

# Kinnerley Church of England Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	123481
<b>Local Authority</b>	Shropshire
<b>Inspection number</b>	314609
<b>Inspection date</b>	10 October 2007
<b>Reporting inspector</b>	Roger Sadler

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	101
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Taylor
<b>Headteacher</b>	Aleksander Sadowski
<b>Date of previous school inspection</b>	4 October 2004
<b>School address</b>	School Road Kinnerley Oswestry SY10 8DF
<b>Telephone number</b>	01691 682289
<b>Fax number</b>	01691 682289

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Almost all pupils in this small village school are from White British families. The proportion of pupils eligible for free school meals is well below average. More pupils have learning difficulties and/or disabilities than is typical nationally. The school has been affected by long-term staff absence over the last two years. Because year groups are small, attainment on entry varies considerably from year to year, from above to below what is typically found at this age.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The quality of education provided by the school and pupils' achievement and progress are satisfactory. Children make a confident start in Nursery and Reception and continue to make expected progress throughout the rest of the school. Although most pupils reach standards expected for their ages, few pupils exceed them. The school has recently begun some good work to provide additional challenge and support for higher attaining pupils in mathematics in Years 5 and 6. However, more able pupils are generally insufficiently extended and too little is expected of them. Pupils with learning difficulties and/or disabilities make satisfactory progress because teachers make careful assessments and ensure teaching assistants appropriately support them. Reading is appropriately given high priority throughout the school and letter sounds are carefully taught and used well by pupils to read and spell unfamiliar words. Home reading is well organised and many parents make a helpful contribution to their children's progress and enjoyment of reading.

Monitoring and analysis of pupils' progress is effective and enables the school to allocate extra help to those who are not attaining as well as others in the class. However, leaders are not making enough checks that important aspects of provision are effective in all classes. This results in inconsistencies between classes, for example in the way that pupils' work is marked. Teaching and learning are satisfactory overall. In some classes, pupils do not evaluate their own or others' work sufficiently because teachers do not always clarify what a good piece of work should look like.

Pupils appreciate the good range of interesting visits and visitors used to enhance the school's curriculum. Although the curriculum mostly provides appropriate challenge for pupils, this is not always the case for the higher attaining pupils and sometimes over-reliance on published worksheets limits the interest and challenge provided in lessons. Pupils' personal development and well-being are satisfactory. Attendance is above average and pupils' behaviour is satisfactory. Most pupils show consideration for their own and others' safety and feelings and older pupils enjoy taking additional responsibilities within school. Members of the school council and older pupils enjoy taking responsibility for helping other pupils. The school has not been successful in winning the full support of all parents. Although the majority of parents who responded through the pre-inspection questionnaire were fully supportive of the school more than a third of responses included some criticism.

Satisfactory leadership and management enable the school to run smoothly and pupils to make sound progress. There is also a clear understanding of what needs to be done to take the school further forward and there is evidence that the necessary action is being taken and this indicates that the school has satisfactory capacity to improve. The challenge for the school's leaders, including governors, is to raise performance to a higher level so that the overall quality of education becomes good.

## Effectiveness of the Foundation Stage

### Grade: 3

Good induction arrangements into Nursery help children settle happily and quickly. In the Nursery and Reception classes, children have scope for learning through independent work and play. They make good progress in their personal, social and emotional development and satisfactory progress in all other areas of learning. Because expectations of children's behaviour

are high in the Nursery, they work and play happily and soon learn to cooperate and take turns in speaking out and in listening to others. Their learning and personal needs are appropriately assessed and this enables staff to treat each child individually and sensitively. Most children reach standards expected for their ages by the end of the Reception year.

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

- Improve opportunities for the most able pupils and raise aspirations so that more exceed the standards expected for their ages.
- Ensure all teachers regularly specify what a good piece of work should look like so that pupils see how to evaluate and improve particular aspects of their work.
- Ensure that leaders check that all staff fully understand and consistently implement school policies.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

School records and pupils' work indicate that most pupils are attaining nationally expected standards. In 2007 national assessments, all Year 2 pupils attained the expected level in reading, writing and mathematics, but no pupils attained the higher level (Level 3). Although the achievement of most pupils in Years 1 to 6 is satisfactory, too few pupils attain above the standards expected for their ages and some more able pupils do not achieve their full potential. In 2007, a well above average proportion of Year 6 pupils had learning difficulties and/or disabilities. Although they attained standards below those expected nationally, their achievement was satisfactory. Although achievement is currently satisfactory in information and communication technology (ICT), standards are rising well because the school has improved its resources and is placing greater emphasis on the use of ICT in relevant subjects.

