

# Wistanstow CofE Primary School

Wistanstow, Craven Arms, SY7 8DQ

**Inspection dates** 5–6 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher and governors ensure that teaching is good and pupils make good progress in each class.
- Teachers and teaching assistants use their good subject knowledge to develop pupils' learning in all subjects.
- Pupils make good progress in every year group in reading, writing and mathematics. They leave the school well prepared for their secondary education.
- Children in the early years make good progress thanks to well-taught activities in an environment that is now stimulating and laid out well.
- Pupils' behaviour is good, and they show positive attitudes to learning. Such attitudes contribute well to their spiritual, moral, social and cultural development.
- Pupils are safe and secure. They understand how to stay safe, both in and outside school.
- The headteacher has created a culture where all staff are encouraged to reflect on their work and find ways to make pupils' experiences even better. As a result the school has improved well since its last inspection, and continues to improve.

### It is not yet an outstanding school because

- Teachers do not always give the most able pupils sufficiently challenging enough work to make even more rapid progress in writing and mathematics.
- The feedback teachers give to pupils about their learning in writing and mathematics is not helping them to make accelerated progress.

## Information about this inspection

- The inspector observed learning in every year group. Two of the five lessons seen were jointly observed with the headteacher.
- Pupils talked about their reading and the inspector heard a group read.
- Meetings were held with pupils, the Chair of the Governing Body and another governor, staff and a local authority representative.
- The inspector took account of the 18 responses to the online Parent View questionnaire, a recent parental survey information provided by the school, and spoke with parents. He also considered the views expressed in questionnaires returned by five members of staff.
- The inspector observed the work of the school, looking at a range of documentation. This included an examination of work in pupils' books and a review of the school's child protection and safeguarding procedures.

## Inspection team

Jeremy Bird, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Wistanstow is much smaller than the average-sized primary school.
- Children in the early years are taught in one full-time Reception class. Pupils are taught in three classes, each of which includes pupils from more than one year group.
- Almost all pupils are White British.
- The proportion of disadvantaged pupils supported by the pupil premium is below the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those looked after by the local authority. In some year groups only a very small number of pupils are eligible.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- The headteacher is currently on a temporary contract. She has been at the school for two years.
- There have been significant changes to the governing body over the past three years, including the appointment of a new Chair of the Governing Body.
- There were too few pupils in Year 6 in 2014 to make the usual judgement on whether the government's floor standards were met.

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

- Accelerate the progress made by the most able pupils, by ensuring that they receive harder work in writing and mathematics.
- Improve teaching and raise achievement in writing and mathematics, by ensuring that teachers' marking regularly and routinely identifies what pupils need to do to improve their work.

## Inspection judgements

### The leadership and management are good

- The headteacher has a good awareness of how well staff and pupils are performing. Her improved monitoring and knowledge of pupils' progress have informed her discussions with staff. As a result all teachers continue to improve their practice and pupils' learning and behaviour.
- The school uses effective systems to manage the performance of teachers. The headteacher is skilled in ensuring staff work effectively together to agree whole-school priorities for improvement. All teachers have leadership responsibilities and have developed effective skills. They have researched how other schools have improved their planning and teaching of different subjects and are now implementing a new curriculum that matches pupils' interests and abilities well. The headteacher and governors ensure that this work continues to promote pupils' spiritual, moral, social and cultural development effectively.
- The leader accountable for the provision and progress of disabled pupils and those who have special educational needs effectively supports colleagues in their teaching practice. She continually monitors and evaluates the school's work to ensure these pupils are achieving well.
- The school makes effective use of its additional funding for disadvantaged pupils in a variety of ways. It provides more teaching and teaching assistant hours in the classrooms and pays for a subscription to a library service. The headteacher thoroughly evaluates the impact of this work. As a result disadvantaged pupils make similar rates of progress, and attain similar standards, to those of their classmates.
- The headteacher and staff are currently developing a consistent approach to checking that pupils have understood their work and what they need to do next. They have considered various different ways to do this, and are planning to implement a new system by the end of this academic year.
- The school has made very effective use of the primary school physical education and sport funding. Specialist coaches now teach a wider range of activities, which the pupils enjoy. Sports include volleyball and gymnastics. The school encourages competitive sports with pupils representing their school in netball, football and cross-country running. Olympians have visited the school and inspired more pupils to not only take up sports but also to achieve well in them.
- The local authority knows the school well. The effective training it provides for staff has led to higher standards, for example in reading. The local authority appreciates the positive changes made by the headteacher and the Chair of the Governing Body.
- By listening to pupils' views and challenging them when appropriate, the headteacher and all staff ensure that pupils tolerate and respect people who have different faiths or no faith. Excellent relationships between staff and pupils, and between the pupils themselves, lead to pupils feeling safe and secure in the school. Discrimination does not occur. Pupils know how to get on well with each other, and leaders make sure they all have an equal opportunity to succeed.
- Leaders ensure that pupils are well prepared for life in modern Britain. Pupils learn about democracy and enjoy a good range of cultural experiences, including visits from speakers representing different cultures.
- Parents talk about how they value their partnership with the staff. The school has worked hard to develop this relationship. One example has been the introduction of opportunities each term for parents to come into the classrooms during the school day and talk to their children about their learning. Parents say that as a result they feel much more involved in their children's learning.
- **The governance of the school:**
  - In recent years the governing body has made significant changes to improve its effectiveness, which is now good. The appointment of new members with specific skills has enabled governors to better hold leaders to account for the school's performance.
  - The partnership between the headteacher and the governors is effective. Governors have become more skilled at analysing and challenging the information they receive in detailed reports, including the rates

