



# Weston Lullingfields CofE School

Inspection Report

**Unique Reference Number** 123513  
**LEA** Shropshire  
**Inspection number** 281496  
**Inspection dates** 7 November 2005 to 7 November 2005  
**Reporting inspector** Martin Cole RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	Weston Lullingfields
<b>School category</b>	Voluntary controlled		Shrewsbury
<b>Age range of pupils</b>	4 to 11		Shropshire SY4 2AW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01939 260306
<b>Number on roll</b>	22	<b>Fax number</b>	01939 260306
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	LT.COL. Robin Rees-Webbe
<b>Date of previous inspection</b>	15 January 2001	<b>Headteacher</b>	Mr Alan Parkhurst

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 7 November 2005 - 7 November 2005	<b>Inspection number</b> 281496
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is an exceptionally small school situated in a small village in a thinly populated rural area. There are 21 pupils of compulsory school age plus one nursery child attending part time. Pupils are taught in two classes and there is a small separate nursery area for part time use. Boys and girls are roughly equal in number. Almost all are White British, and English is all pupils' first language. Because numbers are very small the profile of pupils joining the school each year varies widely in both attainment and in parents' social and economic circumstances. Overall, the long-term picture is of a broadly average intake of pupils. However, the current proportion of pupils with special educational needs is above average at about 29%. The school lacks a hall for assemblies or indoor physical education but in other respects its accommodation, internal and external, is of sufficient size and is of good quality.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school. It has many strengths, including some outstanding features, and no significant weaknesses. This inspection judgement is in line with the school's own accurate and thorough evaluation of its performance. Very good self-evaluation is but one positive feature of the good leadership and management of the school. Another is the outstanding use of links with external schools and organisations to enhance the quality of education. Good improvement since the previous inspection and the school's searching and realistic self-appraisal show it has a very good capacity for further improvement. An outstanding feature of the school is the personal development and well-being of the pupils which reflects the excellent care, guidance and support given to them. The quality of the teaching and learning and of the curriculum is good. Provision here is lively and especially successful in supporting pupils experiencing difficulty. The provisions for, and standards achieved by, the nursery and reception pupils are good. The school rightly recognises the need to further develop: assessment of pupils' progress and its use to show how to raise standards; links across the curriculum, particularly in the application of information and communication technology (ICT). Plans already exist for appropriate development in these areas. The school's exceptionally small size means that the cost of educating each pupil is very high, but it is comparable with similar schools. Taking account of this, and of pupils' good achievement and outstanding personal development, the school provides good value for money.

### **What the school should do to improve further**

- Continue to develop its new system for assessing pupils' progress and use it to help teachers and pupils understand exactly how they can raise standards of work.
- Increase links across the curriculum that allow pupils to apply and further develop skills in literacy, numeracy, and especially in ICT.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well. All make good progress and some make very good progress. The progress of pupils with special educational needs is exceptionally good. Because the number of pupils is extremely small, the school's results in national tests vary widely from year to year and no statistically significant patterns can be found. However, when individual pupils' abilities and needs are taken into account, they achieve well. They reach and in some cases exceed the challenging targets set for them. This is true for each stage of the pupils' primary education from the nursery through to Year 6. Pupils achieve well because the school has high expectations of both their personal and their academic development which are effectively realised. Pupils are very well-motivated learners who engage fully in learning and try hard.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding. The school's very clear values of care, cooperation and respect for others are practised with complete consistency by staff so that pupils are set an excellent example. Pupils follow this example extremely well and treat adults and peers alike with full consideration and respect. Pupils have a strong sense of right and wrong which leads to excellent self-discipline. They behave extremely well as a matter of course and need little adult direction or correction. Pupils say they always feel happy at school. The lively teaching and curriculum make life interesting and exceptionally enjoyable for pupils so that they come very willingly to school as their good attendance testifies.

Although this very small, well staffed school creates a natural intimacy, staff ensure that pupils are challenged to show independence and responsibility. They develop self-confidence and show initiative by taking part in 'mini-enterprise' projects in collaboration with the local Training and Enterprise Council. A sense of responsibility for the community is very well encouraged through participation in making the school's rules and planning for improvement as well as through special events like the mock 'general election' that took place alongside the real thing in May 2005. The school recognises that its relatively remote and homogeneous rural location demands that measures are taken to alert pupils to its more diverse wider community, both national and international. This is done extremely effectively in a good variety of ways including participation in a UNICEF project about the global rights of children and through visits to places of worship, such as a Sikh gurdwara. Representatives of ethnic groups or religions unfamiliar to the pupils are invited into school and festivals such as the Chinese New Year and the Hindu festival of Diwali are celebrated. Pupils are well prepared both to contribute positively to the community and to develop personal qualities and practical skills that will support them well in their adult futures.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are of good quality. Teaching is stimulating, challenging and very supportive. Pupils benefit from the very favourable ratio of staff, both teachers and teaching assistants, to pupils. Excellent relationships and pupils' high level of self-motivation make for very harmonious and productive lessons. Programmes of work are flexibly and carefully matched to pupils' ages, abilities and needs, although a few more able pupils feel the work in lessons is occasionally too easy. Where pupils are having difficulty, the school is quick to notice and to plan extra individual help. Staff give very good support to pupils with special educational needs. Teaching assistants play a very important part in providing these pupils with sensitive and encouraging guidance. The school understands its pupils very well as individuals. It has proved very successful in promoting the progress of a few pupils with emotional

