

# Church Preen Primary School

Church Preen, Church Stretton, Shropshire SY6 7LH

<b>Inspection dates</b>	4–5 May 2016
<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is an outstanding school

- The headteacher’s ambitious vision, knowledge and willingness to learn are characteristics of his success in rapidly turning the school around.
- Teachers and teaching assistants work tirelessly to plan inspiring lessons which provide pupils with exciting opportunities for learning.
- All pupils achieve well, including the most able and those who have special educational needs or disability. Standards at the end of each key stage are above average.
- Teachers closely observe and record each small step of pupils’ progress and plan lessons to ensure the rapid progress of all pupils, regardless of their age or ability.
- Governors carry out their duties conscientiously. They keep a close eye on the school’s work, strive for excellence and ensure that they remain up to date.
- Children in the Reception stage are taught in a safe and caring environment. Staff plan activities which make best use of children’s inquisitive nature and capture their imagination. Children make excellent progress.
- Pupils’ behaviour and attitudes make them excellent ambassadors for the school. They are rightly proud to be pupils at Church Preen.
- Pupils are encouraged to take an active part in the life of the school. For example, older pupils enjoy planning, organising and delivering new games for the younger ones.
- Highly effective use is made of additional government funding to successfully close the gap in achievement between the disadvantaged pupils and other pupils nationally and in school.
- All subjects are covered in impressive breadth and depth. However, pupils do not consistently pay sufficient attention to spelling, punctuation and grammar in their writing.

## **Full report**

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

- Make sure that teachers continue the current focus on improving pupils' grammar, punctuation and spelling when writing.

## Inspection judgements

### Effectiveness of leadership and management is outstanding

- The headteacher's determined and relentless focus on pupils' progress has successfully brought about a rapid and impressive rate of improvement. He has successfully eradicated weak teaching, identified and built on existing expertise and provided frequent events for staff to learn from each other. Staff readily share good or better practice, coach individuals and check on each other's progress.
- The headteacher has inspired a collaborative effort among all staff and governors to move the school ever forward and achieve further ambitions for the pupils. He has an accurate view of the school's strengths and priorities for continued improvement.
- All staff have received substantial training and support in the past and they are now able to seek the necessary expertise for themselves. Training is planned to develop individual skills rather than a single approach for all.
- The headteacher manages the performance of staff with integrity and rigour. His decisions regarding staff's salary progression are based firmly on extensive observations of lessons, regular examination of pupils' work and forensic analysis of pupils' progress. He sets realistic and specific improvement targets which focus directly on meeting the school's identified priorities. Staff's progress is checked at regular intervals. Staff on upper pay scales fulfil a suitable level of responsibility commensurate with their salary.
- The coordinator for pupils who have special educational needs or disability is well qualified and experienced for this role. She knowledgeably coordinates support for pupils, provides ongoing advice for teachers and teaching assistants, and liaises with external agencies to seek particular expertise when necessary. The coordinator has designed clear procedures to identify and respond to pupils' needs. She makes sure that appropriate support for pupils is suitably planned and reviewed. Parents and pupils are appropriately involved in determining the type of support that is needed and how well it is achieving the desired target. Links with the local secondary school have been established to ensure that Year 6 pupils transfer smoothly and confidently.
- The curriculum is imaginatively and meticulously planned and takes into account the mixed age ranges in each of the three classes. Subjects are taught in impressive breadth and depth so that pupils acquire high levels of knowledge and understanding. Staff are passionate about learning, regardless of the subjects. A world-renowned historian has worked with the pupils to share her knowledge and expertise. Pupils enjoy residential visits to experience outdoor pursuits such as mountain climbing and canoeing. They appreciate visits to areas of specialist interest such as the space observatory. Pupils enjoy choir, instrumental tuition and a range of after-school and sports activities.
- The allocation, use and impact of pupil premium funding (additional government funding) is spent carefully in order to further improve rates of progress for those pupils for whom it is intended, and to continue to raise standards. In addition, the funds have ensured that these pupils are included in all school trips and visits. There are clear methods for checking and measuring the difference that individual support projects have had. School results demonstrate the success of the support pupils have received.
- The physical education (PE) and sport premium is used effectively to provide an extensive range of sporting opportunities for all pupils. Sports specialists work in school to develop pupils' physical skills and subsequent participation in sporting events. Staff benefit from additional training enabling them to more confidently teach PE and promote healthy lifestyles.
- Pupils are very well prepared for life in modern Britain. Pupils of all ages have a strong sense of right and wrong and they know how these principles relate to the rule of law. They have many opportunities in lessons and assemblies to consider the beliefs, customs, traditions and celebrations of other religions and cultures. They visit different places of worship and show a genuine desire to understand and appreciate the range of beliefs. They understand the need for tolerance and their own behaviour demonstrates a keen awareness of mutual respect. They know about democracy and that the important decision regarding our country's membership of the European Union is pending. They are aware that there are different levels of governance, including local councils, parliament and Europe.
- All the parents who completed the online survey or spoke to the inspector would recommend Church Preen to other parents. One parent summed up the positive comments of others when describing the school, 'An extremely welcoming, happy school with a community spirit, always treating each child very much as an individual. Never fails to offer the ultimate, really varied curriculum activities that keep the pupils interested and engaged, learning and excelling.'

