

# Weston Lullingfields CofE School

Weston Lullingfields, Nr Baschurch, Shrewsbury SY4 2AW

**Inspection dates** 23–27 September 2015

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupil

### This is a good school

- Pupils are achieving well in both Key Stage 1 and Key Stage 2. Work in pupils' books shows they are making good progress in reading and mathematics. In 2015, the attainment of Year 6 pupils in reading, writing and mathematics was similar to that found nationally.
- Teaching and assessment are strong across the school. Other adults make a significant contribution to pupils' learning.
- From starting points below those typical for their age, children make good progress in the early years. They enter Year 1 as confident learners.
- The school has good systems for keeping pupils safe and provides a safe and secure environment. Pupils and parents agree the school is a safe place.
- Pupils are enthusiastic and keen learners who try hard and behave well in lessons and around the school. They willingly take on extra responsibilities and help those less fortunate than themselves through fundraising.
- The school is good at helping pupils to develop their spiritual, moral, social and cultural understanding, so they are well prepared for life in modern Britain.
- Leaders and governors have taken effective action to improve both teaching and the achievement of pupils. They have a very clear understanding of what the school does well and what needs to be further improved.

### It is not yet an outstanding school because

- The teaching of skills to enable strong progress in grammar, punctuation and spelling is not yet consistently effective across all year groups. As a result, attainment at the end of Year 6 is not as high as that seen in other subjects.
- Pupils do not have sufficient opportunities to further develop their skills in writing at length and across different subjects.

## Full report

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

- Improve the quality of teaching so that pupils make the best possible progress by:
  - continuing to develop the teaching of grammar, punctuation and spelling, so that pupils' progress is consistent across all year groups, leading to raised attainment at the end of Year 6
  - making sure that pupils have more opportunities to complete longer pieces of written work and regularly write at length across a range of subjects.

## Inspection judgements

### Effectiveness of leadership and management is good

- Strong leadership from the headteacher has been the key factor in ensuring that standards are rising across the school. Her belief in the potential of every pupil to succeed is her vision, which she shares consistently with all the staff. As a result, pupils' progress is accelerating across the school.
- Plans to improve the school further are well targeted in key areas such as improving the standard of pupils' writing. Leaders set out in very clear detail what needs to be done and how quickly. The headteacher and governors can point to significant successes since the last inspection, especially in mathematics.
- The headteacher makes good use of information from regular checks on teaching, and cross-references these observations with checks on pupils' work. This is developing teachers' skills and improving practice. Teachers are held to account for the progress of pupils in their class and only good performance is rewarded.
- Leaders at all levels have been coached well in how to use and interpret a range of information to find ways to improve pupils' progress and attainment in each year group. They use this information effectively to identify any underachievement and provide effective support so that pupils quickly catch up with their classmates.
- The school provides a broad and interesting curriculum that promotes pupils' interest and achievement and contributes to their personal development. Termly topics such as extreme environments and Stone Age history bring together aspects of many different subject areas including music and art, and are very effective in inspiring pupils' interests and curiosity. Pupils enjoy the many additional activities like archaeology and mad science, as well as educational visits. An example of this is the residential course in Wales, which develops teamwork and problem-solving skills.
- Pupils' spiritual, moral, social and cultural development is promoted well through the school's clear vision and values and is reflected throughout its work. Pupils learn about different world religions such as Sikhism and Judaism and are encouraged to reflect on them. They learn about democracy and were able to talk about the recent election. Leaders ensure that any form of discrimination is not tolerated. This prepares pupils well for life in modern Britain.
- The pupil premium grant for disadvantaged pupils is used effectively. Each pupil is identified, their needs assessed and funds used to give additional academic support, as required. Funding is also used for educational visits and events, which are helping pupils to make good progress in all areas of school life.
- The primary school physical education and sport funding is used well to ensure that all pupils become more physically active. It funds specialist coaches who take sports lessons in conjunction with the teachers. The coaches also run after-school clubs such as tennis and karate, increasing pupils' participation. As a result, pupils develop healthier lifestyles and improved physical well-being.
- The arrangements for safeguarding are effective. The headteacher has ensured that all staff and governors have read and acted on the latest guidance on keeping children safe. The school works successfully with its key partners to ensure all pupils are safe and cared for well. The school helps parents and carers understand the importance of adopting safe practices such as using the internet safely.
- The local authority has worked effectively with the school to improve the quality of teaching and raise pupils' achievement. It continues to provide support and guidance through termly visits.
- **The governance of the school**
  - The governors play an effective role and have a clear view of how they will continue to support and develop the school. They have undertaken training in understanding achievement information and are able to analyse this to compare pupils' progress to that of other pupils nationally. Governors are well informed about the school's strengths and weaknesses. They are supportive, while challenging the school, and are committed to ensuring that achievement continues to rise.
  - The governors bring to their roles a wide set of qualities such as professional skills and a good knowledge of the local community.
  - Regular visits to the school and the linking of individual governors to subjects make them aware about the quality of teaching, so that weaknesses are addressed. Governors make sure teachers' annual targets, and any rewards, are linked to pupils' progress.