and behavioural problems. A promising new system for assessing pupils' progress and setting targets has recently been adopted. However, its use does not currently lead to a clear enough understanding by individual pupils of how they can improve.

## **Curriculum and other activities**

### **Grade: 2**

The school has a good, lively curriculum. Positive features include the teaching of a modern foreign language and a substantial and comprehensive programme of personal, social and health education. Art and music are provided for well. The planning of individually tailored work and related support for pupils with special educational needs is excellent. Opportunities for pupils to apply and develop their skills in literacy, numeracy and ICT in work across the curriculum are satisfactory but the school has rightly identified this as an area for improvement, particularly in relation to the use of ICT.

An impressive range of links with other schools and organisations widens opportunities for learning. Participation in the National Gallery's 'Take a Picture' programme of art education and a link with the Ironbridge Gorge Museum are good examples. Educational visits and visitors, such as artists and theatre groups, enrich the curriculum well. Providing optional activities outside lessons in so small a school is difficult but, nonetheless, a sound range is provided, including a number of sports such as cross-country, running and soccer, where, on occasions, a visiting coach is provided.

## **Care, guidance and support**

### **Grade: 1**

The care, guidance and support of pupils are outstanding. The school fully exploits the benefits of its small size and favourable staff to pupil ratio to keep a very close watch on pupils' personal and academic development. Individuals' needs are quickly identified and responded to thoroughly. Advice and support from external agencies and specialists is well used. Very close relationships with parents help to maximise support for pupils through a joint approach. Formal arrangements for protecting pupils' health, safety and welfare are conscientiously applied. Pupils clearly feel very safe, secure and happy at school. Parents speak very highly of the school's complete commitment to the care of pupils and of its determination to allow all, regardless of the difficulties they experience, to be included in all opportunities the school can offer.

## **Leadership and management**

### **Grade: 2**

The school's leadership and management are good. The headteacher and all staff show a very clear commitment to meeting fully the needs of all pupils and providing the best quality of education that they can. An ethos of care and equal opportunity is unerringly practised; it is an outstanding feature of the school. Staff consistently provide pupils with clear examples and excellent role models.

The school exploits well the benefits of its small size while effectively minimising potential disadvantages. It is enterprising in establishing excellent partnerships with external organisations, providers and other schools to broaden the expertise available to the school and to enrich pupils' experiences.

Although the previous inspection did not require the school to make any specific improvements, there have been many beneficial developments. The school is constantly seeking to improve itself. This search is based on thoughtful self-evaluation which accurately recognises the school's strengths and the scope for further improvement. Parents', pupils' and governors' views are carefully sought to help self-evaluation and planning for improvement. The school's improvement plan had already identified those few relatively minor matters where this inspection has found room for improvement.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	No
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Weston Lullingfields Church of England Primary School Weston Lullingfields near Baschurch  
Shrewsbury Shropshire SY4 2AW

8 November 2005

Dear Pupils

I would like to say a big 'thank you' to you all. When I visited your school recently I really enjoyed meeting you. You were very friendly and keen to talk to me.

I was also pleased to see how well you get on with your school work. You try hard and take care with what you do. I think you are making good progress. I also noticed how well you behave and how well you get on with each other. You make it a very happy, friendly school.

Several of you told me how much you enjoyed school. I can see why! Your teachers make lessons interesting and enjoyable. All the school staff give you lots of help and look after you really well. This is exactly what you told me.

I have said that I think Weston Lullingfields is a good school. The headteacher and all the staff are doing their best to help you enjoy learning and be successful.

There are only two things I have suggested the school should do so you learn even more. I have asked the teachers to keep a closer check on your progress so that they can tell you a bit more about how each of you can do still better. I have also said that you should be given more opportunity to use computers in the different subjects.

Thank you again for making my visit so enjoyable. I wish you the very best for the future.

Yours faithfully

M H Cole Lead inspector