with skills that are above expected levels in early reading, writing and mathematics.
- Year 1 pupils also achieved above expected levels in the recent national reading test. There is little variation between the progress that different groups of pupils make in both English and mathematics, including disabled pupils and those who have special educational needs.
- Pupils use their knowledge of letters and sounds well to read a wide variety of texts confidently and with enjoyment. In a Key Stage 1 lesson, one pupil read a non-fiction book with fluency and good comprehension skills. Observation of a group reading session in Key Stage 2 showed pupils making rapid progress. Through highly skilled questioning, they were encouraged to use skimming and scanning techniques to work out the authors' intentions, as well as to identify key grammatical features.
- Additional funding derived from the pupil premium for particular groups of pupils is used well. Adults provide specifically targeted support and encouragement for these pupils. Pupils receive well-planned group work that is set at the right level for them, and when required, individual intensive support. These groups of pupils now make good progress in their reading and writing.

### **The quality of teaching** requires improvement

- Teaching has recently improved, but there has been insufficient time to see the impact of this on sustained improvement in pupils' learning and progress, particularly in mathematics.
- Teaching of phonics (linking letters to sounds) is now systematic and tailored to meet the wide range of pupils' abilities. This is due to rigorous monitoring of teaching and strategies to improve it. The school has identified weaknesses in pupils' mathematics skills, such as mental calculation and number skills. However, a systematic approach to improving teaching to remedy this has not yet been implemented.
- Teaching does not include work that matches pupils' widely-ranging abilities and needs. For example, work for more-able pupils is not always sufficiently demanding and they often complete the same work as their friends. While teachers plan additional work for them, it is usually more of the same level of work rather than more demanding tasks.
- Occasionally, pupils spend too much time waiting to be told what to do if they have finished. There are also too few occasions for pupils to use and apply their mathematical skills and knowledge in real-life situations or in other subjects. Some pupils feel that their mathematics homework is too easy, and there are too few opportunities for pupils to practise and extend their mathematical skills and understanding at home.
- In the best lessons, for example, in a literacy lesson observed in Key Stage 1, teachers make sure that learning is rapid. Pupils concentrate well, understand what they are expected to learn by the end of the lesson, and are increasingly able to evaluate their own work to see how well they have done. Individual targets for improvement provide clear guidance for pupils on how they can improve their work.

- In a similarly outstanding mathematics lesson in Key Stage 2, the teacher expertly provided opportunities for pupils to make vital links in learning by identifying properties of shapes, including lines of horizontal or vertical symmetry. Pupils were constantly encouraged to think about what strategies to use, including calculation skills, to work out problems. Questions were adapted to ensure that all pupils had to justify their chosen strategies. Pupils remained highly motivated and confidently shared their thinking with their partners and with the class. Pupils of all abilities learned well and made rapid progress.

### **The behaviour and safety of pupils are good**

- The mutual respect between pupils and adults contributes to the school's caring and positive environment. Relationships are strong. Pupils are happy and they enjoy coming to school, as their improved rates of attendance show.
- Pupils have excellent opportunities to participate in many school activities, including being school councillors and leading reflective school assemblies. This promotes their good behaviour and spiritual, moral, social and cultural development.
- Teachers and teaching assistants have high expectations for behaviour in lessons and around the school. As a result, pupils have positive attitudes to learning and take pride in their work. They show mature attitudes to their work and are keen to succeed. When given the opportunity, pupils work well together as well as independently, but such opportunities are not always given.
- Pupils feel safe and have a good understanding of all types of bullying. They have no doubt that adults will deal effectively with any of their worries. They explained that if they do not have the confidence to disclose a problem, they know that they can tell a friend who would inform an adult on their behalf.
- Pupils say that behaviour is consistently good. This is confirmed by the school records and by parents. The school is a safe and nurturing place to learn and play.

### **The leadership and management are good**

- The headteacher leads the school well. She has created a highly motivated and cohesive team of staff who all share her high ambition and vision to create a supportive and exciting atmosphere in which pupils thrive.
- The managers make good use of pupils' progress data to evaluate the school's effectiveness. Its strengths and weaknesses are well known and are being systematically addressed. However, comparison of pupils' progress with national data is not used well enough to contribute to this process.
- The school has been successful in raising achievement in the Early Years Foundation Stage and in literacy. It has addressed most of the key issues identified at the last inspection and shows good capacity to improve further. However, the monitoring of mathematics has not been as rigorous as in English and is a key priority for improvement.
- The headteacher and the governing body have ensured that previous staffing instability has been rectified. The Key Stage 1 teacher's specialism in literacy builds effectively on the work of the headteacher. This has resulted in greater consistency in the teaching of reading and writing. The new appointment of the full-time Key Stage 2 teacher with a specialism in mathematics has also ensured better continuity for these pupils, who were previously taught by two teachers.

- The leadership of teaching is now good. Teamwork, training and support are seen as the key drivers for improvement. Feedback to teachers provides clear guidance on how they can improve their teaching. The school benefits from joint professional development with staff of two other local small schools, and shared responsibilities between subject leaders.
  - The curriculum is broad and balanced. It is well designed to provide pupils with a range of cultural and religious experiences, and opportunities to participate in numerous enrichment activities, including Forest schools. The school successfully promotes pupils' spiritual, moral and social and cultural development.
  - There is a strong commitment to ensuring that all pupils do equally well and that none are disadvantaged. This is demonstrated in the work done to improve reading and writing. Although there remains a gap between boys' and girls' achievement in these subjects, this is now closing.
  - The school has strong links with the local community, where pupils play a key role in village activities. Partnership with parents and carers is very effective. Regular and informative communications with parents and carers ensure that they are well informed about, and actively involved in, their children's education.
- **The governance of the school:**
- is good; it is robust, proactive and supportive
  - holds the school to account for pupils' results through the performance management process, but does not use national data to compare the school's effectiveness with others' sufficiently well
  - is fully involved in school self-evaluation and improvement
  - has recruited talented teachers and secured a stable staff
  - ensures that pupils are well safeguarded, and that all regulatory requirements are fully in place
  - successfully monitors financial resources, including the use of the pupil premium to improve achievement.
- The local authority provides 'light-touch' support for this improving school. The school has previously had support to improve teaching and pupils' progress in literacy, which has been effective.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	123457
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	406165
<b>Type of school</b>	Primary
<b>School category</b>	Church of England
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	48
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rachel Wilson
<b>Headteacher</b>	Angela Frank
<b>Date of previous school inspection</b>	16 November 2010
<b>Telephone number</b>	01630 653829
<b>Fax number</b>	01630 658038
<b>Email address</b>	admin.adderley@shropshirelg.net



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