

# Condover CofE Primary School

Condover, Shrewsbury, SY5 7AA

**Inspection dates** 21–22 November 2012

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

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' attainment at the end of Key Stage 2 is consistently high in English and mathematics.
- Teaching is mostly good and, in Key Stage 2, it is often outstanding. Pupils who find learning difficult make good progress because they receive effective care and support.
- Good quality provision for spiritual, moral, social and cultural development promotes pupils' high self-esteem and confidence. This is reflected in their good behaviour and great enthusiasm for learning.
- Pupils say that they enjoy the school's 'family atmosphere'. They feel that the school cares for them well and keeps them safe from harm.
- The headteacher is an ambitious and effective leader who has an accurate view of the school's strengths and areas for improvement. Together with other staff and the governing body, she has generated many improvements since her appointment.
- All members of staff are keen to play their part in making the school even more successful.

### It is not yet an outstanding school because

- The quality of teaching in the Early Years Foundation Stage and Key Stage 1 is not as good as in Key Stage 2. Consequently, pupils' progress is slightly less rapid.
- Pupils' progress in mathematics is slightly slower than in English because pupils are given limited opportunity to apply their skills and solve problems in situations relevant to their experiences.
- The teaching of phonics (the links between letters and sounds) is not consistently good. Consequently, pupils' skills in reading by the age of six are not fully developed.
- The school's leaders do not make full use of assessment information to make detailed checks on the progress of classes and other groups of pupils.

## Information about this inspection

- The inspector heard pupils reading and observed 10 lessons. All of the lessons were observed jointly with the headteacher.
- The inspector held meetings with the staff, the vice-chair of the governing body and one parent. The inspector held a telephone conversation with a representative of the local authority.
- The inspector looked at plans for improvement, information on pupils' progress, the school's monitoring information, attendance officer reports, governing body documentation, school policies and the school's questionnaires completed by pupils, and parents and carers.
- There were 25 responses to Ofsted's online questionnaire, Parent View, at the time of the inspection.

## Inspection team

Roy Bowers, Lead inspector

Her Majesty's Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is below average. (Pupil premium is an additional funding given to schools for pupils who are known to be eligible for free-school meals, those who are looked-after and those from families in the Armed Forces).
- Most pupils are White British.
- The proportion of pupils who need extra help (school action and school action plus) is typically average.
- The proportion of pupils with a statement of special educational needs is typically average.
- The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress

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

- Ensure that pupils make the same rapid progress in mathematics as they do in English by giving pupils more opportunities to apply their mathematics skills and solve problems in situations relevant to their experiences.
- Increase the proportion of good and outstanding teaching in the Early Years Foundation Stage and Key Stage 1 by ensuring that:
  - in all lessons, teachers give work to pupils that builds upon what they can already do
  - the teaching of phonics is consistently good.
- School leaders need to make full use of assessment information to make detailed checks on the progress of classes and other groups in the school.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills that are typical for their age. They settle quickly into school routines and make good progress in their personal, social and emotional development. They develop good levels of independence and confidence, and work and cooperate with each other well. Strong links with parents and carers help ensure that the majority of children make good progress in all areas of learning. However, the reading and writing skills of some of the children are initially held back because the teaching of phonics is not consistently of good quality.
- Pupils' progress gets faster as they move through the school. By the time pupils reach the end of Year 2, their attainment is above average and, by the end of Year 6, it is consistently well above average in English and mathematics for boys and girls.
- By the end of Key Stage 2 pupils read widely with confidence and enjoyment. They can talk knowledgeably about why characters in stories have acted in certain ways and how a change of events in the story may cause them to act differently. For example, the study of some of Shakespeare's plays gives older pupils a good understanding of famous works and helps them to understand the difference between play scripts and other forms of literature.
- Pupils' progress in mathematics is above average overall, but slightly less rapid than in reading and writing because pupils are not given enough opportunities to apply their mathematics skills to situations relevant to their day-to-day experiences, for example investigating and solving problems in mathematics.
- The school makes effective use of the extra money from pupil premium funding to employ additional staff to provide support for small groups of pupils and individuals. As a result, these pupils make the same progress as others.
- Disabled pupils and those who have special educational needs achieve at least as well as other pupils because teachers and teaching assistants give them the additional help they need to make progress that is at least as rapid as their peers.

### The quality of teaching is good

- Relationships between teachers and pupils are positive. All lessons take place within a caring atmosphere in which there is a high degree of mutual respect.
- In Key Stage 2, teaching is consistently good and often outstanding. Teachers know what all pupils can and cannot do and give them work which builds upon their current levels of knowledge and skills. In one lesson observed, for example, all pupils made exceptional progress because small groups of pupils were given closely tailored support by the teacher and classroom assistant, while the other pupils wrote their autobiographies following very clear guidelines set by the teacher.
- The quality of teaching in the Early Years Foundation Stage and Key Stage 1 is not as strong as in Key Stage 2. This is because, in some lessons, the work given to the pupils keeps them occupied rather than building upon their existing knowledge and skills. In one lesson observed, for example, pupils spent far too long cutting out pictures and sticking them in their books rather than focusing on the main learning objective, which was to write better sentences.

