

Onny CofE (A) Primary School

Onibury, Craven Arms, SY7 9AW

Inspection dates 13–14 March 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is not always challenging enough to ensure pupils make the progress of which they are capable from Year 1 to Year 6.
- Pupils in Year 6 attained less well than they should have done in mathematics in 2012.
- While pupils have the basic skills in mathematics, they lack skills in independent mathematical problem solving because they do not have enough practice.
- Marking does not consistently show pupils what they need to improve and how to do it.
- Pupils are not given sufficient opportunities to develop independent writing skills in different contexts.

The school has the following strengths

- The headteacher's determined leadership and the arrangements for sharing headship responsibilities is leading to rapidly improving teaching and pupil progress.
- The large majority of teaching is now good; and Early Years Foundation Stage provision is good.
- The new federation arrangements have considerably improved leadership and management, including governance.
- Pupils' behaviour is good and sometimes outstanding. Pupils feel very safe. Their spiritual, moral, social and cultural development is promoted well.
- Parents and carers have exceptionally positive views of the school and value it greatly.
- Pupils' progress and quality of teaching is accurately monitored.

Information about this inspection

- The inspector observed seven lessons and also parts of sessions involving the teaching of phonics (the sounds letters make).
- He held meetings with a group of pupils, staff, members of the governing body, and a representative of the local authority.
- Individual pupils read aloud to the inspector.
- The inspector observed the school's work and looked at documents relating to behaviour, the school's own lesson observations, safeguarding, and pupils' progress. He examined a range of pupils' books and took account of staff questionnaires.
- He took account of 25 responses to the online questionnaires (Parent View) and spoke informally to parents collecting their children after school.

Inspection team

Michael Farrell, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than average sized primary school. Nearly all pupils come from White British backgrounds.
- The proportion of pupils at school action is smaller than average. The proportion at school action plus or with a statement of special educational need is above national figures.
- A below average proportion of pupils is eligible for support through pupil premium (additional money from central government for pupils known to be eligible for free school meals, children who are looked after or who have a parent in the armed forces).
- Since the previous inspection, the local authority undertook a review of provision, considering the closure of both Onny and Lydbury North Primary Schools. Following strongly expressed local views it was decided they should continue. Following this the two schools formed a close (so called 'hard') federation. The school went through a period of turbulence in 2010-11 when illness and absence affected leadership and management. Since January 2012 there have been arrangements to share some headship responsibilities across the two schools.
- A new headteacher was appointed in May 2011. Two new teachers were appointed in September 2012.
- A breakfast club and after school clubs are managed by the governing body.
- The school's most recent results cannot be compared to the government's current floor standards, which set the minimum standards for pupils' attainment and progress, because there were not enough pupils to make such comparisons meaningful.

What does the school need to do to improve further?

- Ensure the quality of teaching in Key Stages 1 and 2 is consistently good or better over a sustained period of time by making sure that:
 - the tasks pupils are set, particularly in mathematics in Key Stage 2, are always challenging enough
 - marking always shows pupils what they should improve and how.
- Improve pupils' achievement in mathematics by ensuring that they have opportunities to work independently on problem solving activities.
- Improve pupils' achievement in English by ensuring that they have more opportunities to write at length for different purposes, fiction and non-fiction.

Inspection judgements

The achievement of pupils

requires improvement

- Children join the Nursery with attainment that is lower than normally expected. They make good progress, especially in communication, language and literacy and in creative development and achieve well because of the well organised and stimulating provision. By the end of the Reception year, children reach levels that are typical for their age.
- From the end of Reception to the end of Key Stage 2 pupils make the expected progress in reading and writing. Few pupils make better than expected progress and few attain higher levels at the end of Year 6.
- In mathematics, pupils' skills and abilities in problem solving are not as strong as they should be. This is because they do not have enough opportunity to work independently on problems and lack confidence in applying their mathematical knowledge.
- In English, 2012 Year 1 phonics tests showed all pupils reached the expected standards. The school is building on this foundation to improve reading skills.
- Pupils do not develop their skills in sustained and independent writing as well as they should. This is because they have insufficient opportunity to write in a wide range of styles such as poetry, plays, stories, instructions, letters, diaries and descriptions.
- Pupils' progress in English and mathematics is accelerating as the school is starting to catch up on past underachievement and as gaps in pupils' knowledge, understanding and skills are identified and rectified. This is helped by the positive attitude pupils have towards learning as teaching improves.
- From their different starting points, all groups of pupils make at least the expected progress and there is no difference in the achievement of boys and girls. Pupils who are disabled or who have special educational needs often make good progress. This is because of the effective support they receive including individual help and because the school works very closely with other agencies such as the speech and language service to the benefit of pupils.
- Those supported by the pupil premium make expected progress because of targeted support and because progress is checked and further action taken as necessary. Their attainment is similar to that of other pupils.
- There are individual examples where the school has contributed to considerable improvements in the achievement, well-being and social and personal development of pupils whose circumstances make them or their families vulnerable. Notable achievement can also be found in other areas, such as music.

