

# Onny CofE (A) Primary School

## Inspection report

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<b>Unique Reference Number</b>	123560
<b>Local Authority</b>	Shropshire
<b>Inspection number</b>	340368
<b>Inspection dates</b>	21–22 January 2010
<b>Reporting inspector</b>	Gerald Griffin

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 aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	49
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Reverend James Stewart
<b>Headteacher</b>	Philip Dale
<b>Date of previous school inspection</b>	5 April 2007
<b>School address</b>	Onibury Craven Arms Shropshire
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## Introduction

This inspection was carried out by one additional inspector. Three-quarters of the time in school was spent observing learning. All of the teachers who were in school during the inspection were seen teaching. Eight lessons were observed. Meetings were held with pupils, governors and staff. The inspector observed the school's work, looked at progress records, teachers' lesson plans, school improvement plans, policies and reports. He analysed 30 pupils' questionnaires, 10 staff questionnaires, 14 parents' questionnaires, and undertook a case study of several pupils whose circumstances have the potential to make them vulnerable.

The inspection reviewed many aspects of the school's work. It looked in detail at the following:

- any differences in the rates of progress made by different groups of pupils, such as boys and girls and higher attaining pupils
- learning and progress in writing and mathematics at Key Stage 2
- the quality of the challenge that teachers provide to secure good progress
- the effectiveness of leaders' plans to accelerate progress and secure higher attainment.

## Information about the school

Onny is a small sized school. Nearly all pupils come from White British families. The proportion of pupils with special educational needs and/or disabilities is average. The proportion of pupils eligible for free school meals is below the national average. The school has recently gained Healthy Schools status and an EcoAward.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

Onny CofE (A) Primary School provides a satisfactory quality of education within a very welcoming, safe and caring atmosphere. The inspection found that:

- pupils' attainment is average and their achievement is satisfactory
- children make good progress in the Reception class
- the learning and progress of pupils are satisfactory overall and good in reading and at Key Stage 1
- pupils feel safe and secure in school and their behaviour is good
- pupils enjoy school
- teaching is typically satisfactory, but better in reading and at Key Stage 1
- the curriculum is satisfactory
- all pupils, including those whose circumstances have the potential to make them vulnerable, are cared for well
- pupils with special educational needs and/or disabilities receive good support
- parents are very happy with the quality of education the school provides
- leadership and management are satisfactory.

Since the last inspection, teaching has improved, especially in reading, where provision and pupils' progress in the subject are now good. The procedures to check pupils' progress are now effective so that any slowing of progress is quickly spotted and remedied. Middle leaders make an appropriate contribution to plans to raise attainment and accelerate progress. Marking has improved and is now always at least satisfactory and sometimes good. These successes, combined with broadly accurate self-evaluation, mean that the school has a satisfactory capacity to improve further.

There are four key areas in which the school is not yet fully effective.

Teaching is not consistently good or better because it does not always sustain a good level of challenge throughout lessons to ensure that pupils are always working hard. Usually this is because work does not match precisely the needs of each pupil. In such cases, some pupils find activities too easy and coast while others struggle to make good progress because they find the work too hard. This is especially so in writing and mathematics lessons at Key Stage 2 because teachers do not use the data they have on each pupil's progress consistently well to plan challenging next steps in their learning.

Whilst attendance has improved as a result of the school's efforts, some pupils still do not come to school regularly enough. This slows their rate of progress because they are missing too many lessons.

Pupils, especially the older ones, are not clear about the challenging levels they are expected to reach at the end of the year and the levels at which they are currently

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working. This means they cannot take a good measure of responsibility for the rate of their progress.

Leaders do not rank improvements plans to ensure resources are prioritised. This means the rate of some improvements is not quick enough. Furthermore, leaders do not always use challenging targets effectively to judge the success of improvement plans and to identify areas in need of further development.

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

- Improve the quality of teaching to secure good progress by:
  - matching work closely to pupils' needs and abilities so that they are challenged well throughout lessons
  - making better use of progress data in writing and mathematics to plan effective work that will accelerate pupils' learning at Key Stage 2.
- Work closely with parents to raise the attendance rate of those pupils who miss too much school, to secure their better progress.
- Ensure pupils, especially the older ones, are well informed about the levels they are expected to attain by the end of the year and the level at which they are working so that they can take more responsibility for their own progress.
- Sharpen school improvement by:
  - prioritising plans so that the most important are allocated sufficient resources
  - ensuring that leaders use challenging targets rigorously to check the success of plans and to identify where further improvements can be made.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspection before their next Section 5 Inspection.