- Over the past year, the school has implemented a new phonics programme for younger pupils, which is designed to help them make links between letters and sounds. The school's checks show that this is beginning to help pupils make even better progress in their literacy skills. However, teachers are still learning how to implement the programme to enable the younger pupils make the same outstanding progress in reading and writing as do the pupils in Key stage 2.
- Teachers' marking provides pupils with clear advice how to improve and, in some classes, pupils are given opportunities to reflect on the advice from marking and take some responsibility for their own learning.

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

- The strong pastoral care and nurturing 'family' atmosphere help pupils to develop good attitudes to school. There is no discrimination. Pupils are polite and respectful towards each other and adults. Pupils say that they enjoy school and nearly all parents and carers agree. Pupils arrive punctually to school and their attendance is above average.
- In lessons, pupils are keen to learn and usually respond with enthusiasm to the work set by the teachers. When given the opportunity, pupils work well together and show respect for each other's ideas.
- Pupils' behaviour is not outstanding because, in a few lessons when the work is too easy or too hard, their attention wanders and they do not follow the teacher's instructions. Most parents and carers and nearly all pupils say that pupils' behaviour is good.
- The school council helps develop pupils' sense of responsibility very well and helps them feel an important part of the school community. Recently, for example, the school council has written a job description to attract local people to apply for a vacancy on the school governing body.
- Pupils say they feel happy and safe and like coming to school. Nearly all parents and carers who completed the on-line Parent View survey or the school's questionnaire agree.
- Pupils have a good understanding about what constitutes bullying and say that they learn about it through assemblies, class discussion and events in 'anti-bullying week'. They understand why internet safety rules are important and know the dangers of cyber-bullying and racial-bullying. Pupils say that bullying in school in any form is very rare. They feel confident that they can speak to staff about any concerns that may arise and that these are dealt with swiftly.
- The school has introduced a programme which helps pupils deal with challenging situations and enforced changes in their lives. The school reports that this is helping to improve pupils' self-esteem and independence, especially for those pupils who lacked self-confidence.
- Some of the older pupils proudly act as 'buddies' to younger ones. One young pupil said, 'My buddy always looks after me and always makes me smile'.
- The breakfast club provides a happy and caring beginning to the school day, where the pupils who attend learn social skills and play games together.

**The leadership and management are good**

- The headteacher is an ambitious and effective leader who has a clear vision for the school. Senior leaders and the governing body support her high expectations of teachers and pupils.
- Together with other leaders, the headteacher has implemented a tracking system which enables very effective checking on the progress of individual pupils. However, the assessment information is not used well enough by leaders to check on the progress of classes and other groups as they move through the school.
- Self-evaluation is accurate and is used effectively to set school priorities.
- Staff performance management is well organised. Targets are set based upon pupils' progress and attainment, and training and support are provided where needed. Salary progression is based upon performance.
- The headteacher meets regularly with each teacher to discuss the progress made by individual pupils and organise additional support for pupils who are not on track to meet their targets.
- Pupils' spiritual, moral, social and cultural development is promoted effectively through strong links with the church, time for reflection in assemblies, support for charities, a variety of trips and residential visits, and links with schools abroad.
- Communication with parents and carers is strong. Parents' and carers' views are sought and acted upon. For example, in response to their views on homework, this is now more extensive and regular. The school website provides parents, carers and pupils with much useful information.
- The local authority has provided effective support for the school through confirming the headteacher's judgments on the quality of teaching and pupils' achievement, and providing guidance to help develop all aspects of leadership and management.
- **The governance of the school:**
  - Governors know the school well through visits and many discussions with the headteacher and staff. Some governors come into school to hear pupils reading, and they help in lessons. Through the governing body committees, governors receive information from the headteacher which enables them to check effectively on pupils' achievement. Training has developed governors' skills so that they are very aware of the strengths and relative weaknesses in teaching. They are involved in the performance management of teachers and in managing the performance of the headteacher and have ensured that pay progression is linked to staff's performance. Working with senior leaders, governors make sure that the budget and any additional funding, such as the pupil premium, are used well to improve pupils' achievement and life chances.

## 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>	123543
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	403534

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	111
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Wilde
<b>Headteacher</b>	Kerrie Lewis
<b>Date of previous school inspection</b>	17 April 2008
<b>Telephone number</b>	01743 872108
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