- The local authority provided appropriate and valued support following the previous inspection. Recent reviews of the school's progress rightly confirmed its speedy improvement and ability to work independently.
- **The governance of the school**
  - Governors have a range of suitable knowledge and appropriate expertise.
  - Governors are determined to do what is best for the pupils.
  - Governors are proactive and regularly visit the school, observe practice for themselves and feed back their findings.
  - Governors work closely with the headteacher in their pursuit of excellence for all pupils. They insist that academic challenge must be balanced by inspiring and capturing pupils' imagination and interests.
  - Governors have a significant range of responsibilities split between few members but they regularly seek training from the local authority's governor services to keep up to date and hone their skills further.
  - Minutes of meetings show that governors are sharply focused on ongoing improvements and accountability for the success of planned initiatives.
  - The school meets the requirements on publication of specified information on its website. The information is clear, comprehensive and easily accessible.
- The arrangements for safeguarding are effective. Checks on visitors are thorough and expectations of their conduct are explained clearly before entry to the school is permitted. All checks on staff, visitors and volunteers are complete, up to date and suitably detailed. Safeguarding and child protection policies reflect current legislation. All staff and appropriate governors have up-to-date training and are fully aware of procedures to follow and contacts to make if and when concerns arise.

## **Quality of teaching, learning and assessment is outstanding**

- Teachers are determined that pupils will be successful and enthusiastic learners. They encourage pupils, praise their efforts and sensitively guide them to aspire to ambitious achievement.
- Some teachers have three different age groups in their classes. Nevertheless, they are adept at planning a theme over time, knowing precisely what pupils will learn in each lesson and sharing suitable expectations for the completion of each activity or task. They make the best use of available time. Pupils know exactly what is expected of them and how they must demonstrate what they have learned.
- Teachers break down aspects of subjects into small steps so that pupils' progress can be accurately tracked. They capture the information they have about what their pupils already know and can do to plan lessons which systematically and imaginatively build on prior learning.
- Staff give considerable thought as to whether their expectations will be best achieved by pupils working alone, in pairs, small groups or all together, and activities for all types are planned over time. Pupils are genuinely interested in their work. They are not afraid to get things wrong and they know they learn from mistakes as well as getting things right. They are keen to persevere. They remain alert, interested and self-motivated.
- Adults demonstrate high levels of subject knowledge in the way they present and explain different subjects. Their questions invite thoughtful responses from the pupils and they skilfully amend explanations where necessary. They know pupils very well and tasks are consistently set to challenge the most able, support those with learning difficulties and ensure that every pupil makes at least good progress.
- Staff are quick to identify any pupil who is in danger of falling behind either because the concept or task is not fully understood or where there are longer-term difficulties which need careful investigation. Pupils' relative weaknesses are known but never used as an excuse for limited progress. Teachers and teaching assistants work cooperatively to work with individual pupils or groups as necessary. Pupils are very well supported and encouraged to take responsibility for their learning, overcome barriers and strive for success. As a result, pupils see themselves as successful learners and their self-esteem is high.
- Teachers keep detailed records of pupils' progress and track the small steps of pupils' development over time. The headteacher meets with teachers every half term to check on pupils' progress, identify early indications of stalled progress and amend approaches or support accordingly. As a result, staff are able to quickly spot aspects of subjects which need further refinement and their approaches are constantly informed by how well pupils learn.

- All staff teach phonics (the sounds letters make) systematically and accurately. In line with the school's reading policy, pupils read to an adult at least once a week and some read every day. Pupils read a wide range of books accurately and expressively. They have developed an interest in reading for pleasure and to seek information. Teachers display non-fiction books in support of current topics and pupils look forward to the library bus which visits the school fortnightly. They know about different types of books, a range of authors and their styles of writing.
- Mathematics is taught exceptionally well. Teachers plan pupils' learning incrementally, building systematically on their knowledge, skills and understanding over time. Pupils use practical equipment regularly which helps them to visualise mathematical concepts and deepen their understanding. They frequently solve problems and experiment with different methods of reasoning and calculation.
- The youngest pupils write for different reasons and practise a range of styles. They write simple sentences, plan what they are going to write about and sequence sentences to recount events or instructions. Older pupils know and adopt a range of writing features for different purposes. They apply their skills of sentence structure to many different types of written work. However, teachers are not supporting pupils enough in learning, practising and applying their knowledge of spelling, punctuation and grammar when writing.