## Outcomes for individuals and groups of pupils

**3**

The lessons observed during the inspection were of satisfactory quality overall and good in Early Years Foundation Stage and Key Stage 1. The standards seen in lessons and pupils' books were broadly average. In a good Key Stage 1 lesson, pupils were learning about rhyming words and their meaning. They worked hard as a class and in small groups to develop their understanding of words through lively drama and discussions. They enjoyed the lesson and their progress was good because the teacher used her detailed knowledge of each pupil's literacy skills to plan work that challenged every child well. In a satisfactory Key Stage 2 art lesson the teacher used resources well to engage the class. A good pace to the lesson kept pupils busy. However, lesson plans did not take enough account of each pupil's skills and ability in art and all the pupils undertook a similar practical task, which some found too easy and others too difficult. This meant pupils' progress overall was satisfactory rather than good.

Pupils' achievement, including that of pupils with special educational needs and/or disabilities, is satisfactory. Boys' and girls' learning and progress are broadly similar

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although there are differences in some years because they are small. Higher attaining pupils make the same progress as other pupils, as do the small number of pupils whose circumstances have the potential to make them vulnerable.

The spiritual, moral, social and cultural development of pupils is good. They reflect maturely on their feelings. Pupils' good behaviour is founded on a strong moral code. Occasionally pupils lose concentration at the end of a lesson and chatter. Pupils work together well in teams and readily help each other. While pupils respect others from backgrounds different to their own, their understanding of the diversity of British culture is a relative weakness.

Pupils feel safe in school and say bullying is almost unheard of. They know how to keep themselves safe, for example, from strangers and on the internet. Pupils do their best to eat a healthy diet and take plenty of exercise. Older pupils would like more information on the changes that happen to them when they grow up. All pupils are keen to take responsibility, for example as members of the school council. They generously collect for charity and enjoy taking part in the life of the local church. Pupils have positive attitudes towards school, and their good social skills and satisfactory grasp of key skills such as literacy and numeracy ensure that they are adequately prepared for secondary school and future employment.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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## How effective is the provision?

There are signs that teaching is improving. Class management is good, relationships are very positive and pupils are keen to learn. Teachers use resources, such as computers, well to engage and develop learning. However, teaching does not always challenge pupils sufficiently so that they make good progress. While teachers use progress data well to plan reading lessons, their use of it to plan those in writing and mathematics at Key Stage 2 is not as effective. Older pupils cannot take enough responsibility for their progress because they are not clear about the levels they are working at or those that they should reach, and this is a worry to them. Teaching assistants make a valuable contribution to the learning of pupils with special educational needs and/or disabilities. The curriculum supports some aspects of pupils' personal development well. There are good opportunities for pupils to learn to play a musical instrument and sing in the choir. Many visitors to school and educational visits broaden pupils' horizons. Year 6 pupils excitedly told the inspector how much they enjoyed their residential education trips. In mathematics, there are not enough opportunities for pupils to practise and use their multiplication tables. Older pupils do not consistently write with enthusiasm because they find some topics lack relevance and interest. The school is aware of these shortcomings and has firm plans to improve matters. A good range of sports and other clubs add to pupils' enjoyment of school.

Pupils are looked after well because staff use their detailed knowledge of each child expertly to provide a good level of care and personal support. Pupils confidently approach an adult with a concern, knowing their worry will be quickly and effectively resolved. The school's targeted support for pupils whose circumstances have the potential to make them vulnerable is effective. For example, one pupil who needed a new start at school, told the inspector, 'When I moved here I did not like school. Four terms later I have plenty of friends, I have gained confidence and I want to do well in my work.'

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The staff enthusiastically support the headteacher's drive to improve the school. Planning includes appropriate areas for development, but is let down by a lack of priorities and targets against which progress and effectiveness can be evaluated.

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Leaders have provided effective training that has sharpened teachers' use of progress data to plan a challenging reading programme for each pupil. Training for staff in the use of data to plan writing and mathematics lessons has been effective at Key Stage 1 but less so at Key Stage 2.

Governors support the school well. Their growing understanding of data means that they are beginning to challenge the school more robustly over its performance.

The school uses outside experts well to support pupils' learning and welfare, especially for those with special educational needs and/or disabilities and pupils whose circumstances have the potential to make them vulnerable. For example, effective liaison with the educational welfare officer has reduced the proportion of pupils that are persistent absentees from above average two years ago to below average now. Nonetheless, the senior leaders are not complacent and know that some pupils still do not attend regularly enough.

Child protection procedures are robust and of high quality and fully meet current safeguarding requirements. The checks that the school makes on the suitability of adults to work with children and pupils are rigorous.

