

Baschurch C of E Primary School

Inspection report

Unique Reference Number	123534
Local Authority	Shropshire
Inspection number	343783
Inspection dates	22–23 June 2010
Reporting inspector	Lois Furness

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	148
Appropriate authority	The governing body
Chair	Mrs Julie Birtles
Headteacher	Mr Andrew Everett
Date of previous school inspection	17 June 2009
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Introduction

This inspection was carried out by two additional inspectors. Ten lessons were visited and eight teachers were observed. Meetings were held with the Chair of the Governing Body, the local authority School Improvement Partner, staff, groups of pupils, and parents and carers. School documentation, including the school improvement plan, monitoring and evaluation reports, assessment records, pupils' work, safeguarding documentation, questionnaires sent to parents and carers and staff from the Governing Body, and the recent reports of the School Improvement Partner were scrutinised. In total, 77 Ofsted parents' and carers' questionnaires were analysed. The team also analysed 78 responses to the Key Stage 2 pupil survey, and 13 responses to the staff questionnaire.

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

- the attainment at the end of Year 6, to check if the decline noted in 2009 has been reversed, and if pupils are sufficiently challenged throughout the school including in the Early Years Foundation Stage
- how well pupils are involved in their learning
- the effectiveness of leadership and management, including the governing body, in evaluating the impact of actions to eliminate identified weaknesses
- the level of involvement of parents in the school's work
- the accuracy of the school's evaluation of the provision in the Early Years Foundation Stage.

Information about the school

Almost all pupils who attend this small village school are from White British backgrounds. A well below average proportion of pupils have special educational needs and/or disabilities. Fewer pupils than the national average are known to be eligible for free school meals. There are six classes of which two are made up of pupils from two year groups. These are Class 2, which is a Year 1 and Year 2 class, and Class 2, which is made up of Year 2 and Year 3 pupils. A Chair of the Governing Body was appointed three months ago following an 18 month period with an acting Chair. The school has received a number of awards including Healthy Schools status, the silver Eco school award and Safer Schools status.

At its previous inspection in June 2009, the school was judged to require significant improvement in relation to leadership and management, and how it engaged with parents. It was given a notice to improve.

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

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Overall effectiveness is now satisfactory.

The leadership team, supported by the active involvement of the governing body and the local authority, has worked effectively to rectify the issues identified at the time of the previous inspection. Many initiatives have been put into place to ensure parents and carers know more about what is happening within school and to influence decision-making. Satisfaction with these actions is mixed, as shown by the responses to the inspection questionnaire. However, the majority of those who responded, alongside those who responded to the questionnaire sent out very recently by the governing body, and those who were interviewed, agreed that the leadership listens to them and they appreciate the opportunities to find out more about school life through the half-termly forum, parents and carers' meetings and the weekly newsletters. The members of the senior leadership team are now working more closely together. Regular meetings are held between those with leadership responsibilities, and agreed lines of communication are very clear. The pace of improvement with this issue is satisfactory.

Children have a good start to school life in the Early Years Foundation Stage. Progress is good as a result of good teaching, and this represents good improvement since the previous inspection. Progress is satisfactory in Years 1 to 6. There are examples of good progress especially in reading, but in writing and mathematics it is uneven throughout Years 1 to 6. Current attainment by the end of Year 6 is broadly average and an improvement on last year's test results, indicating that the decline of 2009 has been reversed. More pupils this year are on track to attain the higher level, Level 5, than in the past.

Teaching is satisfactory. However, assessment information is not used effectively enough to ensure activities are suitable for pupils of all abilities, and this limits their progress. Expectations of the quality, including presentation, and quantity of work are not high enough in all lessons and pupils are insufficiently involved in knowing the intended learning or how to achieve success. Whilst there are good examples of written feedback, these are not consistent, leaving pupils with insufficient guidance about how to improve. Even so, pupils interviewed and the survey responses indicate they enjoy school, and find work interesting. This view is supported by well above average attendance. Pupils have a good understanding of how to keep safe and of leading a healthy lifestyle. Healthy Schools and Safer Schools status shows the high importance the school gives to these aspects of pupils' development.

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The leadership has spent much time resolving the two issues requiring significant improvement. Although monitoring and evaluation activities have taken place these have not focused sharply enough on pupils' progress and in making more lessons good. Lesson observations, whilst giving the school a good view of the quality of teaching, do not consistently pinpoint exactly what is needed to improve and agreed practices are not always adhered to by all staff. The scrutiny of pupils' work and meetings to review their progress are useful at highlighting areas for improvement but insufficiently frequent to enable staff to rectify any emerging underachievement quickly enough.

The governing body is very supportive of the school and has carried out a great deal of work in improving communications with parents and carers, and ensuring the senior leadership team work more effectively together. The new Chair of Governing Body has been very pro-active, and the headteacher is very appreciative of this support. The governing body knows its role in holding the school to account for the progress of pupils is not sufficiently robust. Self-evaluation is accurate, and the leadership has identified the correct areas for improvement. All of these factors alongside improvements made so far indicate the capacity for further improvement is satisfactory.

What does the school need to do to improve further?

