

Alveley Primary School

Daddlebrook Road, Alveley, Bridgnorth, WV15 6JT

Inspection dates

12–13 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		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Standards at the end of Key Stage 2 are above the national average in reading, writing and mathematics.
- The headteacher is an effective leader who has successfully led work to improve the school following the previous inspection.
- Leaders, managers and the governing body ensure that teaching and learning are good in all classes.
- Teachers have high expectations of pupils and teach lessons that help them to learn well.
- Attendance is above average.
- Children make a good start in the Early Years Foundation Stage class because of good teaching and the high quality of care.
- Pupils' behaviour and attitudes are good and this contributes strongly to the good learning in lessons. They say they feel safe in school and are aware of the different forms of bullying.
- Pupils benefit from a good variety of exciting additional activities and experiences throughout the year. These include visits, residential stays and visitors to the school.
- The school accurately evaluates how well it is doing and what needs to be done next to improve.

It is not yet an outstanding school because

- There are not enough planned opportunities or resources for children in the Reception class to learn to find things out for themselves in the outdoor environment.
- Teachers do not always give pupils of different ages and abilities sufficiently demanding work and, in a small minority of lessons, the pace of learning slows after a good brisk start.

Information about this inspection

- The inspector observed nine lessons, of which three were joint observations with the headteacher.
- Meetings and discussions were held with representatives of the governing body, members of staff, a representative of the local authority and groups of pupils.
- The inspector took into account the 10 responses to the online questionnaire for parents and carers (Parent View).
- The inspector observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Clive Lewis, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than most other primary schools.
- The proportion of pupils known to be eligible for the pupil premium, the additional funds provided by the government for pupils who are known to be eligible for free school meals and children in local authority care, is below the national average.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action, school action plus or with a statement of special educational needs is in line with the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Further raise the overall quality and consistency of teaching in the school by ensuring that:
 - the work set for pupils always provides an appropriate level of challenge for the full range of ages and abilities within each class
 - all lessons proceed at a brisk pace.
- Improve the resources and planning for outdoor learning in the Early Years Foundation Stage in order to better develop opportunities for children to learn by finding things out for themselves.

Inspection judgements

The achievement of pupils

is good

- Good teaching leads to good progress throughout the school. This good progress was reflected in the good quality of learning in lessons observed during the inspection and confirmed by the work in pupils' books.
- Children's experiences and skills on entry to the Reception class vary from year to year but are generally equivalent to those typically found for this age group. Children get off to a good start in the Early Years Foundation Stage and make good progress during their first year in school.
- In Key Stage 1, pupils quickly learn the sounds letters make to support their writing, as well as the mathematics skills they need to complete simple calculations. Pupils in Key Stage 2 continue to build on these good achievements and, by the time they leave the school at the end of Year 6, attainment in English and mathematics is above the national average.
- The small number of pupils eligible for the pupil premium make at least as good progress as their peers. Their needs are fully identified and the school uses the funding very well to provide carefully matched additional support, for example, through frequent small-group or one-to-one work. It also allocates extra resources to ensure that they can join in extra activities made available to all other pupils.
- Pupils make particularly good progress in developing their reading skills. This starts by teaching younger pupils to read by linking letters to the sounds that they make (phonics). The teaching of reading, through daily phonics lessons and regular guided reading activities, continues through all age groups. As a result, pupils throughout the school read confidently and well, and older pupils read fluently and with a good understanding of their texts.
- Disabled pupils and those who have special educational needs make good progress. The good support provided by class teachers, teaching assistants and outside agencies ensures that work is set at the right level for them, enabling them to make small but progressive steps in their learning.

The quality of teaching

is good

- Good teaching enables pupils of all backgrounds and abilities to learn successfully. Lessons are well planned, with learning goals that are shared with the pupils. Marking is regular and typically gives pupils good guidance about how well they have done and how to improve their work. Good use is made of resources, including information and communication technology, to motivate pupils and enhance their learning.
- In one outstanding lesson, Year 5 and Year 6 pupils studying poetry were identifying and creating similes. The teacher set a very good pace, which was maintained throughout the lesson. She demonstrated high expectations of pupils, constantly reinforced subject vocabulary and key facts, and changed activities frequently to maintain pupils' interest. The teacher questioned pupils very effectively to gauge and guide their learning and provided appropriately challenging work for each age and ability group within the class. As a result, a very high level of on-task behaviour and motivation was engendered and this led to excellent progress throughout the lesson.
- Teaching is not yet outstanding overall. In most cases, pupils who need extra help are supported

well and those who find learning easy are given more demanding work. However, in a small minority of lessons, pupils of widely varying age and ability spend too much time working on the same activity. In other lessons, the pace of learning slows after a brisk start.

