

Adderley CofE Primary School

Inspection report

Unique Reference Number	123457
Local Authority	Shropshire
Inspection number	314601
Inspection date	7 February 2008
Reporting inspector	Barbara Crane

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	3-11
Gender of pupils	Mixed
Number on roll	
School	47
Appropriate authority	The governing body
Chair	Rachel Wilson
Headteacher	Tessa Wilkins
Date of previous school inspection	1 March 2004
School address	Adderley Market Drayton TF9 3TF
Telephone number	01630 653829
Fax number	01630 658038

Age group	3-11
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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the pupils' achievement, the quality of teaching and the curriculum, and how well the leadership promotes improvement. Evidence was gathered from observations, discussions and the school's assessments of pupils' progress. Other aspects of the school's work were not inspected in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not

Description of the school

This is a very small primary school and pupils attend from a wide area. Very small numbers of pupils take the tests each year. Very few ethnic groups other than White British are represented in the school's population. The social and economic circumstances of families reflect an average spread. The number of pupils with learning difficulties and/or disabilities is above average, but varies greatly from one year group to another. There is much mobility amongst families, and so a high proportion in the school join or leave the school at different times. Children's attainment when they start at the school is broadly as expected.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Parents rightly feel that this school provides their children with a good education. Pupils' excellent personal development and good achievement prepare them well for the future. One parent's view reflects that of many in saying that, 'It is great to watch children thrive and flourish within the Adderley family.' Pupils develop into confident individuals who really enjoy school and willingly share their learning. Standards vary from year to year because there are very small numbers of pupils in each year group. Nevertheless, pupils make good progress from their starting points because of good teaching throughout the school.

Children start in the Nursery with skills that are close to expectations for their age. They make good progress through the Foundation Stage and reach standards that are mostly above those expected by the time they start in Year 1. The exception is in writing, where children's progress is slower. Pupils in Years 1 to 6 make good progress and standards in Year 2 and Year 6 are currently above average. Pupils make particularly fast progress in reading and quickly learn to link sounds to letters. They have plenty of opportunities to think and talk and so develop a good understanding of what they read. Parents further boost their children's progress in reading with them at home. Pupils calculate quickly and accurately in mathematics and apply their skills well to solve problems. For example, as part of the school's drive to be ecologically friendly pupils worked out how many milk cartons they could replace by using recyclable bottles and the school adopted this system. There is some slower progress in writing amongst all age groups, particularly for more-able pupils. This is because expectations of what can be achieved are sometimes not high enough. While pupils have targets, teaching does not always ensure that pupils are clear about exactly what they need to do next to reach these.

Pupils approach their learning eagerly, because they know that they will be helped and supported by the staff. Teachers create an atmosphere in which learning is fun. Pupils listen carefully to what others are saying. They consider questions carefully before giving thoughtful answers. They speak confidently because they know others will take heed of what they say. Pupils with learning difficulties and/or disabilities receive good support to reach their individual targets. The staff work hard to provide a friendly and safe environment. Pupils talk with enthusiasm about their sense of belonging to the school's community. Procedures for safeguarding pupils are robust. The school has worked effectively to improve the system it uses to track pupils' progress. This has put the staff in a better position to look at what pupils need to do next, or spot when progress is slowing down for some pupils. This is mainly working well and has allowed the slower progress of pupils in Years 3 and 4 to be identified. Swift action to group pupils, so they can be taught in ability groups rather than by age, has meant that pupils' progress in these year groups now matches that of others. The headteacher effectively analyses information from assessments. Other staff's skills, however, are not yet as well developed in using information to see where improved progress by pupils is needed, so that their teaching can be adapted.

Pupils' behaviour is exemplary. Excellent relationships between pupils mean that newcomers quickly settle in and feel part of the school. Pupils feel comfortable about approaching adults if they have any worries. Every pupil of infant age has a buddy of junior age. This fosters pupils' appreciation of each other's talents and strengths. Pupils have a good knowledge and understanding of why it is important to lead healthy and safe lifestyles. Most enjoy a good diet, and the salad bar is becoming increasingly popular. They know that plenty of exercise also prepares them well for a healthy lifestyle. They become responsible young citizens who take great pride in supporting the school and wider community. The active school council effectively

gathers pupils' views to help the school improve. This has led to the provision of healthy snacks at break time. Pupils take part in a wide range of activities to support the local community, such as the Festival of Light. They eagerly support charitable work. Following their study of Sudan, for example, they presented their findings to the local group of schools and are currently raising funds to provide mosquito nets.

The good curriculum and the range of extra activities are planned well so that pupils are excited about coming to school. Attendance is good. There are some good links between subjects, and visitors and visits bring learning to life. However, teachers do not always maximise opportunities for writing across subjects, and so pupils' chances to extend and hone their skills are restricted. The school makes excellent use of its Forest School to further pupils' learning about caring for the environment.

The headteacher leads with determination to get the best from the staff and pupils. She leads a cheerful team who enjoy their work. A realistic view of the school's performance and the areas in which improvement is needed is gained through good monitoring. Consequently, the school has the right priorities. Governors effectively balance their roles of support and of holding the school to account. The school is in a good position to maintain its strengths and develop further.

Effectiveness of the Foundation Stage

Grade: 2

Well-managed provision ensures that children get a good start. They have plenty of opportunities to explore, investigate and discover together. The atmosphere for learning is very positive. Good teaching ensures that individual needs and interests are taken into account, so that children make good progress. Progress is well monitored and additional support provided if children are felt to be at risk of falling behind. There is an effective balance between adult-led and child-inspired activities so that the day has a good rhythm. The staff plan an interesting range of activities both inside and outdoors and these stimulate children's ideas well. Adults are readily at hand to extend children's learning. This was seen when children's ideas about building a home for Cinderella were extended through good questions that led them to consider which would be the best material to use. As in other parts of the school, children's writing is an area that has been correctly identified for improvement.

What the school should do to improve further

- Raise teachers' expectations of pupils' writing, ensure that they know what to do to reach their targets, and plan more opportunities to write across the curriculum.
- Improve staff's skills in checking how well pupils are doing, and using what they find to adapt their teaching.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

7 February 2008

Dear Pupils

Inspection of Adderley C of E Primary School, Market Drayton TF9 3TF

Thank you for the welcome you gave me when I spent the day at your school. It was lovely to talk with you and to see how very much you enjoy school. I can see why your parents are so pleased that you go to Adderley because it is a good school. I am writing to tell you what I found out while I was with you.

- You do well in your work and reach good standards by the time you leave. This is because of the good teaching.
- Your behaviour is brilliant. I could see how well you all get on together. Well done everybody for being so kind and sensible!
- You are right to be proud of the part you play in helping the school and community.
- There are many interesting things for you to do every day in the lessons and in the extra activities, like working in the Forest School.
- You know what to eat and drink to stay healthy and most of you make the right choices. You are good at keeping yourselves and other people safe.
- The staff take good care of you and they quickly give you help if you need it.
- Everyone has high hopes for you. The people in charge check how they can make things even better for you. All of the staff work really hard to make sure that this happens.

The staff have rightly noticed that you are not quite as good at writing as other things. I have asked them to make sure that you know how to reach your targets and to give you a bit more challenge. You also need more chances to write in subjects like science and history. I know you will enjoy this because you like to do your best. I've also asked them to check more carefully how well you are doing in your work. This will help teachers to quickly spot if they need to change the way you are taught to help you improve at a faster rate.

Keep on enjoying school and making the most of what it offers you. You have bright futures. I wish you all the best.

Yours sincerely

Barbara Crane Lead inspector



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Yours sincerely

Barbara Crane
Lead inspector