The quality of teaching

requires improvement

- Over time, teaching has not been challenging enough to ensure that pupils make rapid progress. Although teaching is now predominantly good, this has not been sustained for a long enough period to ensure that achievement is as good as it should be. A small proportion of teaching still requires improvement, particularly Key Stage 2 mathematics, where pupils often are working within levels that they have already achieved.

- In mathematics, the impact of teachers' marking is limited because it is not being used to raise the level of challenge. Marking does not show pupils what needs to be improved and how to do it. More generally, marking is improving and the best is detailed and helpful. Children have regular opportunities to evaluate each other's work which they do with care and sensitivity.
- Teaching in the Early Years Foundation Stage is good. Teachers and teaching assistants work very closely together to provide an environment and activities that stimulate learning and enjoyment. Language and imagination are especially well encouraged and in the warm, supportive setting, children rapidly grow in understanding and confidence. They take an interest in reading and respond well to phonics teaching.
- Teachers now plan carefully to ensure work is pitched at the right levels for pupils of different ages and abilities in the mixed-age classes. Teaching assistants are effectively deployed and contribute well, working with small groups and individual pupils. Teachers ensure that activities engage the interest of pupils who are disabled or who have special educational needs so that they participate fully.
- Teachers often use real-life situations to make lessons more relevant and this engages pupils' interest so they try hard. They also appeal to pupils' imagination to capture their attention and motivate them. For example, in 'Forest School' pupils in Key Stage 1 imaginatively designed and made rockets with fuel tanks from twigs and material, and one pupil enthusiastically explained how the (twig) antennae was used to detect aliens.

The behaviour and safety of pupils are good

- The school has a very positive atmosphere where values are clearly conveyed so that pupils know right from wrong and behave well. Parents express no concerns about behaviour and rightly consider that it is good.
- In lessons, behaviour is managed well so pupils try their best and work individually or together in pairs and small groups sensibly. Changes between lessons and between different activities in lessons are managed well so that no time is wasted. Pupils are courteous to each other and to adults.
- Around school, too, behaviour is good. At lunch times the youngest children chat happily and take their time to enjoy the meal. The welcoming breakfast club and well attended after-school clubs encourage enjoyment and good behaviour. Staff set very high examples through their own conduct.
- Sometimes behaviour is outstanding. Pupils help each other, showing sensitivity well beyond their years. Spiritual, moral and social and cultural development is strong because it is comprehensively promoted by the school atmosphere, values and curriculum.
- The school's records show that standards of behaviour have not been as good as this in the past, but that timely action by new headteacher has brought about rapid improvement.
- Pupils are aware that there can be different types of bullying, but either say that they have never seen any in the school or state that it is very rare indeed.
- Pupils feel very safe in school and when they are taken out of school on educational visits. They

know how to keep themselves safe. They readily give examples of keeping safe near roads and taking care when using computers, remembering clearly what they have been taught in school about these issues. Parents, too, strongly agree that their child is safe.

- Pupils love coming to school and are very punctual to lessons. Attendance is high for the very great majority of pupils, but average when taking into account the significant levels of absence of a very small number of pupils. These pupils are supported by the educational welfare service in an attempt to boost their attendance.

The leadership and management are good

- Leaders and managers clearly convey high expectations and sense of direction for the school, fully supported by the cohesive and committed staff team, whose morale is high.
- Teaching is improving rapidly because of accurate monitoring of pupils' progress and the effective management of the performance of staff. Leaders balance school requirements and the professional needs of individual staff members well.
- Self-evaluation is robust and the school's actions carefully planned to have a positive impact.
- The curriculum provides effective opportunities for learning, especially promoting good behaviour and safety and contributing well to spiritual, moral, social and cultural development. It is enriched by a wide range of after school clubs such as for ukulele, visits and visitors.
- The local authority has supported the school effectively through the challenges of federation and has contributed to recent improvements through valued support and training. The federation and other partnerships powerfully contribute to improvement including through shared governance, training, planning and staff roles. The two headteachers of the federated schools share responsibilities. For example the headteacher of Lydbury School is the special educational needs coordinator of both schools, helping ensure consistency in identifying pupils and providing for their needs.
- As achievement is accelerating, pupils have equal opportunities to do well because progress is carefully monitored and steps are taken if pupils are slipping behind. Good relationships are encouraged effectively through the school's values and atmosphere. No discrimination is evident but the school has suitable policies and procedures should any arise.
- The school works very closely with parents and carers and they have exceptionally positive views of the school. Parents and carers seen after school strongly expressed how highly they value the headteacher and staff.
- **The governance of the school:**
 - The new federated governing body supports and challenges school leaders well. It knows the amount the school gets for pupil premium, that it is spent on programmes and individual support that directly benefit pupils, why these approaches are taken, and how effective they are. Governors have a good overview of funding generally. They know the quality of teaching and the progress that pupils make and how this compares to national figures. They readily attend training related to their duties for example concerning interpreting information about pupils' progress. They ensure safeguarding arrangements meet current government requirements. Governors are fully aware of the procedures to check how well staff are doing and make sure teachers' pay is related to performance.

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	123560
Local authority	Shropshire
Inspection number	402177

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	45
Appropriate authority	The governing body
Chair	Colin Williams
Headteacher	Rosanne Pugh
Date of previous school inspection	21 January 2010
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