

# Chirbury CofE VC Primary School

Chirbury, Montgomery, SY15 6BN

**Inspection dates** 5–6 December 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 make good progress and learn well in many school subjects.
- Teaching and learning are typically good, and some aspects of teaching are excellent.
- All teachers insist on good behaviour and a high work rate in lessons. They plan lessons carefully so work is set at the right level of difficulty, taking into account what pupils have already grasped.
- The school regularly checks pupils' progress, so that any pupils in danger of falling behind in their work can be quickly spotted and given the help they need to get them back on track.
- Pupils enjoy school and feel safe. They behave well in lessons and at play, showing sensitivity and kindness towards others.
- The headteacher and other leaders convey a clear sense of direction and high expectations for what staff and pupils are capable of.
- The federation with another primary school is providing benefits, including a wider range of activities for pupils to enjoy.
- The governing body supports the school well but also asks searching questions to keep leaders on their toes. Governors have a good understanding of the quality of teaching and the progress pupils are making.

### It is not yet an outstanding school because

- In some lessons teachers do not link learning activities closely enough to pupils' everyday life, so pupils do not always see the practical relevance.
- Pupils do not always know their learning targets for English and mathematics, and occasionally the targets are too vague to be helpful.

## Information about this inspection

- The inspector observed five teachers and seven lessons. One lesson was observed together with the headteacher. Additionally, he observed playtime, tuck shop and lunch arrangements.
- Meetings were held with staff, the Chair of the Governing Body, a representative of the local authority, and a group of pupils. Several meetings were held jointly with the headteacher of Chirbury and the headteacher of the federated school.
- The inspector heard individual pupils read aloud.
- He observed the school's work and examined various documents, including those relating to safeguarding, records of pupils' progress, school and federation planning, and documents showing how teaching is monitored.
- The inspector took account of 10 responses to the online questionnaire (Parent View) and spoke informally to parents and carers collecting their children after school.

## Inspection team

Michael Farrell, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Chirbury is a small primary school educating pupils from a wide rural area, including part of Wales.
- In January 2012, Chirbury federated with another local primary school with which it now shares a governing body. The headteacher of Chirbury is the senior headteacher of the federation.
- A small proportion of pupils are from minority ethnic backgrounds, and/or speak English as an additional language.
- Pupils are taught mainly in four groups: Reception and Year 1; Year 2; Years 3 and 4; and Years 5 and 6.
- A pre-school occupies a site adjacent to the school, but it is not managed by the governing body and was not included in this inspection.
- The proportion of pupils eligible for pupil premium (extra money from central government) is smaller than the national average.
- The percentage of disabled pupils and those who have special educational needs supported at school action is much lower than the national average. The percentage supported at school action plus or through a statement of special educational needs is above average.
- Because the number of pupils in each Year 6 is so small, the usual judgement about whether the school meets the current government floor standards for attainment and progress is not appropriate.
- The inspector was made aware during the inspection that allegations of a child protection nature were being investigated by the appropriate authorities. Actions taken by the setting in response to the alleged incident(s) were considered (where appropriate) alongside the other evidence available at the time of the inspection to inform the inspector's judgements on safeguarding.

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

- Improve teaching, and so pupils' achievement and progress, by making sure that:
  - learning is as relevant as possible by linking it to pupils' everyday experiences and giving practical examples of how the learning can be applied
  - pupils know their individual targets for English and mathematics, and that these targets are always precise.

## Inspection judgements

### The achievement of pupils is good

- Pupils make good progress in each key stage because teaching is consistently good, and progress is very carefully monitored and steps taken quickly if any child is falling behind.
- Children enter Reception with standards that vary from year to year. In previous years these have often been below nationally expected levels for their age, particularly in literacy. Children in the current year entered with standards typical for their age. They make good progress because of the positive climate for learning and good teaching. The children have regular opportunities to learn together, and also benefit from sharing a class group with the well-behaved Year 1 pupils.
- Pupils in Key Stage 1 make good progress in reading, writing and mathematics. Pupils in Key Stage 2 make good progress. In 2011/12 standards were at national levels but this represented good progress taking into account pupils' starting points, including those of pupils who joined the school in Key Stage 2. In a literacy lesson, Key Stage 1 pupils achieved well correctly using a wide range of words to describe clothes, because the teachers' questions were well chosen to challenge pupils of different abilities. In a mathematics lesson, older pupils made good progress in calculating decimals because the tasks were demanding and pupils worked hard.
- The school's information on pupils' achievement and the work in pupils' books show that standards are currently above average. Different groups of pupils, including boys and girls, and pupils from ethnic minority backgrounds, all make good progress. Progress is also good in historical and geographical topic work. Pupils enjoy and do well in sporting competitions, including local tournaments for tag rugby and netball.
- Pupil premium money is used to give individual pupils extra help in English and mathematics, and for support in completing homework where parents and carers may find it difficult to provide such support themselves. This is increasing progress and helping these pupils begin to catch up with others. Some pupils whose circumstances make them particularly vulnerable make dramatic progress in improving their work and behaviour.
- Disabled pupils and those who have special educational needs achieve well because they receive individual and small group support, and teaching is adjusted to help them do as well as they can. Their progress is followed very carefully to ensure they make continue to achieve well.
- Pupils who read to the inspector used various strategies well to tackle unfamiliar words and concentrated hard. They enjoy reading, and their home-school reading records show that they read widely and often.