## **Personal development, behaviour and welfare is outstanding**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are confident, independent, respectful and responsible. Excellent relationships between pupils and adults are visible at all times and founded on mutual respect. Pupils appreciate that they are not all the same and are genuinely interested in different lifestyles. As one Year 4 pupil said, 'You should respect everyone as you respect yourself.'
- Older pupils plan activities for younger pupils. They present their proposals to the headteacher which must include the purpose of the activity, necessary equipment, an assessment of risk, how the activity will develop over time, who will be involved and how it will be checked and improved on. Pupils also plan playground games and fundraising events such as Café Preen. The pupils are rightly proud of their initiatives and the success of their ideas.
- Sports leaders, usually Year 6 'Bronze Ambassadors' organise the annual school's sports day with renowned success. They take their responsibility seriously planning which games will be played, what will be needed and medals to be awarded.
- Pupils are acutely aware of bullying and the different forms it takes. They know what to look out for and the procedures to follow if they are victims or witness any incident. They know that bullying can occur online or via mobile telephones and they are clear about the appropriate actions to take. In discussions, pupils insisted that there is no inappropriate name-calling. They know that nicknames are different but explained that even these are given after pupils' permission. Behaviour logs confirm that incidents are rare, fully investigated and appropriate action taken so that pupils learn from their mistakes.
- In a meeting with Year 6 pupils, they asserted that all staff make them feel secure. They enjoy looking after younger pupils and showed enormous pride when they explained that younger pupils choose them as friends and want their company or help. All parents who completed the online survey reported that pupils are happy and feel safe at school.

### **Behaviour**

- The behaviour of pupils is outstanding.
- People who observe and comment on Church Preen pupils on educational visits often describe their behaviour as impeccable. There was nothing during the inspection nor in records of behaviour to dispute this view.
- In lessons, pupils willingly discuss their work and offer help or advice. They cooperate but also persevere with set tasks so that conversations are purposeful and relevant.
- Pupils consider and live by their class charters, 'Don't give up. Do the right thing without being asked.'
- During playtimes and lunch breaks, pupils of all ages play cooperatively and caringly. They make best possible use of the various equipment, climbing frames, areas and space to run and chase, or simply sit quietly and discuss. They look out for each other with a genuine sense of care.

- Pupils move around the school calmly and politely. During assemblies they listen attentively and contribute thoughtfully. They sit peacefully when they eat their lunch and they are keen to display excellent manners.
- Attendance is above the national average and there is no persistent absence.

## **Outcomes for pupils**

## **are outstanding**

- Standards at the end of both key stages 1 and 2 are above average in all subjects. Standards at the end of key stage 1 dipped in 2013. The headteacher took immediate and effective action to successfully accelerate pupils' progress and raise standards overall.
- All pupils make at least expected progress from their different starting points by the end of Year 6. A higher than national proportion make more than expected progress in reading, writing and mathematics. The headteacher and staff keep a close eye on the progress of individual pupils. They are quick to spot those who are performing well and are ready for additional challenge, or those pupils who stall and need support. These checks are made regularly so that support is planned quickly in response to pupils' needs and is specific to the required area for improvement.
- Pupils who have special educational needs or disability make excellent progress over time. Although small in number, almost all achieved the higher Level 5 by the end of Year 6 in 2015 in reading and mathematics, and attained the standard expected for their age in writing and English grammar, punctuation and spelling.
- The number of disadvantaged pupils in school is too small to form a valid national comparison. Nevertheless, the disadvantaged pupils at Church Preen, however small in number, achieve rates of progress and standards as well as, if not better than, other pupils nationally and their peers in all subjects.
- The most able pupils in both key stages consistently achieve the higher levels expected for their age. In 2015, a higher than national proportion of Year 2 pupils achieved the more demanding levels in writing and mathematics. The most able Year 6 pupils performed particularly well in reading and mathematics. The proportion of Year 6 pupils attaining the highest Level 6 in mathematics was well above the national average. The headteacher and staff know each individual pupil extremely well. They quickly identify pupils' strengths and potential. They work on the principle that individual pupils may exhibit talent in one or more areas of learning and therefore they are constantly on the lookout. As a consequence, staff make sure that the most able pupils are suitably supported and encouraged in order to excel.
- Three quarters of the Reception children achieved a good level of development. The girls achieved particularly well in 15 of the 17 learning outcomes. Boys achieved well in physical development, personal, social and emotional development, their understanding of the world and expressive arts.
- In 2015, all pupils met the expected standard in the Year 1 phonics screening check. This area of work has improved rapidly over the last three years in advance of the national trend. Young pupils' knowledge and confidence in reading skills are applied well to their spelling of unfamiliar words in written work.
- Pupils write for a range of purposes and apply their skills to all other subjects. They know and accurately use subject-related vocabulary to explain scientific, geographical or historical features.
- Pupils of all ages gain a suitably broad range of mathematical knowledge for their age. Their books demonstrate that they have regular chances to consider the features of shape, calculate using money, measure, fractions and decimals, and draw and analyse tables. They frequently solve problems of increasing complexity and explore practical mathematical investigations to apply their mathematical knowledge to real situations. Pupils work accurately and confidently. Their correct use of mathematical terms means they are able to convincingly discuss their work and provide reasons for their chosen methods.
- All pupils are well prepared for the next stage of their education.