of pupils' progress. For example, they know about the impact of pupil premium funding, and that eligible pupils make similar progress to their peers.

- Governors are currently taking helpful advice from the local authority so they can go ahead with the appointment of a permanent headteacher.
- The governors know about the performance of staff. They base their decisions about pay on pupils' progress, and make sure money is available for the training needs identified by the headteacher.
- Governors ensure that all statutory responsibilities are met effectively, including those relating to safeguarding. They check that all staff are familiar with safeguarding processes and receive timely training.

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

### **Behaviour**

- The behaviour of pupils is good. Pupils work and play well together. They have a strong sense of right and wrong. Pupils' positive attitudes to their learning contribute well to their spiritual, moral, social and cultural development, for example, they often consider opinions from their classmates and this helps them to confirm or change their own views.
- Pupils typically display positive attitudes to learning. Teachers know they can trust pupils to explore and find things out for themselves. For example, in science lessons pupils challenge themselves and each other to create the best way of testing theories.
- Mutual trust between pupils and staff is evident in all classrooms, with everyone's opinions given equal consideration. In the Reception class children receive encouragement to express their views, developing these further in the activities they work on. This helps children to develop a deeper understanding of the topics taught.
- There has been a recent improvement in attendance, which is now above the national average, and persistent absence is rare. Pupils are punctual and talk about their enjoyment of learning and how this is a major reason for the increase in attendance. Parents agree with this view.
- The staff show sensitivity when dealing with behaviour. For example, there have been a few occasions at playtimes when older boys did not fully consider their actions when enjoying their games, and their boisterous play inadvertently upset younger pupils. The school has responded by making sure staff work with the older boys to ensure they play with greater care for others.

### **Safety**

- The school's work to keep pupils safe and secure is good. Pupils are safe and feel safe. This is a result of clear safeguarding arrangements which are followed by all staff. No pupils have been excluded in recent years, either for potentially dangerous behaviour or for any other reason.
- The school ensures that all staff have completed the required safeguarding training and that policies are implemented consistently. Leaders check and ensure all staff and visitors, including those working with pupils outside the school day, are suitable to work with pupils.
- Pupils understand how to stay safe. They talk about bullying, knowing what it is, the different forms it can take and how it can be tackled if it should occur. Pupils trust staff and say they can talk to them about any concerns they may have, knowing they will be supported. Parents agree with pupils that there is no bullying, and the school's records back this up. Pupils understand how to stay safe when using the internet.
- Parents state that pupils are safe in school, valuing the regular opportunities to talk with teachers about their children's experiences in school. They support the school in ensuring the pupils are tolerant and respectful.

