

Whixall CofE (Controlled) Primary School

Brownsbrook, Whixall, Whitchurch, SY13 2SB

Inspection dates

31 January–1 February 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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils at this school make good progress and achieve well.
- Attainment in all subjects has improved significantly since the previous inspection as a result of a clear drive for excellence in teaching.
- Teaching is now consistently good; some is outstanding.
- Accurate use of assessment helps pupils know what to do to improve their work.
- Teaching assistants work well with pupils so that good progress is made.
- Lessons reflect the needs of the individual and help disabled pupils and those who have special educational needs make good progress.
- The school gives effective support and care.
- The outstanding behaviour of pupils is an important contributory factor to the good pace of learning.
- A wide range of stimulating and enriching experiences outside of the classroom promotes pupils' spiritual, moral, social and cultural development extremely well.
- Leaders, governors and teachers have a clear and accurate understanding of what they do well and what areas need to develop.
- The headteacher keeps a careful check on the quality of teaching and improves it by modelling outstanding practice.

It is not yet an outstanding school because

- There is not enough outstanding teaching.
- Some teachers do not create enough opportunities for more-able pupils to become more independent.
- Teachers' questioning does not always help pupils to deepen their understanding.
- The school does not make enough use of outstanding teaching practice to improve the quality of teaching.
- Staff with responsibilities have not had enough opportunity to develop their leadership skills.

Information about this inspection

- The inspector observed seven lessons, four of which were jointly observed with the headteacher.
- The inspector attended two assemblies and some after-school clubs, and observed pupils during playtime and lunchtime.
- In addition, the inspector made a number of other short visits to lessons and observed teaching assistants working with small groups. He heard pupils reading and, together with the headteacher, looked at a wide sample of work completed by pupils.
- The inspector held meetings with pupils, staff, six governors, a local authority representative and the headteacher.
- The inspector scrutinised documentation relating to the attainment of pupils, achievement and progress, as well as school policies and records. He also discussed the school's own summary of how well it is doing with the headteacher.
- Parental responses (27) to the online Parent View, plus individual responses from parents and staff, were also noted.

Inspection team

Keith Shannon, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- Almost all pupils are White British.
- There is a Nursery on site, but this is not under the control of the school.
- The proportion of pupils known to be eligible for the pupil premium (extra funding provided for pupils known to be eligible for free school meals) is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below the national average. The proportion supported at school action plus or who have a statement of special educational needs is average.
- All pupils are educated on site. The school does not use alternative provision to support any of its pupils.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure that teaching is consistently good or outstanding to further improve achievement, by:
 - ensuring that staff always ask questions that will make pupils deepen their understanding
 - modelling best practice by outstanding teachers in order to improve skills of colleagues
 - enabling more-able pupils to work more independently and at a faster pace.
- Develop further the leadership skills and responsibilities of staff in order to help the headteacher bring further improvement to the school.

Inspection judgements

The achievement of pupils is good

- Most children start the school with skills that are generally in line with what is typically expected for their age. By the time they leave school, the vast majority are at least in line with national expectations, with some pupils exceeding expectations.
- Facilities for the children to learn within the Early Years Foundation Stage are good, and this helps the children make good progress through investigative play and learning.
- Skills developed in the early years of schooling and Key Stage 1 are built upon quickly and effectively during Key Stage 2. This increased pace of learning reflects lessons and approaches to learning that are dynamic, built upon individual need, and thorough in planning.
- Since the previous inspection, attainment has been on a secure upward trend, with more pupils in Year 6 reaching the nationally expected standards in their tests year on year. Standards in mathematics, especially, have improved as a result of the school's sharp focus on improving pupils' mental calculation and problem-solving skills.
- Pupils for whom the school receives the pupil premium make good progress. It is as good as other pupils in the school and compares favourably with the national average. The funding to support these pupils has been used effectively. Governors understand how this money is used, and seek regular reports from the headteacher on its impact upon learning.
- Disabled pupils and those who have special educational needs make good progress because of the support they get in class. This is also the case when they are withdrawn from classes and taught by skilled support assistants and volunteers.
- Pupils' reading skills and their ability to break down the sounds of words are good. Many read for pleasure, and older pupils are keen to research topics.

