

Salford Priors CofE Primary School

School Road, Salford Priors, Evesham, WR11 8XD

Inspection dates

27–28 February 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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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.

- Pupils achieve well throughout the school. Attainment at the end of Year 6 is average in writing and mathematics and above average in reading.
- Recent improvement in pupils' progress is being maintained. Pupils in school are making good progress and standards are rising.
- Teaching is good and some is outstanding, so pupils make at least good progress as they move from class to class.
- Teachers make accurate checks on how well each pupil is doing. They use this information well to provide all pupils with work that helps them make good progress over time.
- Most pupils behave well in lessons and around the school. The oldest pupils have excellent attitudes towards their school work.
- Pupils enjoy school and feel safe.
- Strong and focused leadership has been crucial to the improvement since the school was last inspected.
- School leaders regularly carry out detailed checks on the quality of teaching and learning. They use this information well to place teachers where they can have greatest impact on pupils' learning.
- The headteacher holds a detailed record of how well each individual pupil is progressing. This is used effectively to hold teachers to account for pupils' progress and to provide pupils with support where needed.
- Governors have reviewed their skills in checking how well the school is doing. They now ask more questions and are better informed about the school's effectiveness.

It is not yet an outstanding school because

- Children in Reception do not get the best out of the outdoor learning area.
- Marking of pupils' work is not consistent in helping them to improve their work.
- The school has not yet found a successful way to teach the few reluctant readers in Key Stage 1.
- Teaching assistants are not used enough to support pupils during introductions to lessons.
- Teachers do not always have harder work available when pupils are ready for it.
- The statement on how the pupil premium funding is used is not clear as to how funds are directed to support qualifying pupils.

Information about this inspection

- The inspector observed eight lessons. Each of the lessons was observed jointly with the headteacher.
- The inspector heard pupils read and looked at the work in their books.
- Meetings were held with governors, the senior leadership team and pupils. The inspector held a telephone conversation with a representative of the local authority.
- The inspector looked at a wide range of documentation, including the school's own judgements on its strengths and weaknesses, and the data it collects on pupils' progress. Documents detailing the school's arrangements for safeguarding were reviewed.
- Questionnaire responses from 11 members of staff were analysed.
- The inspectors took into account the views of the 13 parents who completed the online questionnaire, Parent View. He also looked at 31 parents' views collected by the school through their own questionnaire.

Inspection team

David Speakman, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is low. Very few pupils speak English as an additional language.
- The proportion of pupils supported by the pupil premium is average. In this school, the additional funding is for pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is also about average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Pupils from the Reception Year to Year 5 are taught in mixed-age classes and pupils in Year 6 in a single-age class.
- Two teachers have joined the school since it was last inspected.
- 'The Kindergarten', a children's day nursery, shares the school's accommodation. This is run independently of the governing body and is subject to a separate inspection.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that all pupils make consistently good or better progress by:
 - sharing best practice in marking so that the advice given to pupils on how to improve their work is consistently clear and helpful
 - having more difficult work available for pupils when they are ready for it
 - finding more effective ways to help pupils who find reading difficult
 - making sure that teaching assistants are more involved with pupils throughout teaching sessions.
- Review the use of the Early Years Foundation Stage outdoor area to improve opportunities for Reception Year children to learn more effectively outside.

A review of the school's use of the pupil premium should be undertaken to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

