

# Weston Lullingfields CofE School

Weston Lullingfields, Nr Baschurch, Shrewsbury, SY4 2AW

**Inspection dates** 26–27 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

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

- Pupils do not make good progress in writing and mathematics.
- Teachers do not expect the most able pupils to learn enough in mathematics.
- Teachers do not expect pupils to concentrate and work hard when writing.
- Pupils do not have enough time to respond to the comments made when teachers mark their work.
- Teachers do not give pupils enough opportunities to apply their mathematical skills in other subjects.
- The outdoor area for children in Reception is poorly resourced.
- Pupils are not aware of the dangers of using the internet.

### The school has the following strengths

- Leaders have begun to raise standards across the school.
- Pupils make good progress in reading because teachers accurately match reading books to their abilities.
- Pupils diagnosed with dyslexia make consistently good progress in reading.
- Pupils feel very safe at school and behave well outside of lessons.
- Attendance is rising rapidly and is now above average; punctuality is excellent.
- The headteacher and governors have accurately identified weaknesses in teaching and are taking actions to improve it.

## Information about this inspection

- The inspector observed eight lessons, including two that were jointly observed with the headteacher. In addition, the inspector listened to pupils reading and analysed the work in their books.
- Meetings were held with pupils, members of the governing body and a representative of the local authority.
- The inspector took account of the 13 responses to the online questionnaire (Parent View). He also met parents informally.
- The inspector observed the school's work and looked at a number of documents, including the school's own information on pupils' progress; the school's evaluation of its performance; records relating to attendance; and documents relating to safeguarding.

## Inspection team

David Driscoll, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than most other primary schools. The number of pupils attending the school has fallen steadily since 2010.
- Almost all pupils are from a White British background.
- The proportion of disabled pupils or those who have special educational needs supported through school action, school action plus or with a statement of special educational needs is well above average.
- Very few pupils are usually eligible for the pupil premium; currently there are none. This is additional funding for specific groups of pupils, such as children looked after by the local authority and pupils known to be eligible for free school meals.
- A new headteacher was appointed in January 2012. There is one other full-time teacher, who was appointed in September 2013.

### What does the school need to do to improve further?

- Improve teaching and accelerate pupils' progress by ensuring that teachers:
  - provide more challenging work for the most able pupils in mathematics
  - insist that pupils concentrate and work hard when writing
  - give pupils time to carry out corrections and respond to comments made by teachers when marking their work
  - provide more opportunities for pupils to apply their mathematical skills in other subjects
- Improve the outdoor learning area for pupils in Reception by providing more resources.
- Teach pupils about the dangers of using the internet and what they should do to keep themselves safe, especially when using social networking sites and email.

## Inspection judgements

### The achievement of pupils requires improvement

- With small numbers in some year groups, the performance of one pupil can cause significant fluctuations in standards. However, the general pattern in the recent past has been of children joining Reception with skills and experiences that are typical for their age, making expected progress in writing and mathematics as they move through the school and leaving Year 6 with average standards in these subjects.
- Children's progress in Reception is limited by the poor resources in the outdoor area. There are no large toys or materials to help develop their creativity or coordination, and little in the way of displays to prompt them to learn their letters and numbers. They make the progress they should in learning to read, whereas, in other year groups, pupils' progress in reading is good.
- The most able pupils make slower progress than others in mathematics. They often find the work too easy and rush through it to get to more demanding questions, or lose interest while they wait for others to catch up.
- Progress in writing requires improvement because pupils do not stay focused on their work and so do not produce as much written work as expected.
- Standards in reading are above average by the time pupils leave Year 6. They enjoy reading difficult texts and grappling with the different interpretations of lines from *Macbeth*, for example. In contrast to writing lessons, pupils are often totally engrossed in their reading.
- Disabled pupils and those who have special educational needs make similar progress to other pupils. The specialist support they receive for dyslexia is highly effective at helping them to make good progress in their reading. On other occasions, teaching assistants provide too much help too soon, without allowing pupils to think for themselves.
- Although there are currently no pupils eligible for support through the pupil premium, previous results show that funding has been used well to support individuals in closing the gap in attainment and progress in English and mathematics.
- Standards are now rising across the school as pupils' progress is improved. All pupils have reached the expected standard in the Year 1 reading screening check since the arrival of the new headteacher in January 2012.
- Standards at Key Stage 1, which had been in long-term decline, improved dramatically in 2013. They were above average in mathematics, well above in writing and very high in reading. No pupil had reached Level 3 in any subject since at least 2010. However, in 2013, all pupils reached this benchmark in reading, and some in writing and mathematics.
- All pupils in Year 6 made the progress expected of them in reading and writing in 2013, and almost all in mathematics. These pupils had a history of underachievement when they were in Years 3 and 4 and had to make up the ground they had lost previously. Current tracking shows consistently good progress in reading and accelerated progress in writing and mathematics, except for the most able mathematicians, whose progress is still slower than others.
- Pupils have developed a love of reading and now read widely both in and out of school.

- The school has drawn up plans to boost pupils' skills in sport by using the new sports funding to employ a specialist coach and forge closer links with the local secondary school's physical education department. This is due to start later this term.