The school is thoroughly committed to ensuring equal opportunities and ensuring all pupils make the best progress possible. The currently satisfactory progress of pupils overall shows plans are not yet always effective.

The school has evaluated its religious, ethnic and socio-economic context thoroughly, and the contribution it makes to community cohesion is satisfactory. The work it has undertaken in helping families to support their children's education at home is having a positive impact in school, which is a happy and harmonious community. The school is developing links with a local school with a diverse ethnic intake and with schools in Africa, which are starting to provide pupils with an insight into communities that are different to their own.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>



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<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children make good progress in the Nursery and Reception. Boys and girls do equally well. Children's personal development is good. They behave well, readily share apparatus and are polite to each other and to adults. Parents are very pleased with the way they are kept informed about their child's progress and the guidance they are given as to how they can help their child learn at home. Children are very safe in the indoor classroom and fenced outside learning area.

Teaching is good. Adults plan a wide range of exciting activities that children enjoy. For example, children were thoroughly engrossed in role play in the kitchen, where they were planning menus and learning number through weighing. Teachers plan an appropriate balance of adult-led activities and child-chosen work. Occasionally children are not given help quickly enough when they are unsure about what to do next. Much learning takes place outdoors, which promotes children's independence well.

Leadership of the Early Years Foundation Stage is good. Detailed assessments of each child's progress are used well to plan their next steps in learning. Training is quickly improving the Early Years Foundation Stage teaching skills of adults working in the area.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

About one-third of parents responded to the questionnaire. Parents have no significant concerns. Many added positive comments to their sheet. One parent wrote, 'Onny provides children with a safe, calm and happy environment in which to learn.' Parents of children with special educational needs and/or disabilities wrote about the good individual help children receive in the small classes. Carers told the inspector that the school provides them with outstanding support. The inspection agrees with many of the positive feelings of parents. A small number of parents wrote about concerns they have regarding slow progress in writing and mathematics. The inspector found that progress is good in Key Stage 1 but that progress in writing and mathematics for older pupils is no better than satisfactory.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Onny CofE (A) Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 14 completed questionnaires by the end of the on-site inspection. In total, there are 49 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	79	3	21	0	0	0	0
The school keeps my child safe	12	86	2	14	0	0	0	0
The school informs me about my child's progress	7	50	6	43	0	0	0	0
My child is making enough progress at this school	6	43	6	43	0	0	0	0
The teaching is good at this school	9	64	3	21	0	0	0	0
The school helps me to support my child's learning	7	50	6	43	0	0	0	0
The school helps my child to have a healthy lifestyle	13	93	1	7	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	6	43	7	50	0	0	0	0
The school meets my child's particular needs	9	64	4	29	0	0	0	0
The school deals effectively with unacceptable behaviour	9	64	5	36	0	0	0	0
The school takes account of my suggestions and concerns	12	86	1	7	0	0	0	0
The school is led and managed effectively	10	71	4	29	0	0	0	0
Overall, I am happy with my child's experience at this school	11	48	11	48	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



25 January 2010

Dear Pupils

Inspection of Onny CofE (A) Primary School, Craven Arms, SY7 9AW

Thank you for being so polite and friendly when I visited your school recently. I enjoyed my visit and having the opportunity to talk to some of you and to see you in lessons and at play. I especially enjoyed hearing your enthusiastic singing in assembly. You are rightly proud of the school's happy atmosphere in which you all get on so well together. Onny is a satisfactory school that is improving. Here are some of the things I found out. Your teachers ensure that you make good progress from Nursery to Year 2.

In Years 3 to 6 you make reasonable progress in writing and mathematics and do well in reading.

You enjoy school and feel very safe and secure.

Your behaviour is good.

You have good relationships with your teachers and you try hard for them.

The curriculum provides you with exciting clubs and visits, which you enjoy.

Adults look after you well and are always ready to help you.

The headteacher and staff are working hard to make the school get better.

I have asked the school to do four things to help you do even better in your learning.

Make sure teachers provide work for you that is never too hard or too easy so you make better progress, especially the older pupils in writing in mathematics.

Improve the attendance of those of you who do not come to school regularly enough so that you learn more.

Tell you the levels you should reach at the end of the year and how well you are progressing towards them, so that you can take more responsibility for your learning.

Make sure everyone knows the most important ways the school can become better, and those in charge use targets to check how well the school is improving.

You can help the school by continuing to try your best in lessons and behaving well.

I wish you all success in the future.

Yours sincerely

Gerald Griffin

Lead inspector

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