## **The quality of teaching** is good

- Teaching is good in every class and in every year group. Pupils benefit from the good subject knowledge shown by teachers and teaching assistants. Teachers manage the mixed-age classes well, ensuring pupils in all year groups make good progress in reading, writing and mathematics.
- All teachers are effective in asking questions to probe pupils' understanding, then posing new questions to develop it further. In Years 3 and 4, for example, pupils talked about how they would investigate the properties of magnets as a result of the teacher's encouragement. The teacher then asked further questions that prompted them to consider how their strategies might be improved.
- The teaching of disabled pupils and those who have special educational needs is effective. Teachers write clear plans, designed to support pupils to make better progress. They then monitor and evaluate pupils' performance to ensure that they continue to make good progress.
- Reading is taught well throughout the school. Teachers ensure pupils select appropriately challenging books. Parents support teachers by commenting in reading notebooks, which teachers then use to inform subsequent teaching. Children in the Reception class and in Years 1 and 2 are taught phonics (letters and the sounds they make) well. They apply these skills well in their reading and writing.
- Pupils are keen to write and they present their work well in all subjects. They show well-developed handwriting styles and accurate spelling, punctuation and grammar. They write in their own time, motivated by homework activities. All pupils make good progress in their writing in all year groups.
- Teachers' marking tells pupils what they need to do to improve their work, for example through comments made after certain pieces of writing. However, staff do not give such advice sufficiently frequently to enable pupils to make more rapid progress.
- Pupils make good progress in mathematics through the school. They benefit from a range of activities that balance the amount of calculation work with problem-solving activities. This helps pupils learn how to use their skills to solve problems. The written feedback to pupils affirms how well they have done, but rarely identifies specific misconceptions in their work to help them see what they need to do to improve their understanding.
- The tasks set for the most able pupils in their writing and mathematics work are not always challenging enough. Teachers do not consistently expect them to apply their advanced grammar and punctuation skills in their writing. In mathematics, this group of pupils occasionally spend too much time on tasks they can complete easily, rather than tackling higher-level problems. When harder work is presented in both writing and mathematics, pupils thrive on the greater challenge the work demands.

### **The achievement of pupils is good**

- In recent years children have entered school with skills that are typical for their age. They make good progress, leaving Reception ready for the Year 1 curriculum. School data show that pupils then make good progress through Key Stages 1 and 2. In 2014 all Year 6 pupils reached at least the nationally expected Level 4 in reading, writing and mathematics.
- The progress of disadvantaged pupils is good. In 2014, there were too few such pupils in Year 6 to comment on their attainment without risk of identifying individuals. Throughout the school, however, the progress and attainment of disadvantaged pupils are similar to those of their classmates and any gaps are quickly closed.
- In every class pupils make good progress in reading. Last year all pupils in Year 1 reached the expected standard in the phonics screening check and results were above average. Pupils talk about how much they enjoy reading, valuing the partnership between home and the school, with parents and staff helping them to become fluent readers.
- Progress in writing is good in every year group. Pupils have regular opportunities to write at length and they enjoy their writing. Pupils benefit from regular oral feedback from teachers during lessons. However,

adults do not provide written comments regularly enough for faster rates of progress to develop.

- Pupils' attainment in mathematics is similar to that in writing. Pupils understand why it is important to set their work out accurately, as this helps support both their calculation work and problem solving. As with writing, pupils benefit from regular verbal feedback from staff, but their written comments do not identify specific areas for improvement to accelerate achievement.
- Disabled pupils and those who have special educational needs make good progress. The leader responsible for this group is careful to ensure that if any pupils are not making the progress they should, all relevant staff understand the reasons why and then take action to address them. Teachers now actively seek support and guidance from various sources, including the local authority, to ensure these pupils make good progress.
- The most able pupils make good progress in reading throughout the school. Where the work is appropriately challenging, progress accelerates. This is not always the case in writing and mathematics.

### **The early years provision is good**

- Leadership and management of the early years are good. There have been significant changes to the learning environment, which is now more stimulating. The children can access the outdoor area more easily and more frequently. The indoor areas are clearly laid out, enabling children to better develop their understanding in each area of learning.
- The teacher, ably supported by the teaching assistant, quickly and accurately assesses the children's skills and understanding when they arrive in Reception. The staff closely check children's ongoing progress, and adapt planning accordingly. All aspects of learning, including literacy and mathematics, are well taught.
- As a result of good teaching, children of all abilities make good progress through the Reception Year in all areas of learning, and are well prepared for Year 1.
- Staff support children's spiritual, moral, social and cultural development well in the Reception Year. They encourage children to express their opinions and choices freely. As a result they feel secure in making suggestions and discussing options. Staff are skilled in identifying the children's interests and developing them.
- Children behave well. They understand the adults' expectations and make sure they live up to them. They know how to stay safe. Parents talk about how their children are happy in school, mainly due to the care and attention provided by the staff.

## 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>	123517
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	453525

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	58
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Nicholson
<b>Headteacher</b>	Rosemary Finney
<b>Date of previous school inspection</b>	7 March 2013
<b>Telephone number</b>	01588 673347
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