

Baschurch CofE Primary School

Eyton Lane, Baschurch, Shrewsbury, SY4 2AU

Inspection dates 17–18 January 2013

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.

- The work of the headteacher, well supported by an effective staff team and a good governing body, has led to considerable improvements since the school's last inspection.
- Teaching and learning are good in all classes. Teachers promote learning well and demonstrate good subject knowledge, thanks to leaders' thorough checks on teaching that are followed up with effective staff training.
- As a result, pupils achieve well and standards at the end of Year 6 are above national averages in reading, writing and mathematics.
- Pupils thoroughly enjoy school, and this is reflected in attendance that is well above average.
- Good teaching and the high quality of care ensure that children make a good start in the Reception class. Children are inquisitive about the world around them and respond well to the stimulating activities provided.
- 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 can take and how to avoid it.
- Pupils enjoy a good variety of exciting additional activities throughout the school 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

- Not enough teaching is outstanding. Occasionally the pace of learning in lessons slows after a brisk start, and pupils are not encouraged enough to develop the skill of learning independently without direction from adults.
- Although the progress made by individual pupils is checked very carefully in reading, writing and mathematics, this is not yet the case in science and other subjects.

Information about this inspection

- The inspector observed eight lessons, of which two were joint observations with the headteacher.
- Meetings and discussions were held with governors, members of staff, a representative of the local authority and groups of pupils.
- The inspection took into account the 15 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

- The school is smaller than most other primary schools.
- The proportion of pupils supported by the pupil premium, including those known to be eligible for free school meals, is below average.
- The proportions of disabled pupils and those who have special educational needs who are supported at school action, and at school action plus or through a statement of special educational needs, are broadly average.
- No pupils are currently educated in alternative provision away from the school site.
- 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?

- Raise the quality of teaching to outstanding by ensuring that:
 - all lessons move at a brisk pace
 - pupils are given more opportunities to develop the ability to learn without direct adult supervision.
- Extend the thorough systems for checking and tracking pupils' progress in English and mathematics to all other subjects.

Inspection judgements

The achievement of pupils is good

- Good teaching has led 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 broadly at the level typically found for their age group. Children get off to a good start in Reception and make good progress in all areas of their learning during their first year in school.
- In the Reception class and in Key Stage 1, pupils quickly learn the sounds letters make to support their writing, as well as the mathematical skills they need to complete simple calculations. This is built on successfully in Key Stage 2, and by the time pupils leave at the end of Year 6, attainment in English and mathematics is above average.
- The small number of pupils known to be eligible for the pupil premium make good progress in line with their classmates. The most recent national test results show that the gap between the attainment of pupils known to be eligible for free school meals and that of other pupils is closing. Their needs are fully identified, and the school uses the funding very well to provide additional support that is carefully matched to these needs.
- 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 regular phonics lessons and guided reading activities, continues through all age groups. As a result, pupils throughout the school read confidently, with expression and enthusiasm, and older pupils read with fluency and confidence, 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

- Teaching has improved since the last inspection and all staff are determined to become even better by sharing good practice with each other. Lessons are well planned, with each lesson building carefully upon the previous one, and learning goals are shared with the pupils so they know what to aim for.
- Marking is regular and up to date 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 a typically good Year 5/6 mathematics lesson, where pupils were calculating percentage discounts, no time was wasted. 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. As a result, pupils maintained a high level of concentration and motivation, and this led to good progress throughout the lesson.

- Teaching is not yet outstanding. In most cases lessons move along at a brisk pace, but in a small minority of lessons the pace of learning slows, leading to some pupils losing their concentration. Teachers are aware of the need to allow pupils more independence in lessons, and in the best lessons, they ensure that pupils are able to make choices and to work on their own. However, in a small number of lessons pupils have limited opportunity to use their own initiative and rely too much on the teacher for direction.
- Teachers are well supported by a strong team of teaching assistants who provide good support for groups and individuals within the class.
- Each pupil's progress in reading, writing and mathematics is thoroughly 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

- The school is calm, friendly and very orderly. Pupils' behaviour is typically good, both in the classroom and around the school, and this is a major factor in the good progress pupils make in lessons. Pupils like the system of rewards and sanctions, which ensures that any inappropriate behaviour is dealt with effectively and promptly.
- Pupils all say they enjoy coming to school and this is demonstrated in their consistently high rates of attendance. Pupils are punctual and well prepared for the day. Year 6 pupils said they will be very sorry to leave the school at the end of the year.
- They have a good understanding of how to keep safe and describe the school as being '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 say that they find learning fun, and are enthusiastic about their education. They particularly appreciate the educational visits and after-school clubs. They have a good understanding of the different forms of bullying, including that which might be encountered through internet sites.
- 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's strong leadership and high expectations are a significant factor in the good improvements made since the last inspection. As a result of these improvements all aspects of children's education are now good or better, and leaders have successfully identified appropriate areas for further development.
- The school is valued greatly by parents and carers, all of whom would strongly recommend it to

other parents.

- 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 headteacher and staff know the school well due to the regular and thorough checks they carry out on its work. The quality of teaching is monitored and improved through regular observations by leaders and ongoing training for teachers and teaching assistants. Teachers' performance targets focus sharply on school priorities for improvement.
 - Pupils' progress in reading, writing and mathematics is meticulously and regularly tracked, although systems for assessing and tracking progress in other subjects are less well developed.
 - Fully supported and monitored by the governing body, the school makes effective use of 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.
 - The school cares well for all its pupils. Its small size ensures that all pupils and families are known very well by the staff. The very positive relationships with parents and carers and good links with a wide range of partners contribute much to pupils' achievement and well-being. Strong links with local schools help to overcome the potential isolation of such a small school.
 - Local authority support has been helpful to the school. For example, it has provided training for both leaders and governors, and provided support for improvements in pupils' basic literacy and numeracy skills.
 - **The governance of the school:**
 - The governing body provides very strong support and challenge for leaders and managers to ensure that the school improves and moves forward. It checks that safeguarding policies and practices meet current national requirements and has been effective in overseeing the arrangements for relating teachers' pay to their performance. 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 nationally. It knows what is happening in the school, is aware that pupils' overall education is now good, and is ambitious for the school to further improve.
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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	123534
Local authority	Shropshire
Inspection number	402171

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	139
Appropriate authority	The governing body
Chair	Julie Birtles
Headteacher	Andrew Everett
Date of previous school inspection	22 June 2010
Telephone number	01939 260443
Fax number	01939 260443
Email address	head.baschurch@shropshirelg.net

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