

# Adderley CofE Primary School

Adderley, Market Drayton, TF9 3TF

**Inspection dates** 21–22 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress from their different starting points during their time in the school, in reading, writing and mathematics.
- Those who lead and manage the school, including the governing body, have high aspirations and a determination to improve the standards pupils attain.
- The quality of teaching has been significantly improved since the previous inspection. It is now good overall and occasionally outstanding. As a result, pupils' achievement has improved and is good.
- The teaching of the links between letters and the sounds they make has led to improved standards in reading and spelling. This is especially the case for pupils in Key Stage 1 and younger pupils in Key Stage 2.
- Children in the Early Years Foundation Stage settle into school quickly, gaining in confidence and learning to enjoy school.
- The provision for developing pupils' spiritual, moral, social and cultural development is strong. Because of this, pupils are well behaved and polite. This contributes to a calm and positive atmosphere for learning.
- Systems to ensure pupils are kept safe are rigorous. All parents who expressed a view say that they believe that their children are happy, safe and well looked after.
- Teachers provide a wide range of activities for pupils to learn from and enjoy, including sporting activities outside the school day. As a result, pupils have achieved an impressive array of sporting successes, particularly when the small size of the school is taken into consideration.

### It is not yet an outstanding school because

- Although pupils' progress in writing is good, it is not as strong as in reading and mathematics.
- The provision for children in the Nursery to learn outdoors requires improvement.

## Information about this inspection

- The inspector observed six lessons, two of which were joint observations with the acting headteacher.
- Samples of pupils' work and teachers' marking were examined jointly with the acting headteacher.
- The inspector took account of the 25 responses to the online questionnaire (Parent View) and several letters from parents as well as the nine staff questionnaire responses. Meetings were held with groups of pupils both formally and informally.
- Senior staff and teachers were interviewed.
- Governors were spoken to, as well as a representative of the local authority.
- The inspector scrutinised a number of documents including the school's self-evaluation and school development plan, data on the progress of pupils, safeguarding policies and procedures and records of exclusions, incidents of behaviour and attendance.

## Inspection team

Sheelagh Barnes, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average sized primary school. It comprises of a part time Nursery for half of the week. In the mornings, the remaining pupils are taught in three mixed-age classes; during the afternoon, there are two classes.
- The vast majority of the pupils come from White British backgrounds with very few from minority ethnic groups. Nearly all pupils speak English as a first language.
- The proportion of disabled pupils and those who have special educational needs requiring school action is above the national average. The proportion requiring external support or with a statement of special educational need is broadly average. These pupils have mainly speech, language and communication difficulties.
- Only a very small number of pupils are known to be eligible for the pupil premium – additional government funding for looked after children and pupils known to be eligible for free school meals.
- There have been significant changes to staffing in recent years.
- At the time of inspection, the headteacher was on maternity leave and her place was taken by an acting headteacher.
- In 2013, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Raise pupils' achievement in writing by:
  - ensuring that the same emphasis is placed upon presentation, spelling, punctuation and grammar in pupils' written work in subjects such as history and science as is the case in literacy lessons so that pupils have more opportunities to practice and improve the skills they are taught
  - adults setting good role models by taking care that their writing on display around the school and in pupils' books exemplifies the highest quality of letter formation and presentation.
- Improve opportunities for children in the Nursery to develop skills and learn outside by:
  - ensuring that issues with flooding and mud are resolved
  - providing cover and shade to enable activities to continue in inclement or extremely sunny weather
  - providing resources that enable children to take part daily in the full range of activities for physical development for children in the Early Years Foundation Stage.

## Inspection judgements

### The achievement of pupils is good

- Attainment on entry to school varies year-on-year, due to the very small numbers in each year group. Overall, however, children start school with skills and knowledge broadly in line with those expected for their age. They settle into school quickly because of the good level of communication between home and school. They make a good start to their education and achieve well.
- Throughout the school, pupils from all groups and of all levels of prior attainment, including disabled pupils and those who have special educational needs, achieve well and make good progress.
- The previous inspection pointed to progress in mathematics as being an area for improvement. This has been addressed through staff training and, as a result, pupils enjoy the subject, have very positive attitudes towards it and standards have risen. Progress made by pupils in mathematics is always at least good and occasionally outstanding.
- The very few pupils who join the school at times other than normal commencement of education or transition to Key Stage 3 often start with lower attainment levels. This has a significant impact upon published data and interpretation of results because of the small numbers of pupils in each year group. School data show that these pupils make good progress from their individual starting points whilst in the school.
- Pupils are systematically taught phonics (the relationship between letters and the sounds they make). In the Year 1 national phonic screening last year, results were well above average. The progress made in reading is improving steadily as a result. Progress in reading is good; pupils read widely and often and a recent 'Drop everything and read' day was enjoyed by parents and their children alike.
- Currently, the particular focus for improvement in standards identified by leaders is in writing. Pupils from all groups are making good progress, although not yet as consistently or strongly as in mathematics and reading. The good progress and high standards attained in literacy lessons is not always reflected in pupils' other written work, because teachers do not always demand of pupils that the same care is taken.
- Disabled pupils and those who have special educational needs make similar progress to their classmates, as do pupils who are known to be eligible for the pupil premium. The funding is used well to support individual pupils when the need arises. They attain similar standards to other pupils.
- Increased participation in physical education activities and sport is already enthusing pupils and helping them to improve their performance and develop healthy lifestyles. This is shown by the impressive achievements attained by pupils recently in inter-school sporting events. However, outdoor provision for physical development of children in the Nursery requires improvement so that it can have more of a positive impact on their progress and development.

### The quality of teaching is good

- The quality of teaching has been significantly improved since the previous inspection. Teaching is now nearly always at least good and occasionally outstanding.