- Accelerate pupils' progress in English and mathematics and increase the proportion of good lessons by ensuring:
 - assessment information is used rigorously to plan activities that are matched closely to the range of ability within the class
 - teachers have higher expectations of what pupils are able to do and of pupils' presentation including handwriting
 - establishing a cycle of half-termly pupil progress meetings whereby progress can be evaluated, and any underachievement quickly rectified.
- Involve pupils more in their learning by:
 - teachers consistently sharing with pupils the intended learning of the lesson and how they can achieve success
 - providing clear guidance when marking books about why work is good and what pupils need to do to improve their work
 - giving pupils the opportunity to assess, and hence improve, their own work.
- Sharpen monitoring and evaluation procedures by:
 - agreeing whole school practices for timetables, planning and marking and then establishing a timetable for checking these procedures are adhered to by all
 - ensuring lesson observations and book scans focus clearly on the rate of pupils' learning and progress and identify more sharply how teaching and learning can be improved
 - the Governing Body developing their role of holding the leadership to account for the progress of pupils.

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- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

In most lessons pupils enjoy learning and are eager to extend their knowledge. They collaborate well in groups, as seen in a Year 4 mathematics lesson, when pupils rose to the challenge of solving capacity problems, and in Years 1 and 2 English lesson when pupils shared and discussed ideas to help them write an account of their trip to the beach. In these lessons, pupils made good progress in their learning. However, this good progress is not consistent throughout the school, as work is not matched carefully enough to pupils' learning needs. As the pace of learning slows then progress becomes satisfactory. Pupils with special educational needs and/or disabilities make the same progress as their peers although this is sometimes better when they are supported by teaching assistants. Overall, pupils' achievement is satisfactory.

Pupils' good personal skills, along with satisfactory progress in basic literacy and numeracy skills, prepare them soundly for the future. Pupils say this is a friendly place, where they feel happy and safe. Pupils' behaviour in lessons and around school is good and they say that bullying is rare. The extent to which pupils adopt healthy lifestyles is good. They participate in regular physical activity, eat healthily and gain a good knowledge about the factors involved in living a healthy life. Younger pupils told inspectors how much they enjoyed their daily fruit. Pupils get on well together, and are aware of the needs of others. They enjoy responsibility, although they say the school council could do more. Pupils willingly take part in community events including the local Church carol service, and the Guardianship project at a local park. Their understanding of cultures different to their own is developing well.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2

¹ 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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The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Although teaching is satisfactory, good features were seen in most lessons. Good relationships mean that pupils are willing to answer questions. Most teachers use 'talk partners' to enable pupils to share ideas and learn from each other. Good behaviour means pupils are eager to learn. All teachers try hard to motivate pupils and visits to different places such as Liverpool and Prestatyn beach provide pupils with real-life contexts for their learning. Visits such as these mean the curriculum has been adapted successfully to meet the interests of pupils. However, it is less successful in meeting academic needs. Planning does not clearly identify the specific learning intended for different ability groups, and scrutiny of pupils' work shows that progression in learning is variable between classes and different subjects.

Assessment systems are in place, and the school has adopted national guidance to support the accuracy of assessment. However, assessment information is not used consistently enough to ensure activities are the right ones for all. Much has been done to extend pupils' learning through an extensive range of after-school clubs and visitors to the school, and pupils in Years 4, 5 and 6 have the opportunity to go on residential visits. These successfully promote pupils' personal development. The Comenius project has very successfully supported pupils' good awareness of community cohesion, particularly in terms of global communities. Recently, pupils visited Lithuania, learning much about different cultures, celebrations and festivals in this country.

Almost all parents and carers agree the school keeps their children safe. Pupils agree, and evidence shows, that most pupils are confident to report any concerns that they might have to staff. Pupils with special educational needs and/or disabilities receive satisfactory support helping them to participate in all aspects of school life. Other vulnerable pupils are well supported and good use is made of a range of external agencies to do so. Attendance is very effectively monitored leading to a low level of absence. Induction procedures are good as is transition to the secondary school next door.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3

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	
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership team including the governing body is committed to school improvement, and this year they have had a number of successes. The decline in attainment has been halted, and they have satisfactorily addressed key areas for improvement such as improving provision in the Early Years Foundation Stage. Staff morale, which was low at the time of the previous inspection, has risen. Questionnaire returns show staff now feel more positive about the school and more valued. The school has a clear understanding of how good it is. However, the impact of this has not yet sufficiently influenced the quality of teaching. The school is inclusive, seeking always to treat all pupils fairly and equitably. Although there are no significant differences in the progress of pupils based on factors such as gender, additional needs or prior attainment, the school has not yet fully addressed the unevenness in progress across different classes and subjects.

All requirements for safeguarding pupils' health and well-being are in place and meet statutory requirements. Appropriate checks have been made on all adults working within school and the governing body has recently put into place systems for ensuring all policies and procedures are reviewed regularly. Another key improvement has been the effectiveness of the leadership's work in promoting community cohesion. Pupils have good opportunities for interacting with communities beyond the school and local communities. A particular strength is the opportunity to work with communities in Turkey, Lithuania, Italy and Bulgaria. A thorough analysis of the schools' context has encouraged the leadership to forge links with a more culturally diverse school, which is providing pupils with an insight into different cultures within the United Kingdom.