- Teachers are well supported by a strong team of teaching assistants who provide good support for groups and individuals within classes.
- Strategies for managing the behaviour of pupils are very effective, with the result that lessons are calm and purposeful. Pupils work hard and remain on task without the need for constant adult intervention.
- Each pupil's progress in reading, writing and mathematics is rigorously checked and tracked as they move through the school. Half-termly meetings about pupils' progress are held to discuss the information gained. These meetings ensure that teachers have a good understanding of how well the pupils in their charge are doing and the action they should take to support and help them to reach their challenging targets.

The behaviour and safety of pupils are good

- Pupils' behaviour, in the classroom and around the school, is typically good and is a major factor in the good progress pupils make in lessons. Pupils report that the school has an effective system of rewards and sanctions which ensures that any poor behaviour is dealt with effectively and promptly. Pupils who find behaving well more difficult are sensitively managed and skilfully supported so that, typically, their behaviour improves significantly.
- Pupils say they enjoy coming to school and this is demonstrated in their consistently above-average rates of attendance. Year 6 pupils said they will be very sorry to leave the school in the summer.
- Pupils say that they find learning fun, and they are enthusiastic about their education. They have a good understanding of different forms of bullying, including that which might be encountered through internet sites.
- They have a good understanding of how to keep safe and they describe the school as 'very safe'. They are confident that any issues they raise will be dealt with promptly. Pupils understand the need for healthy lifestyles and exercise. Through the school council, they demonstrate their pride in the school community and take their responsibilities very seriously.
- Pupils respond well to the school's promotion of spiritual, moral, social and cultural development and have a clear sense of what is right and wrong. They are curious about the world around them and enthusiastically embrace new experiences.

The leadership and management are good

- The headteacher provides strong leadership. Her high expectations are a significant factor in the good improvement made since the last inspection. As a result, all aspects of the school are now good or better and school self-evaluation has correctly identified appropriate areas for further development.
- Staff are well-motivated and demonstrate a shared sense of responsibility and commitment to improving the school. They work very effectively together and regularly take advantage of

training to enhance their work.

- The school provides good pastoral care for all its pupils. The small size of the school ensures that all pupils and families are known very well by staff. The school's very positive relationships with parents and carers and its good links with a wide range of partners contribute significantly to improvements in pupils' achievement and wellbeing. Strong links with local schools help to overcome the potential isolation of such a small school.
- Fully supported and monitored by the governing body, the school makes effective use of the money derived from the pupil premium to support frequent small-group and one-to-one work. This helps to ensure that eligible pupils achieve as well as their classmates.
- Staff ensure that pupils benefit from a good balance of interesting and exciting activities. The recent strong focus on supporting literacy and numeracy across all subjects, tying in with the imaginative links developed between different subjects, has had a positive effect on pupils' progress, enthusiasm and ability to learn and work on their own. This is further enhanced by French lessons and visits to the school's 'Forest School' site.
- The Early Years Foundation Stage classroom has a spacious and secure outdoor area, directly accessible from the classroom and with a newly constructed covered area to allow its use in all weathers. However, it is not currently being used to its best advantage. Leaders have not ensured that children are provided with sufficient opportunities to freely select activities for themselves in the outdoor classroom. This hampers the development of their independent learning skills.
- Local authority support has been helpful to the school. For example, the local authority has supported professional development for both leaders and governors and provided support for improvements in mathematics and writing.
- **The governance of the school:**
 - The governing body provides strong support and challenge for leaders and managers to ensure that the school improves and moves forward. It checks that safeguarding is secure and has been effective in overseeing the arrangements for relating teachers' performance to pay. It plays a fully active role in the school's self-evaluation, monitoring and improvement planning process. It understands the data on how well pupils do, and the comparative performance of the school in relation to similar schools. It knows what is happening in the school and is aware that overall provision is good.

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	123353
Local authority	Shropshire
Inspection number	406155

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	The governing body
Chair	Hilary Fleming
Headteacher	Jackie Cutcliffe
Date of previous school inspection	7 December 2012
Telephone number	01746 780284
Fax number	01746 781164
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