### **The quality of teaching**

### **requires improvement**

- While there are examples of good teaching in the school, much requires improvement.
- Teachers do not ensure pupils remain focused when writing. Pupils lose concentration and so do not get enough work done in the lesson to allow them to make good progress. Teachers do not react quickly enough to get them back on task.
- The work that teachers give to the most able in mathematics is often too easy for them. Sometimes they have to do the same tasks as less-able pupils, before moving on to more demanding work. This makes them rush and make silly mistakes, rather than taking the time to check carefully what they have done. On other occasions, they have to wait for others to catch up before they are given a new task. In these circumstances, they sit quietly with their hands up and wait patiently for the teacher.
- Much of the teaching of Reception pupils in the classroom is good. However, the impact of this is reduced significantly by lessons outdoors, where pupils are not given the stimuli to explore and choose activities for themselves because the resources are poor.
- Teachers mark work thoroughly and provide helpful guidance on what pupils need to do to improve. However, teachers do not give pupils the time needed to act on the advice. Spellings, for example, are not always corrected or calculations checked.
- Throughout the school, teachers assess pupils' work accurately and frequently. The results are used particularly well in reading, so books are well matched to pupils' interests and abilities. Texts for the most able readers are often particularly demanding, such as poetry by Ted Hughes. The results are seen in pupils' consistently good progress and the hushed atmosphere in reading lessons where pupils concentrate fully on their books.
- Teachers give pupils plenty of opportunities to read and write in other subjects. In a mathematics lesson in Key Stage 2, pupils were asked to write their own mathematical problems. They made good progress in both their mathematics and their writing because they found the task stimulating. In this case, they concentrated well on their writing and their attention did not wander from the task. Teachers rarely give pupils the opportunity to use their mathematical skills in other subjects, such as science.

### **The behaviour and safety of pupils**

### **requires improvement**

- Pupils do not always concentrate well enough in lessons, especially when writing. They write a little, then stop to have a look around or talk to their neighbour.
- Most pupils listen well in assemblies, but some are a little immature and do not pay full attention.
- Pupils know how to keep themselves safe in most situations, such as on the road or when dealing with strangers. However, their knowledge of the dangers of using the internet is poor. They speak of 'not being silly', for example, when questioned about receiving unsolicited emails

or contacts through social networking, but are unsure of what to do in such circumstances.

- Pupils feel the school is a very safe place and their parents agree. Behaviour outside of lessons is good and pupils get on very well with one another. Bullying is very rare and is dealt with effectively. There have been no exclusions in recent years.
- Pupils are respectful of staff and polite towards visitors. They have good manners, which develop well as they move up the school.
- Attendance is improving year-on-year. It has gone from below average in 2010 to above average in 2013. Punctuality to school is excellent.

### **The leadership and management** requires improvement

- Although many aspects are good, leadership and management require improvement because changes made by the headteacher have not yet had time to impact fully to ensure that pupils make good progress in writing and mathematics.
- There are weaknesses in the curriculum and pupils are not taught enough about how to stay safe when using the internet. Pupils enjoy solving problems in mathematics but rarely get the opportunity to use these skills in other subjects.
- The headteacher carries all the main responsibilities in the school, including those for literacy, numeracy, special educational needs and the Early Years Foundation Stage. There are plans to spread this excessive load once the new teacher has settled in. Another member of staff is responsible for physical education and has drawn up appropriate plans for using the new sports funding.
- Coupled with improvements to the governing body, the new headteacher is having a significant impact on improving the quality of teaching. Standards are rising across the school as pupils make up the ground lost in the past and their progress accelerates.
- Plans to improve the school further are well targeted at key areas, such as the progress of the most able in mathematics. They set out very clear detail as to what needs to be done and how quickly. The headteacher and governors can point to significant successes over the past 18 months, especially in reading.
- The school has good systems in place for managing teachers' performance. Checks on teaching are accurate and highlight the areas for improvement. Subsequent training, including observing best practice at other schools, is successfully eliminating the weaknesses.
- Teachers are given demanding targets to accelerate pupils' progress. Governors have not flinched from taking strong action when improvements have not been forthcoming quickly enough.
- The local authority recognises the improvements made by the headteacher and governors. It still keeps an eye on the school, but provides only light-touch support.
- **The governance of the school:**
  - Governance has improved considerably since the school was last inspected. Governors have undertaken training in understanding data and other information, and are now well informed

about the school's strengths and weaknesses. They have a very realistic view of where the school is and where it can get to, and hold the headteacher responsible for making sure it gets there.

- Governors keep a close eye on the quality of teaching and know where strengths and weaknesses occur. They are well-aware of how teachers' performance is managed, so that weaknesses are tackled, and they ensure that rewards for teachers are linked to pupils' progress. Governors ensure that the school meets all statutory requirements, including those for safeguarding.

## 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

<b>Unique reference number</b>	123513
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	426982

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

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	36
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jon Worrall
<b>Headteacher</b>	Judi Clarke
<b>Date of previous school inspection</b>	2 February 2012
<b>Telephone number</b>	01939 260306
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