These are the grades for leadership and management

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

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The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Reception class with skills that mainly match those expected for their age. Relationships are good. Adults make their expectations about behaviour and routines clear to children, reinforcing these effectively with praise. As a result, children are happy and behave well. The leadership has worked effectively to improve provision, resulting in the pace of children's progress quickening. The children in the current Reception class making good progress, rather than the satisfactory progress made at the time of the previous inspection. This means that children are now entering Year 1 with skills in all areas of learning which are above those expected for their age.

Planning is detailed and clearly linked to children's needs and their interest. 'The learning journeys' provide a useful record of each child's progress, and are used well by adults to share information with parents and carers. Children are excited, enthusiastic learners as was seen as they listened engrossed to the letter from 'Mr Grindley' telling the children about his problem at the lighthouse. They could not wait to help, and eagerly worked with bulbs, batteries and wires to try and make a flashing light. A good emphasis is given to developing early writing skills, and more able children are confidently writing simple sentences using full stops correctly.

There is a good balance between indoor and outdoor learning and adults ask useful questions to encourage children to extend their ideas. Occasionally when less experienced staff work in this key stage, provision is not as good as children's different learning needs are not considered sufficiently well. Welfare requirements are in place and there are appropriate policies and procedures to ensure that children are safe and well cared for.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The response rate was better than usual at just over 50%. The majority of parents and carers are supportive of the school's work. Almost all who returned the questionnaire

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said their children enjoy school and are kept safe. In addition, the vast majority think the school helps children to lead a healthy life style. The inspection findings support these positive views. However, the inspection findings also support the very small minority of negative responses regarding pupils' progress and the quality of teaching, both of which could be better. A few parents and carers felt they would like more information about how to help their child's learning and this is an area the school is working on to improve. Taking account of suggestions and concerns was another area a small minority of parents and carers identified as needing improvement. The leadership, including the governing body, has already done much to enable this to happen and have plans to continue with this work. A minority think the school is not led and managed effectively. Inspectors think this has improved and is now satisfactory with further actions needed to make the leadership good. Finally, a few parents and carers expressed some concerns, regarding the management of behaviour. Inspectors did not see any evidence of inappropriate behaviour. However pupils interviewed said there were a very few instances of challenging behaviour but it did not disrupt lessons. Staff sorted things out very quickly. Pupils added: 'The rest of us are very good!'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Baschurch CofE 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 inspection team received 77 completed questionnaires by the end of the on-site inspection. In total, there are 148 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	36	47	61	2	3	0	0
The school keeps my child safe	30	39	45	58	2	3	0	0
The school informs me about my child's progress	7	9	57	74	13	17	0	0
My child is making enough progress at this school	10	13	49	64	14	18	0	0
The teaching is good at this school	11	14	57	74	8	10	0	0
The school helps me to support my child's learning	11	14	52	68	13	17	0	0
The school helps my child to have a healthy lifestyle	16	21	56	73	3	4	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)	8	10	53	69	8	10	0	0
The school meets my child's particular needs	12	15	49	62	15	19	1	1
The school deals effectively with unacceptable behaviour	8	10	54	70	7	9	5	6
The school takes account of my suggestions and concerns	5	6	53	69	13	7	4	5
The school is led and managed effectively	5	6	42	55	21	27	6	8
Overall, I am happy with my child's experience at this school	17	36	20	43	9	19	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



24 June 2010

Dear Pupils

Inspection of Baschurch C of E Primary School, Shrewsbury, SY4 2AU

Thank you for being so friendly and polite when we visited your school recently. It was interesting to watch you learn and listen to your views. We read the questionnaires completed by you and your parents and they were very helpful to us. We think your school is satisfactory with some good things happening.

Those of you in the Early Years Foundation Stage (Reception) have a good start to school life in this class. I was so pleased you could help 'Mr. Grindley' to solve his problem of the flashing light. Throughout the school you behave well and feel safe. You are well looked after and cared for and know lots about keeping safe, and how important it is to eat healthily and take regular exercise. We know you enjoy all the many visits you make, and we think your teachers use these well to make your learning interesting. I enjoyed reading some of the accounts written by Years 1 and 2 pupils about their visit to Prestatyn beach. It seems you had a really good time. You do lots to help each other in school and in your local community but I agree with you when you say the school council could do more to make school life better. You also learn lots about different communities across the world, which is good.

Although your school is improving, school leaders agree with us that further work is needed to make your school good. We have asked your headteacher to make sure that the information about what you know already should be used better to help you make faster progress. You can help by telling your teachers if your work is too easy or too hard. We have also asked your headteacher and teachers to make sure that:

- you are given more information about what you are learning and the things you need to do to succeed
- that when they mark your work they tell you exactly why work is good and how you can make it better.

We have suggested school leaders check often that you are all learning as well as you can. We hope you continue to enjoy school and wish you all every future success.

Yours sincerely

Lois Furness

Lead inspector

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