is good

- When children start school, their levels of knowledge and understanding are lower than those typical for their age. Children make good progress in Reception and by the time they join Year 1 most achieve the expected level for their age.
- Attainment at Key Stage 1 has been rising steadily. In reading, writing and mathematics, it is now above average, reflecting their good progress.
- Since the school was last inspected, there has been good improvement in pupils' achievement at Key Stage 2. The school has a detailed analysis of each pupil's progress. For last year's Year 6, this shows that the proportion of pupils making and exceeding the normally expected progress, albeit not by a full level, compared well with national figures. Last year, this resulted in attainment that was above average in reading and average in writing and mathematics.
- These improvements are being sustained by pupils currently in school. Achievement of pupils in Years 4, 5 and 6 is good. Since they joined Key Stage 2 they have made more progress than nationally expected and attainment is on track to be above average.
- Disabled pupils and those who have special educational needs are making good progress against their individual targets through effective and targeted support. Most are on track to make expected progress in reading, writing and mathematics.
- Pupils currently in Year 2 are mostly working at levels above those expected for their ages. However, a small number of pupils are finding difficulty in learning to read due to weak knowledge of letter sounds. In 2013, the results of the Year 1 phonics screening check (concerned with letters and the sounds they make) showed that some boys did not reach the expected standard.
- Currently, pupils supported by the pupil premium are make similarly good progress as other pupils and their attainment overall is close to that of other pupils. In 2013, despite making the same progress as other pupils, their attainment was up to two years behind the others, reflecting their low starting points.
- Children in Reception do not benefit fully from learning in the outdoor area because it is shared with an independent nursery. This means their physical skills and aspects of their personal development are not as advanced as other areas of learning.

The quality of teaching

is good

- Teachers know the levels at which each pupil is learning and plan lessons well to ensure that pupils of all ages and abilities, including in mixed-age classes, are given sufficiently challenging work. This means that the learning of all pupils is good and they make good progress. In a Year 2 and 3 mathematics lesson, for example, pupils of different age and ability were given tasks and asked questions that were well targeted and at an appropriate level of difficulty, so all pupils' learning was effective.
- Pupils' progress was most rapid where the teaching was alert to their responses, adjusting the levels of challenge accordingly. In a Year 4 and 5 mathematics lesson, for example, pupils were starting to learn about coordinates. Teaching was very clear so that pupils grasped new ideas

very quickly. The teacher quickened the pace of learning so that by the end, all pupils had made considerable gains in their knowledge. This is not always the case as there are occasions when pupils complete their work quickly and are not provided with extension tasks to take them further in their learning.

- Some very effective learning was also seen where the teaching encouraged pupils to follow their own ideas and find things out for themselves. In a Year 6 mathematics investigation the teacher asked a few well-considered questions and provided enough guidance for pupils to be clear about what they were expected to do, but with scope for initiative. Pupils made rapid progress and developed good mathematical enquiry skills.
- Pupils' work is marked regularly. There are examples of marking that are very effective and help pupils understand how they can improve their work. Teachers point out what pupils have done well and identify key points for improvement. However, this standard of marking is not yet consistent across all classes or subjects.
- Teaching assistants support pupils' learning well. In the Early Years Foundation Stage, they work effectively with children and Year 1 pupils in the same class, enabling the class teacher to work with specific groups. They support disabled pupils and those who have special educational needs well so they make the same good progress as other pupils. However, they are too often under-used when teachers are introducing lessons and they do not have enough impact on the quality of pupils' learning during these times.
- The teaching of reading for younger pupils is not as effective as it should be. The few pupils who did not reach the required standards in the Year 1 phonics screening still have not been taught the skills needed to build even simple words.

The behaviour and safety of pupils

are good

- The behaviour of pupils is good. Pupils have good attitudes and approach their learning with enthusiasm, particularly towards the top of the school where they are very highly motivated.
- Pupils take care over their work and books are presented in a neat and tidy manner. Very little work is not finished. Pupils' books show good progress over time and increasingly high standards in their work.
- Pupils speak well about behaviour. They say lessons are rarely interrupted by poor behaviour. Behaviour at break times is usually good, but pupils say they get bored during the longer lunch break because they have only limited access to play equipment. They say behaviour is better during the short breaks. Adults spoken to at break times say that there is little trouble on the playground.
- Children get on well together. Year 6 pupils are 'buddies' to Reception children. This is highly effective in helping young children settle in. There are very positive relationships between pupils of different ages.
- Pupils enjoy school. They say they like it best when they find work challenging and feel they are making progress. They particularly enjoy lessons in which they are active and learn new things by themselves. Attendance is average year-on-year and pupils come to school on time.
- The school's work to keep pupils safe and secure is good. Pupils know how to keep themselves safe at school and are confident that any issues will be dealt with promptly and effectively. They

show a good understanding of internet safety. Pupils have recently completed a short course on how to stay safe in different circumstances to raise their awareness of self-protection.

