

Whitchurch CofE Infant School

Station Road, Whitchurch, SY13 1RJW

Inspection dates 11–12 June 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- From low starting points on entry to Nursery, children achieve well so that, by the end of Key Stage 1, their attainment is average.
- The school is led and managed well. The leadership team has improved the quality of teaching throughout the school.
- Teaching is almost always at least good. It ensures that all pupils, including those who find learning difficult, make good progress.
- Classroom relationships are of a high quality. This helps to promote high levels of enthusiasm and the excellent attitudes pupils show towards their learning.
- Behaviour is outstanding. Pupils feel very safe and they and their parents say the school keeps them safe. They thoroughly enjoy learning and are very proud of their school.
- The exciting curriculum, which includes many visits beyond the school, extends pupils' interests and draws them into learning.
- Governors fulfil their duties well. They have a good understanding of the school's strengths and areas for improvement. Governors check regularly that their decisions are helping pupils to make better progress.

It is not yet an outstanding school because

- Pupils do not write at length often enough. When they write in other subjects, their writing skills are very rarely marked.
- The marking policy is not consistently applied across the school, or in all subjects. Therefore, pupils do not have enough guidance on how to improve.

Information about this inspection

- Inspectors visited 16 lessons. One of these was observed jointly with the headteacher. They also observed playtimes and lunchtimes.
- Discussions were held with pupils, governors, staff and a representative of the local authority.
- Inspectors took account of the 29 responses to the online parental survey (Parent View), those gained through informal discussions at the start of the day and the 44 returns completed by staff.
- Inspectors scrutinised a wide range of documentation including information about pupils' progress and attendance, the school improvement plan, the school's self-evaluation document, records and policies about safeguarding and records of visits made by representatives of the local authority.
- Inspectors also examined work in pupils' books, sampled sessions where pupils were learning letters and sounds (phonics) and listened to pupils read.

Inspection team

Linda Phillips, Lead inspector	Additional Inspector
Doris Bell	Additional Inspector
Patrick Walsh	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school. Nursery and Reception are taught in single groups. Pupils in Years 1 and 2 are taught in mixed-age classes.
- Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils for whom the school receives additional funding from the government, known as the pupil premium, is average. This funding is for children in local authority care, pupils known to be eligible for free school meals, and children with a parent in the armed forces.
- As this is an infant school there are no government floor standards setting the minimum expectations for pupils' attainment and progress.
- The school shares its site with a Sure Start Children's Centre, which is inspected separately.

What does the school need to do to improve further?

- Raise achievement further in writing by:
 - giving pupils more frequent opportunities to write at length in literacy and in other subjects
 - ensuring teachers focus pupils on their writing targets in all of their writing
 - marking writing well wherever it occurs
 - achieving consistency in marking throughout the school so pupils understand how to do their work better and make sure pupils are given time to respond to what marking comments have to say.

Inspection judgements

The achievement of pupils is good

- When children start school in Nursery their skills are typically well below those expected for their age. By the time they leave at the end of Year 2, their attainment in reading, writing and mathematics is at the national average. This represents good progress from their starting points.
- Last year, pupils in Year 1 did not do as well as pupils nationally in the phonics screening check. The school has successfully addressed this issue. Pupils currently in Year 1 have made good progress in phonics. They, and pupils currently in Year 2 use their phonic knowledge well to help them read and spell.
- Although pupils make good progress overall in writing, boys are less confident writers and they write less than girls. The school has introduced a number of initiatives that are tackling this well, as was evident when pupils were writing about their experiences following a visit to a seaside town.
- Pupils do not use their writing skills well in other subjects, nor do they remember to use their writing targets in all of their writing. They are not sufficiently encouraged to do these things.
- Pupils make good progress in mathematics. However, they still tend to reverse some numerals when recording their work, and are not entirely secure working with numbers in the teens, sometimes, for example, writing 51 when they mean 15.
- Disabled pupils and those who have special educational needs make good progress because they receive good levels of additional support in class, in small groups and when needed, through one-to-one support.
- Pupils supported through the pupil premium make good progress because of the extra resources and experiences the school provides for them. There is no difference between pupils who receive funding and those who do not. This shows that the school successfully closes any gaps in their learning.

