

Prees CofE Primary School

Cross End, Prees, Whitchurch, SY13 2ER

Inspection dates 6–7 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils are treated with respect and as individuals in an atmosphere of care and support. All groups of pupils, including those eligible for pupil premium, achieve well and are prepared well for the next stage in their education.
- Teaching is good, and an increasing amount is outstanding. Good guidance and support from leaders have ensured continuous improvement in teaching.
- Pupils behave well and feel safe. They respect each other and visitors to the school.
- Attendance is above average, which supports the view of parents and pupils that school is enjoyable.
- The headteacher provides inspirational leadership. Leaders at every level provide consistently strong support that has helped the school to make rapid progress since the last inspection.
- The governors are energised, knowledgeable and challenging, while supporting both the headteacher and school very well. Their wide-ranging experience adds real value to school leadership.
- Parents and carers are very pleased with the school. They support children's learning well at home, and especially appreciate the high level of care the school provides for their children.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching to support outstanding progress.
- Leaders have usefully looked to other schools for examples of outstanding practice, but are not yet giving teachers enough chance to observe and learn from each other's work.
- Teachers do not always make the best use of detailed written feedback in their marking to help pupils think about how to improve their own work.

Information about this inspection

- The inspectors observed significant parts of 16 lessons, some with the headteacher, and made sure that all teachers and support staff were observed.
- They heard pupils reading and looked at their work carefully. They also looked at records relating to pupils' behaviour and attendance, school development plans and reports from the local authority and external consultants.
- Meetings were held with representatives of the governing body, the local authority, staff and pupils.
- Inspectors took into account the 23 responses to the online questionnaire, Parent View, as well as 14 staff questionnaires. They also took into consideration comments made directly to them by parents and carers.

Inspection team

Keith Shannon, Lead inspector

Additional Inspector

Fiona Robinson

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional funding made available by the government for pupils who receive free school meals, are in the care of the local authority, or have a parent serving overseas in the armed forces) is above average.
- The vast majority of pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is above the national average. The proportion supported at school action plus or through a statement of special educational needs is above average.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding by:
 - improving the effectiveness of marking by ensuring that pupils follow up teachers' comments on their learning, to further develop understanding
 - giving teachers more opportunities to share of the existing outstanding practices in the school, across all subjects and classes.

Inspection judgements

The achievement of pupils is good

- Most children start school in Reception with skills and knowledge below the expected levels for their age, especially in language and communication. Many children have not attended the school nursery provision, and their levels are generally much lower.
- Progress in the Early Years Foundation Stage is rapid as a result of highly skilled staff and clear focus on the needs of each child. They do well across all areas of learning.
- The teaching of phonics (letters and sounds) is good, and reading is encouraged across the school. Pupils have easy access to a wide range of books, and many enjoy reading for pleasure both in school and at home. A number of pupils have been identified as being in need of intensive reading support. As a result the school has appointed a full-time member of staff who supports readers across the school. This is funded through the pupil premium funding, and has had a clear impact on reading standards for eligible pupils.
- Pupils in all ability groups make good progress throughout the school. This is because their individual learning needs are assessed accurately, work and any additional help needed are carefully planned at the right level of difficulty, and the effectiveness of this support is carefully tracked.
- Since the last inspection the school has improved the level and quality of independent learning. Staff are more skilled in making this a routine part of pupils learning. The results were seen in the mature and confident way pupils spoke with inspectors, the language used, and their understanding of their current levels of progress.
- Displays around the school celebrate pupils' work and achievements across all years and topics, showing a great awareness of the world and differing cultures.
- The school has thorough procedures for checking pupils' progress. This applies to all groups of pupils, including those eligible for pupil premium funding, disabled pupils and those who have special educational needs. These pupils achieve at least as well as their classmates, and in many cases more rapidly due to the carefully-planned and effective help and guidance they receive.
- The vast majority of parents who responded to the online questionnaire or spoke to inspectors are justifiably proud of the school and pleased with the progress made by their children.

The quality of teaching is good

- The quality of teaching has improved considerably since the last inspection, and this has had a positive impact on the pace learning for pupils.
- Pupils mostly concentrate well in lessons, and the work is planned carefully to interest them and advance their learning. The majority have a clear awareness of their targets for improvement, although teachers do not always make the most of this by helping pupils to take responsibility for improving their own work through comments in marking.
- In other respects, pupils are very much encouraged to think for themselves, and activities are

practical and relevant, helping to support problem-solving skills. This was seen when Year 4 pupils planned and prepared their assembly with little input from the teacher beyond good questioning.