## Early years provision

## is outstanding

- The early years leader has extremely high expectations of herself, other staff and children. She leads by example and ensures that she asks nothing of staff that she would not do herself. She has successfully built on the team's confidence so that staff work collaboratively, fully contribute to lesson plans and carefully consider what has gone well and what needs to be done differently. The core principles in all the leader's decision-making are the children's safety and their successful acquisition of knowledge, skills and understanding.
- The children are highly motivated and eager to learn. They enjoy their activities and tasks: they think they are playing but each task is carefully planned to build on, develop and extend earlier learning. Children often continue their work at home and are proud to show off the next day what they have made or done. They are highly inquisitive. They consider questions carefully and quickly adopt mature vocabulary to explain their thoughts, views or observations.
- Children enter Reception with knowledge and skills broadly typical for their age. Adults are quick to identify individual strengths such as a well-founded knowledge and fascination for number. Where strengths are recognised, adults quickly extend the children with higher-level questioning and develop children's deeper understanding through more complex tasks. Adults speedily notice any difficulties children experience in their learning and lose no time in investigating what can be done to support the child so they can succeed. As a result, all children make outstanding progress.
- The children have access to extensive school grounds which provide a wide variety of experience to explore, climb, balance, discover and observe. They readily identify and name plants, wild flowers, trees and birds. They are imaginative as seen in their role play when they dressed up as kings and queens and a child left a notice, 'Don't come in here. The dragon is here.'
- Children know how to keep safe. They manage their own risks carefully and sensibly. They assess potential dangers when building structures and they take care to tidy up after activities to prevent accidents. They readily report any hazard or breakages. They know how to climb trees and carry sticks safely. They are always carefully supervised but guided to be able to make sensible decisions for themselves.
- The early years leader and staff have successfully made open and frequent contact with parents. They are invited to stay and play sessions which help parents to see how the children are taught, the type of activities they learn, and to appreciate the particular skills children need to learn and practise at home. This partnership helps staff to learn about children's strengths, needs and interests. Parents are encouraged to complete 'scrap books' over the summer holiday to share with other children in September. These books help the children to share events and interests, build on speaking and listening skills, and develop the ability to take turns.
- The leader has established effective links with the local pre-school. Children from the pre-school and Reception listen to stories in each other's venue and help the youngest children to familiarise themselves with school. The early links help adults in the pre-school and Reception to share information about the children so school staff have the information needed.
- The mixed-age range of Reception and Year 1 is seen as an advantage for children to learn from and with each other. At the end of the Reception Year, children are very well prepared for the next stage in their education. They are familiar with the classroom setting, staff and routines. The staff's unremitting observations and their continuous encouragement for children to succeed means that children are never held back but are ready to launch confidently into the next new key stage.

## School details

<b>Unique reference number</b>	123359
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10002495

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	66
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Hall
<b>Headteacher</b>	Dave Tinker
<b>Telephone number</b>	01694 771359
<b>Website</b>	<a href="http://www.churchpreenschool.org.uk">www.churchpreenschool.org.uk</a>
<b>Email address</b>	<a href="mailto:admin@churchpreen.shropshire.sch.uk">admin@churchpreen.shropshire.sch.uk</a>
<b>Date of previous inspection</b>	16–17 October 2013

## Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils who have special educational needs or disability is below average.
- The proportion of pupils who are supported by the pupil premium (additional funding for pupils known to be eligible for free school meals or who are looked after) is below average.
- The majority of pupils are from White British backgrounds.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.

## Information about this inspection

- Her Majesty's Inspector observed learning in eight parts of lessons and visited an assembly. All the observations were conducted jointly with the headteacher. The inspector looked at a range of pupils' books across a range of subjects.
- The inspector met with the headteacher, early years leader, the coordinator for special educational needs, members of the governing body and a representative of the local authority.
- The inspector met with pupils and observed them during break times.
- A range of documentation was considered including information about pupils' progress, behaviour, attendance and safeguarding. The inspector also examined minutes of governing body meetings, reports to governors, the school's self-evaluation and improvement plan, and the school's website.

## Inspection team

Deana Holdaway, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2016