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

### **Grade: 3**

Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils are friendly and tolerant of differences in others and relate effectively to one another. Because pupils mostly enjoy school, they attend regularly. Attitudes to learning are satisfactory but some pupils take too little pride in their work because poorly presented work sometimes goes unchallenged. Pupils show care and consideration for others, and are compassionate towards those who are hurt or upset. They enjoy contributing to the wider community by, for example, producing craft items or baking and selling cakes for charity. They show good understanding of how to lead healthy lifestyles through their uptake of fruit at break times and regular involvement in voluntary sport and exercise. Pupils say they feel safe and they show consideration for the safety of others. Average standards achieved in reading, numeracy and ICT provide a satisfactory grounding for the next stage of their education and the world of work beyond.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teachers' secure subject knowledge enables them to present information accurately to the whole class. In Years 5 and 6, the English subject leader has successfully introduced checklists that indicate the key features of particular types of writing. For example, in one lesson, the useful checklist prepared by the teacher helped pupils understand exactly what she would be looking for in the play scripts they were writing. Pupils used this checklist to help assess their own and each other's work and this helped them see how they might improve particular aspects. This approach is beginning to improve pupils' progress in writing in Years 5 and 6. However, it is not used consistently throughout the school or used in subjects other than writing. The additional support provided by teaching assistants to lower attaining pupils or those with learning difficulties and/or disabilities helps these pupils make satisfactory progress. Sometimes teachers' marking of work provides pupils with a clear indication of where and how they could improve their work. However, marking is inconsistent and often provides too little guidance, especially in mathematics, to help pupils to make good progress.

### Curriculum and other activities

#### Grade: 3

The curriculum in the Foundation Stage places strong emphasis on children's personal, social and emotional development and consequently pupils make good progress in this area of learning in Nursery and Reception. The school's satisfactory curriculum meets statutory requirements and is enhanced by a good range of visits to places of interest and by visitors to the school. The school recognises the need to provide pupils with more experiences aimed at improving their understanding of how those from other cultures lead their lives. Although the curriculum meets the needs of most learners and is suitably modified to meet the learning needs of pupils with learning difficulties and/or disabilities, additional challenge is too rarely provided for higher attaining pupils.

### Care, guidance and support

#### Grade: 3

The school provides a supportive and caring learning environment, which is appreciated by pupils and most parents. Procedures for safeguarding pupils meet statutory requirements. Support and guidance for pupils with learning difficulties and/or disabilities are satisfactory. Pupils have recently been given targets to improve their written work which are helping them to see more clearly where, and how, to improve. No system is yet in place to provide mathematics targets and pupils show insufficient understanding of the next stage of learning in mathematics.

## Leadership and management

#### Grade: 3

Leaders show a satisfactory understanding of where the school needs to improve and the school improvement plan correctly focuses on these identified priorities. The headteacher ensures that each pupil's progress is regularly assessed and monitored as they move through the school. This information is used to identify those at risk of falling behind and additional support is

provided. Day-to-day management is good and the headteacher has effectively led many improvements to the school building, grounds and resources which pupils and parents appreciate. Although leaders provide appropriate guidance to staff to help them understand new initiatives, lack of systematic follow up checks, for example by scrutinising samples of pupils' work, means that inconsistencies in provision go unrecognised and unaddressed. Consequently, the quality of education and pupils' achievement are satisfactory rather than good. Although governors support the school well and many give freely of their time, they make too little use of performance data to enable them to fully challenge the senior management team to improve pupils' achievement from satisfactory to good.

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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?	3
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?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

11 October 2007

Dear Pupils

Inspection of Kinnerley Church of England Voluntary Controlled Primary School, Oswestry, SY10 8DF

Thank you for making Mrs Taylor and me so welcome when we came to inspect your school. We enjoyed talking to you and your teachers and watching you learn. We think your school is giving you a satisfactory education. We are pleased that the school provides an interesting range of visits and visitors to school. Adults provide satisfactory teaching and care for you so that you make sound progress. Nursery and Reception children settle into school happily and make expected progress. We are pleased you know the importance of eating the right food and playing sports and games, so you stay fit and healthy. Your behaviour is satisfactory. Most of you know right from wrong, show enough consideration for others and are friendly and helpful to each other. We were pleased to see how older ones look after the younger ones, so keep up the good work! You also support charities well and think about those who are less fortunate than yourselves. The school knows what you need to help you learn and those of you who find learning hard make satisfactory progress.

There are three things that we have asked your school to work on.

- Expect more of, and provide harder work for, those of you who learn more quickly than others.
- Make sure that all teachers show you what your work should look like to help you assess and improve particular aspects of your work.
- Ensure that those who run the school check that all staff carry out agreed ways of teaching you.

Yours faithfully

Mr R Sadler Lead inspector

Annex B



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