The quality of teaching is good

- Almost all teaching is good or better, enabling pupils to make good progress. In a Years 1 and 2 lesson where teaching was outstanding, the teacher identified clearly what pupils were expected to learn by the end of the lesson, checked they also paid attention to their individual targets, and adapted work during the lesson to suit their different rates of progress. This resulted in successful learning for all.
- Relationships between pupils and staff are excellent. Learning takes place in a supportive, positive and caring atmosphere that successfully encourages pupils to share ideas and 'have a go'. Teachers have high expectations of pupils' behaviour and manage it exceptionally well.
- Well-planned activities in Nursery and Reception promote children's learning well. They ensure that children are together for short bursts of learning before moving effortlessly to learning

arising from play activities, which they initiate and timetable themselves. Joint planning across Years 1 and 2 ensures that all pupils have similar learning experiences, no matter which class they are in. This reflects the strong focus on ensuring equal opportunities and that there is no discrimination.

- Teachers make learning exciting for the pupils, planning visits such as the visit to Llandudno, and organising visitors such as members of the falconry display team that engage and motivate pupils to talk and write about their experiences.
- The quality of teachers' marking is variable and does not always show pupils how to improve. Some teachers annotate individual work but this good practice is not consistent across the school. Targets are written in the front of literacy books and theme books but rarely referred to when pupils write in different subjects. This means they are not used to best effect to help pupils make faster progress. Writing in different subjects is rarely marked.
- Teachers use the teaching assistants well. The joint working between teaching and support staff helps to plug gaps in learning especially for pupils at risk of falling behind in their learning for whatever reason. Adults know individual pupils well and strive to help all of them make similar progress.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding. Attitudes to learning are exemplary in lessons and this excellent behaviour contributes to their learning because it ensures that lessons can proceed with no interruptions. Pupils' behaviour outside lessons is impeccable. Governors often receive complimentary comments from the community when the school is 'out-and-about'.
- The strong nurturing approach helps pupils to develop self-confidence and self-esteem and develop positive attitudes to learning. Pupils are very polite, take turns when talking or sharing equipment and willingly help each other, for example, in the Forest School activities. They are sensitive to each other's feelings and needs and, especially through the Forest School activities, learn to appreciate the world in which they live.
- Pupils are aware of the different forms of bullying and bullying in all its forms is rare. If it does occur pupils say that adults deal with it promptly. They have an especially good understanding of the need to use the internet safely. Parents, pupils and staff are extremely positive about behaviour and safety. Pupils say they feel safe and enjoy school.
- Attendance has improved over the last three years and is now average.

The leadership and management are good

- The school is led effectively by a team of experienced and committed senior leaders. The headteacher is clear about what he wants to achieve and he, the staff and governors are united in their ambition for the school. The school's own self-evaluation is an accurate picture of the position of the school and highlights areas to improve and demonstrates that they have the capacity for further improvement. However, leadership and management are not outstanding because not all subject leaders are skilled in monitoring their subject areas.

- Teachers value the considerable support and professional development they receive. Leaders have successfully created a culture of accountability for pupil progress and school improvement.
- Senior leaders for both the Early Years Foundation Stage and for Key Stage 1 know their school very well. Pupil achievement is closely tracked and targets regularly reviewed to ensure pupils are on course to meet their potential.
- Pupils' spiritual, moral, social and cultural development is promoted effectively through the school's Christian values, the curriculum, and topics that promote learning and personal development. These raise pupil's awareness of different faiths and cultures at home and abroad. In their study of Africa for example, pupils compared the way people in Cape Town lived, with the lifestyles of the Maasai tribe in central Africa.
- The local authority's support for the school is 'light touch' in recognition of its good performance.
- **The governance of the school:**
 - The governing body has a well-informed understanding of the school's work and governors use data to understand its strengths and weaknesses. They challenge and support the school in equal measure. They hold the school to account for the way the pupil premium is used to improve pupils' achievements. Governors are involved in the management of performance, including that of the headteacher and are increasingly aware of the link to teachers' salaries. They have a good grasp of the school's finances. However, they recognise that not all members of the governing body have an equally good understanding of the work of the school, and have taken steps to increase their awareness. Safeguarding policies and procedures are well established so that all requirements are met in full.

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	123515
Local authority	Shropshire
Inspection number	412616

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

Type of school	Primary
School category	Voluntary Controlled
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	387
Appropriate authority	The governing body
Chair	Ann Headdon
Headteacher	Greg Smallbone
Date of previous school inspection	6 November 2008
Telephone number	01948 662905
Fax number	01948 663285
Email address	head.whitchurchinfants@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