- Teachers plan carefully to make sure that lessons are interesting and engage pupils' enthusiasm and desire to learn. For example, in Key Stage 1, pupils learn about dinosaurs and make a list of things that they want to find out. Their fascination gives them great determination to read non-fiction books to learn more about the subject.
- In Key Stage 2, encouraging pupils to take part in planning activities for a 'January Lights Festival' has linked creative and artistic activities with literacy. As a result, pupils' enthusiasm gives them a real desire to find out more; they develop tenacity in their learning and a good range of relevant skills. In a well-taught literacy lesson for Years 5 and 6, pupils explained with confidence how breaking writing into paragraphs helped to make different events in a story clearer to the reader.
- Teaching assistants provide effective support for pupils eligible for pupil premium and for disabled pupils or those with special educational needs. As a result, the levels of support and challenge these pupils receive are at the right level to enable them to make the same good progress as their peers. There is equality of access to all activities because of the support and care of all adults in the school.
- Behaviour management is effective. The provision for pupils' spiritual, moral, social and cultural development is given good regard by all staff. Pupils know what is expected of them; they listen and pay attention because they are inspired to try their hardest and want to please their teachers.
- The high standards that teachers demand in literacy work in English lessons are not always insisted upon when pupils write in other subjects, such as in their history or science books. Emphasis on the importance of presentation is not always rigorous enough on these occasions and adults do not always model the correct formation of letters in their own writing as an exemplar for pupils.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good and pupils concentrate in lessons. They settle down to listen to their teacher or to their work quickly and do not fuss unnecessarily. Pupils have positive attitudes and are enthusiastic about their learning. As a result, lessons are not disrupted and the pace of learning is good.
- Pupils are respectful of others and show this with simple and automatic acts of courtesy and good manners. They are very proud of their school, especially their recent sporting successes. They find little about their school that they would want to change; the main thing a number of pupils cited as requiring improvement, if they 'had a magic wand', was a better internet connection in the village.
- Attendance is good and above the national average. There is little persistent absence because pupils are keen to attend and school is very prompt in following up reasons for non attendance. Punctuality in arriving at school is good and pupils are also prompt in arriving at lessons after play or lunch time.
- Parents who expressed an opinion, governors, and staff all agree that they believe that behaviour is good. Behaviour and incident logs support this view and indicate that pupils rarely clash. There have been no exclusions. Parents who filled in the questionnaire all said that they would recommend the school to others.

- The school's work to keep pupils safe is good. Routines are established and pupils say that they feel safe in school and that they trust their teachers to look after them.
- Pupils are emphatic that bullying virtually never happens and that if it should, they are confident that it would be dealt with swiftly and effectively. They do admit that sometimes they fall out with each other, but explain 'We are more like a very large family, we all know each other very well and we work things out!' They have a good awareness of the different types of bullying including cyber-bullying and prejudiced-based bullying and how to avoid it.
- Disabled pupils and those with special educational needs, including those with speech, language and communication difficulties are supported extremely well. Because of this they make the same good progress as their friends and integrate fully in work and play.

### **The leadership and management** are good

- The headteacher and the acting headteacher share a clear ambition for the school to be as good as it possibly can be. They have high ambitions for the school and their leadership and focus combined with the aims of governors, have resulted in a significant improvement in the standards of teaching and learning since the previous inspection.
- Standards have been driven up through rigorous monitoring of teaching and pupils' progress, combined with training and support. The initial focus was on improving the quality of teaching and learning in mathematics and this has been effective. The approach to continuously improving teaching and achievement has resulted in high levels of morale among staff and pupils, and the full support of parents.
- Leaders have a good awareness of the school's strengths and weaknesses, shown by their accurate evaluation in school self assessment. The plan for further improvement is focused on the right priorities to improve achievement further. The plan is displayed for all staff to see and contribute to, so that all are clear of the priorities and targets.
- Sports funding is being used effectively to develop teachers' skills. Pupils are enthusiastic about the new and forthcoming opportunities. Participation in a wide range of sports has already led to praiseworthy successes.
- The school works together with other local schools in a mutually beneficial way. These links are very strong and productive, including support for the governing body. For example, schools share training and monitor each other's work. This has a positive impact on school improvement and standards.
- Leaders have identified the need to improve the condition and resources of the outdoor area for nursery children. Plans are in place, but relevant agencies are moving forward at too slow a pace for current nursery children to benefit fully. Severe weather conditions this year have led to flooding and drains blocked with mud. The mud also covers a significant part of the small space. In addition, there is a lack of protection from rain or sun or suitable equipment for young children to develop skills such as balancing and developing upper body strength and agility. This prevents them making all the progress they could in their physical development.
- **The governance of the school:**  
Governors have a good and accurate understanding of the school's strengths and areas for improvement, based upon their monitoring. Through good-quality training and personal

expertise, they have developed skills to confidently interpret data. As a consequence, they confidently support and challenge the headteacher about the quality of teaching and pupils' achievement. Training has also helped to drive up the quality of teaching and learning. Governors receive appropriate information about the management of teachers' performance and see that teachers' pay rises are linked to pupils' achievements. School finances are managed well. Governors know how the pupil premium funding is spent and the impact this has on the achievement of those pupils eligible. Governors ensure that the school meets all requirements for safeguarding children. Policies are regularly reviewed to ensure that children are kept safe and free from harm. Information to parents is good and the web-site kept up to the minute with relevant information.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	123457
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	431688

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

<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 of pupils on the school roll</b>	50
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rachel Wilson
<b>Headteacher</b>	Angela Frank
<b>Date of previous school inspection</b>	3 October 2012
<b>Telephone number</b>	01630 653829
<b>Fax number</b>	0163 0658038
<b>Email address</b>	admin@adderleyschool.co.uk

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