### The quality of teaching is good

- The teaching observed during the inspection was consistently good. Some very strong aspects of teaching led to outstanding progress in mathematical enquiries. Focused teaching and support also led to individual pupils with additional learning needs making very strong progress.
- Teaching in the Early Years Foundation Stage is good because the planned activities capture children's interest and attention so that they enjoy their learning. Staff are in the process of changing to a new nationally recognised system of assessment which is providing an accurate picture of children's progress.

- The school has a very positive climate for learning. Teachers expect pupils to behave well, and manage behaviour well through praise and by pointing out how other pupils are behaving well. They also expect pupils to work hard, and the pupils respond by trying their best in lessons.
- Lessons are well planned and take good account of what pupils have and have not understood in earlier lessons. This helps to ensure that pupils are challenged well and are not repeating things they already understand.
- Reading, writing, mathematics, and speaking and listening are taught effectively. In a phonics lesson (about learning sounds for reading) for pupils in Key Stage 1, the learning moved at a good pace and the pupils enjoyed the tasks. In a lesson about Tudor food, pupils in Key Stage 2 achieved well because the teacher clearly explained what they were meant to learn, the lesson was well structured and behaviour was well managed.
- Teachers and skilled teaching assistants ask searching questions to probe what pupils do and do not know. They explain things clearly and have a good understanding of the subjects they teach.
- Not all pupils know their targets for learning in English and mathematics, so they do not always make the progress they could towards these targets. Very occasionally the targets are too vague. Sometimes, lessons are not linked enough to real life with practical examples to make sure pupils see the relevance of what they are learning. For example, in some mathematics before doing calculations, examples could always be given from real life to show how these would be used.

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

- Pupils have positive attitudes to learning. During the inspection no disruptions to lessons were seen and the pupils concentrated well and tried hard. Pupils behave well at playtimes. Lunch is a pleasant social occasion where even the youngest children are encouraged to make choices and independently collect their food.
- All parents and carers who used the Parent View website or spoke to the inspector were positive about behaviour in the school. Pupils also rightly consider that behaviour is good. They behave well and have very good manners because of the good models of behaviour set by staff, and are typically absorbed in their learning.
- Attendance is above average and pupils are punctual to lessons because they are eager to learn. They can quickly give examples of lessons and activities they particularly like. Any questions about activities they may not like are met by a puzzled silence.
- Pupils are aware of bullying, including different kinds of bullying, but say that it is very rare. Pupils have trust and confidence in staff to deal with any situations that arise, and feel they can always talk to a member of staff if they have any concerns. There are individual examples of considerable improvements in pupils' behaviour because the school knows individual pupils very well and intervenes promptly and sensitively to support any who need help.
- Parents are confident that their children are safe. Pupils say they feel safe in school. They can explain different types of safety, such as how to keep safe when using the internet. Pupils naturally care for one another and treat others with respect.

**The leadership and management are good**

- The federation arrangements are leading to benefits for leaders, staff and pupils. For example, the two schools have shared staff training and checking levels of pupils' work. The range of activities available to pupils has increased because there are more pupils to involve in team sports and subject-based activities.
- Leaders and managers and the governing body communicate high expectations for the performance of staff and pupils. They accurately and regularly monitor teaching and take steps taken to improve it as necessary, including through coaching. Staff meetings are often used for training that may involve both federated schools.
- The way subjects are taught promotes good behaviour and especially pupils' spiritual, moral, social and cultural development. Equality of opportunity is promoted well and any discrimination tackled promptly so that individual pupils and different groups progress as well as they can.
- Parents and carers hold very positive views of the school, as indicated by responses to Parent View and informal discussions with parents and carers collecting their children after school. The school communicates with them well.
- The local authority has provided 'light touch' support because the school is judged to be doing well. Its termly monitoring visits have confirmed the accuracy of the school's own judgements about its performance. The school receives strong support from the Diocese.
- The school analyses information on pupils' progress particularly well to find ways to improve teaching. The results, along with careful checking of pupils' work, are used to inform the management of staff performance. Any increases in salary are linked scrupulously to teachers' performance and pupils' progress.
- The school is very aware of its strengths and weaknesses. This leads to well-judged school development planning that focuses on the right key areas to improve.
- **The governance of the school:**
  - The governing body challenges the school's leaders well, and this has helped to maintain its good performance since the last inspection. The governors manage funds with care. They are very clear about how pupil premium money is used, and are increasingly aware of the exact impact these funds are having on pupils' progress. The main governing body meetings and all sub-committee meetings are now combined for both federated schools and this is working well. The governors make sure that teachers' pay is related to performance because they oversee this closely. They have a thorough knowledge of the quality of teaching and what is being done to ensure it remains good, and of how well pupils are performing compared to others in similar schools nationally. They make sure that safeguarding arrangements meet national requirements, and keep their own training up to date.

## 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>	123467
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	380660

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	71
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Heather Kidd
<b>Headteacher</b>	Timothy Roberts
<b>Date of previous school inspection</b>	12 February 2009
<b>Telephone number</b>	01938 561647
<b>Fax number</b>	01938 561647
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