- The governors carefully monitor the school's budget and spending, including the extra pupil premium funding, and understand how it is helping pupils to achieve better.
- Governors make sure the school meets statutory requirements, including those for safeguarding.

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

- The inspector's observation of the learning in classrooms, school records and pupils' work in their books showed that the quality of teaching has improved and is typically good. As a result, pupils' progress is rapidly improving.
- Teachers use their subject knowledge well and teach lessons that stimulate pupils' imagination. They use questioning effectively to challenge pupils to think through questions and explain their answers in detail. Pupils are encouraged to discuss questions together and thus develop their thinking skills.
- Pupils talk about enjoying learning because it is not boring. This is because of the effort teachers put in to provide a variety of activities that sustain pupils' interest. For example, in a creative outdoor cave painting activity, mixed-aged pupils were fully engrossed in using a range of materials like elderberries, redcurrants and ash, to produce high-quality paintings of creatures such as spiders and snails found in the school grounds.
- The teaching of mathematics is good. Staff ensure pupils learn the essential skills of calculation well. In a lesson in Key Stage 1, pupils made good progress using reasoning to solve mathematical problems.
- The teaching of reading is good. Pupils read regularly and say they enjoy reading for both pleasure and research. Texts for the most able readers are often particularly demanding, such as poetry by Ted Hughes.
- Pupils write enthusiastically and with imagination as a result of exciting resources which are carefully chosen to engage pupils. For instance, Key Stage 2 pupils made good progress in their ability to write a diary entry that reflected the feelings, experience and opinions of a character very well. However, teachers do not give pupils enough opportunities to write longer pieces or to practise, develop and apply their skills by writing for different purposes in different subjects.
- Inconsistencies in the teaching of grammar, punctuation and spelling have resulted in variations in the progress pupils make. The school is working to improve teachers' skills in order to ensure that these aspects of writing are taught effectively across the school.
- Other adults make a positive contribution to pupils' learning in lessons, particularly for those who find learning difficult. They work well to support less-able pupils, using appropriate teaching resources and asking questions effectively to develop pupils' knowledge, skills and understanding.
- Marking is consistently good and informs pupils about how well they have done and what they need to do to improve further. Teachers give pupils clear feedback about how well they are doing in lessons.

## **Personal development, behaviour and welfare are good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school and parents agree that the school keeps their children safe. The school site is kept secure and visitors are carefully checked. All mobile phones are kept in the school office.
- Pupils act responsibly in the playground, where they are well supervised. They have a good understanding of how to keep safe. The school arranges visits from the local police and this ensures that pupils have a good understanding of using the internet safely. Pupils are proud of their school and know how to care for the environment, for example by turning the lights out when they are not in use and recycling a range of materials.
- Pupils understand the different types of bullying, such as cyber-bullying and name-calling. Pupils are aware of the dangers posed by the misuse of drugs and alcohol. They say that there is no bullying and if they have any concerns staff will deal with them swiftly.
- Pupils learn to learn to take responsibility and consider their role in society. They help others by raising funds for charities such as Children in Need. These events often involve making and selling items, which helps pupils to learn about the value of money.