- The teachers use their good subject knowledge effectively to plan learning activities that pupils enjoy.
- The reading support has proved crucial and highly successful in helping pupils to access the curriculum. This work is outstanding in the way it improves learning opportunities for those being supported.
- The support work in class of the teaching assistants and key workers is worthy of note. During the inspection, one taught classes Spanish, while most took groups for supported learning. Their training, skills and commitment have made a positive impact on the school's improvement. This was seen in the work of an assistant who has supported Traveller pupils to access school with exceptional attendance records.
- A computer suite has been set up, and computers and interactive whiteboards are used effectively by teachers to develop pupils' technology and research skills in different subjects.

The behaviour and safety of pupils are good

- Pupils not only enjoy coming to school, but are proud of it. The consideration shown to one another, and to adults, is down to the excellent and consistent adult role models. Parents are delighted with the care and support the school gives.
- Good behaviour in lessons contributes to the good pace of learning. Pupils generally enjoy their learning, and work hard to please their teachers.
- Staff manage behaviour consistently well, and pupils have good opportunities to assess and regulate their own behaviour. They commented that when the Year 1 and 2 class is split, they can see an improvement in behaviour. Consistently sensitive handling of the few pupils who have difficulty living up to the school's expectations has brought about improvements over time, and only rarely are lessons disrupted as a result.
- Pupils say they really like coming to school and feel safe there. Attendance and punctuality are good, reflecting the pupils' feelings. The site itself is secure.
- Older pupils in particular take on responsibilities very seriously. House captains and lunchtime monitors do an excellent job.

The leadership and management are outstanding

- The headteacher has had, and still has, a considerable impact upon the great improvements in pupils' achievements and the raising of standards. The commitment of all staff and governors to the headteacher is exceptional. Her drive and skilled leadership have empowered and motivated all to achieve the best they can.
- The strength of the leadership is seen in the positive and methodical ways by which

improvements are made. The exceptionally strong teamwork enables staff to challenge each other's ideas and ask for advice, although they do not yet get enough chance to observe each other teaching. The school has researched outstanding practice elsewhere and, as a result, pupils' achievement is accelerating rapidly from a low starting point.

- Teachers' performance is managed effectively. They have clear targets that are linked firmly to pupils' achievement, and in turn pay and promotion.
- Pupil premium funding has been used for additional staffing to make group sizes smaller, and to tackle reading difficulties. As a result, these pupils make good progress.
- Teachers plan interesting lessons that link subjects together well. For example, the Year 6 topic of 'Music in the 20th century' was brought into a physical education lesson most successfully. The spiritual, moral, social and cultural development of the pupils is evident all across the year groups. Cultural clubs, topics taught, clubs and trips are all appreciated and valued by pupils and their parents.
- The local authority has provided good support to develop aspects of the school. A local adviser told the inspection team that this school was 'the most improved, and at least good in all areas'. They put the rapid improvements down to the headteacher's leadership, and the positive responses of staff and governors.
- The school organises a great number of additional activities in the form of clubs, trips and visitors, with good numbers of pupils involved.
- **The governance of the school:**
 - The governing body now has a deep insight into how the school works, and what it is responsible for. Governors' roles have altered significantly in the past few years, and their response has been positive. They now contribute directly to the school development plans, visit regularly, and are involved in challenging the work of leaders and staff to ensure good value for money. They make sure that safeguarding requirements meet national requirements, and manage the school finances with skill. They are well versed in the importance and use of pupil premium funding, and are also currently raising money to purchase a school bus in order to bring in children aged three to the nursery. Governors attend training to develop their understanding. For example, they recently took training in how to sharpen their skills in evaluating school performance and pupils' progress by the use of data, and compare these against national levels.

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

Unique reference number	123494
Local authority	Shropshire
Inspection number	406168

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	3–11
Number of pupils on the school roll	161
Appropriate authority	The governing body
Chair	Kevin Carty
Headteacher	Yvette McDaniel
Date of previous school inspection	5 October 2010
Telephone number	01948 840209
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