- Pupils are aware of the different forms bullying can take and know what to do if they ever need help. They say bullying is rare. On the rare occasions when bullying does occur, it is taken very seriously and dealt with effectively.
- Although most pupils behave well, the behaviour of younger pupils is sometimes boisterous and requires careful management for them to be calm and settled around school.

The leadership and management

are good

- The headteacher has high expectations of the work of the staff. Checks made on the quality of teaching and learning are effective. As a result, there has been significant improvement in key areas of the school's work since its previous inspection.
- School leaders have tackled the weaknesses identified in the school's last inspection. Teaching is now good. Leadership roles have been developed. Pupils' progress information is analysed and findings are used well. As a consequence, pupils' progress is better.
- Pupils' individual achievement is carefully monitored. Class teachers have an accurate knowledge of how each pupil is progressing and what each pupil needs to do to achieve their best. The headteacher has an overview of whole-school performance and regularly shares this with staff and governors, creating a shared understanding of how well the school is doing.
- Senior leaders monitor teaching regularly and have an accurate view of the strengths in teaching and the areas that need improving. All staff have challenging targets which link to the school's priorities for improvement and which are used to help assess their performance. The governing body ensures that the school's evaluation of teaching is linked to salary rewards.
- The curriculum is carefully planned to engage pupils' interest. The curriculum makes good links between subjects so learning is meaningful and enhanced by a programme of interesting and relevant visits. There is appropriate emphasis on reading, writing and mathematics so most pupils make good progress in developing these skills. Pupils are taught phonics to support reading development but this is not helping some younger pupils who continue to struggle. Curriculum provision for the Reception Year children does not include an effective balance of learning that includes play in the outdoor area.
- Provision for pupils' spiritual, moral, social and cultural development is good. Pupils have a suitable range of cultural experiences through the curriculum. School assemblies are used well to raise pupils' spiritual awareness. Moral development is good and reflected in pupils' behaviour. Pupils have good opportunities to develop a social dimension through considering others, valuing their own and others' achievements and through activities and clubs.
- Finances are managed adequately. Pupil premium funding is now helping improve the progress of individual eligible pupils and helping them catch up through one-to-one and small group learning support. However, this year's statement does not make it clear how the fund is allocated to helping qualifying pupils.
- The school has made arrangements to spend the primary sports funds on improving and widening opportunities for pupils to take part in sports activities, improve teachers' expertise, to ensure all pupils can swim by the time they leave the school and to train up young sports

leaders. The impact of this is good because provision is better and helping to improve pupils' health and well-being.

- The local authority has an accurate view of the overall effectiveness of the school. Since the school's effectiveness was judged to be satisfactory at its last inspection, advisers have been supporting school improvement. They check regularly how the school is doing and provide guidance and feedback reports. They have developed a 'rapid improvement plan' which has helped the school improve quickly.

■ **The governance of the school:**

- Through an ongoing self-review, governors have identified areas where they needed to improve and where training was needed. As a result of this, and through the recommendations of the local authority's action plan, they now ask probing questions and expect convincing evidence of school improvement.
- They deal better with important issues identified through regular checks. They have a clear understanding of what needs to be done to secure school improvement.
- Governors are regular visitors to school and have a secure knowledge of how well teachers are doing through first-hand experiences and through discussion. Recent training has given them a clear understanding of assessment data, for example. This means they know how well the school is doing and how the achievement of pupils compares with that in other schools.
- They challenge senior leaders on school improvement and question them to make sure they 'have the full story'. They set clear targets in managing the performance of the headteacher and staff, making sure that increases in pay are linked to competence.
- They make sure statutory requirements are met, including 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

Unique reference number	125645
Local authority	Warwickshire
Inspection number	431163

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	78
Appropriate authority	The governing body
Chair	John Alexander-Head
Headteacher	Janet Satchwell
Date of previous school inspection	11 July 2012
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