The quality of teaching is good

- The vast majority of teaching is at least good, and some is outstanding. This is acknowledged by parents, who are overwhelmingly happy with the progress their children make.
- The wide range of activities stimulates the learning of pupils and, together with their outstanding behaviour, makes learning in class enjoyable. Pupils are keen to succeed and support one another in learning.
- Although teachers have a lot of detailed information about each pupil, some do not always use it as effectively as they could to ensure individuals receive work appropriate to their abilities. In some cases, this can lead to more-able pupils being held back at times.
- Although some teachers do ask questions that encourage pupils to think deeply, this is not happening enough.
- The most effective teachers have developed highly effective written dialogue with pupils after work has been marked. They also link their teaching to real-life situations to which pupils can easily relate, and they ask questions that help pupils to think deeply.

- Teaching assistants are well trained and well managed. Their contribution to the achievement of all pupils is good. This is especially so for disabled pupils, those who have special educational needs and those eligible for the pupil premium.
- The professional development that has been made available to the school since the previous inspection has raised expectations and strengthened the skills of teachers and classroom assistants. However, outstanding teaching practice is still not yet shared widely enough with all teachers. The local authority has acknowledged the improvements and now operates a light-touch intervention.
- The school works very effectively to promote pupils' spiritual and moral development, and encourages their social and cultural development through creating opportunities for collaborative work. Pupils discover much about the wider world and the peoples within it, and the school celebrates special occasions within other faiths.

The behaviour and safety of pupils are outstanding

- The polite and respectful pupils contribute to their good learning by an eagerness to work and learn. They are genuinely considerate of the needs of others, and this level of cooperation in class strengthens the learning.
- The school's records support parents', staff's and pupils' views that behaviour is outstanding. No examples of any unacceptable behaviour were observed by the inspector.
- Pupils have a good understanding of how to keep safe when using the internet. The school organised a training session for parents on how to keep children safe using computers.
- Pupils help each other in school, and know how to resolve disputes that may arise without needing to ask an adult for help.
- Although attendance has been consistently above average, the recent poor weather has created a number of problems for this rural school. Staff have been vigilant in making sure pupils have opportunities to catch up with work missed. Pupils are punctual to school and to lessons.
- Pupils have a strong respect for other cultures and beliefs, and the way in which subjects are taught helps to encourage this.
- Pupils' willingness to take on positions of responsibility in school enhances the life of the school in a powerful way.

The leadership and management are good

- The headteacher has driven much of the school improvement but has not delegated leadership responsibilities to other staff in the past. This is changing. Ambitions are high for this school and the recent delegation of responsibility for key areas of school life to others is encouraging a greater level of shared leadership. However, leaders have not yet had enough opportunity to develop their leadership skills so that they have a real impact in helping the school to improve further.

- Staff morale is high, and appointments made since the previous inspection have increased the rate of improvement.
- There are good procedures to measure the school's success. As a result, leaders have an accurate view of how well the school is doing and understand what needs to be done to improve.
- Training of staff, and the management of their performance, are handled effectively by the headteacher and governors. Teachers clearly understand the link between their pay and performance.
- There is a clear commitment to ensuring equality for all within the school. This is especially seen in the way disabled pupils and those with special educational needs make good progress. Pupil premium funding has been carefully targeted so that pupils for whom the funding is intended make good progress.
- The wide range of enriching activities outside of the classroom in this school is outstanding, with huge levels of commitment from staff. The vast majority of pupils take part in activities, covering many sports groups, and activities such as the film club, cooking, model making and the homework clubs.
- **The governance of the school:**
 - The governing body understands the school's strengths and weaknesses and is now fully involved in helping it improve. Since the previous inspection, there have been many changes to the governing body, and governors now take part in regular training to maintain their effectiveness. The budget is managed effectively, and the school is held to account for the way the funding for pupils eligible for the pupil premium is used to raise their achievement. Governors have an accurate view of the quality of teaching and know how the management of performance is used to improve staff expertise and reward good teaching. The governing body ensures safeguarding requirements are met so that staff and pupils are safe.

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	123516
Local authority	Shropshire
Inspection number	402168

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	122
Appropriate authority	The governing body
Chair	Graham Murphy
Headteacher	Nicola Brayford
Date of previous school inspection	18 May 2010
Telephone number	01948 880330
Fax number	01948 880330
Email address	admin.whixall@shropshirelg.net

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