- The breakfast club is well organised and gives pupils a nourishing start to the day as they relax, play games and complete homework tasks. Pupils are very well cared for in the out-of-school club and they also enjoy the activities there.

### **Behaviour**

- The behaviour of pupils is good. Pupils are courteous to adults and considerate and supportive of each other. This is exemplified well in their behaviour at playtime; while lively and happy, they are aware of the needs of others and adapt their play accordingly.
- Teachers are highly skilled in managing behaviour. Pupils who have emotional or behavioural difficulties are supported very effectively and this enables lessons to proceed without interruption.
- Pupils listen carefully during lessons and persevere with challenging work. They have positive attitudes to learning. They work well together, and enjoy sharing their ideas with each other.
- Attendance is above average, reflecting pupils' enjoyment of school, and pupils arrive punctually to school. The efforts made by the school to promote regular attendance continue to be successful.

### **Outcomes for pupils**

**are good**

- With small numbers in some year groups, the performance of one pupil can cause significant fluctuations in standards. However, work in pupils' books and school records show that attainment has risen and in 2015, standards at the end of Key Stage 2 in reading, writing and mathematics were similar to those of Year 6 pupils nationally. Pupils' progress is strongest in Key Stage 1, where their achievement is consistently good. In Key Stage 2, pupils are making good and increasingly very good progress in reading and mathematics from their starting points. Pupils are well prepared for the next stage in their learning.
- The results of the most recent Year 1 phonics (linking letters with sounds) screening check show that pupils make a very good start in understanding the sounds that letters make. The school has effectively improved pupils' reading skills through daily, guided reading activities. A group of Year 1 pupils were able to read a piece of unseen text fluently. Pupils enjoy reading, both for pleasure and to find information.
- Pupils achieve well in mathematics. They build on their knowledge of number bonds and multiplication tables to use these skills well in written calculations. Pupils recall number facts well and use them effectively in mental calculations.
- Standards in the quality of pupils' writing have improved and most pupils are making good progress across the school. Pupils are encouraged to write for different purposes and in different styles. However, pupils do not have sufficient opportunities to practise these skills in longer pieces of written work in different subjects.
- Pupils' skills in using grammar, punctuation and spelling correctly are improving, although progress is not yet consistently strong across the school because teaching does not fully develop pupils' skills.
- The school's most-able pupils are making good progress. Higher proportions are now exceeding the expected standards for their age in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs across the school make good progress as a result of the extra help they receive. The school acts quickly to support pupils who are at risk of falling behind. Well-planned literacy and numeracy support, tailored closely to pupils' individual needs, is very effective in speeding up their progress.
- In 2015, the proportion of disadvantaged pupils in Year 6 was too small to comment on their attainment without risk of identifying individual pupils. This was also the case for the previous year. The school's own evidence and that gathered during the inspection show that disadvantaged pupils make good progress throughout the school and the gaps in their attainment compared with other pupils in the school are closing.

### **Early years provision**

**is good**

- The early years provision is well led and managed, with all adults working closely together. Staff work closely with parents so they are kept well informed and involved in their children's education. There are effective systems for checking and recording children's progress and attainment. This information is used well to plan teaching and learning.

- The school uses information from the children's pre-schools to plan activities that are appropriate for each child when they join the early years class. Children settle quickly into routines and behave well, showing a desire to learn.
- The large majority of children join the school with knowledge and skills that are below what is typical for their age. By the end of Reception, all children make good progress from their starting points across all areas of learning and a large majority reach a good level of development. As a result, they are confident, independent learners, well prepared to move into Year 1.
- Teaching is good. Children benefit from a good balance between activities led by adults and those that they themselves choose. Coupled with lots of opportunities for speaking and listening, and hands-on learning play areas, this means that children make good progress in all areas of their learning.
- The development of children's reading skills, particularly phonics, is given good attention. For example, during the inspection children were highly engaged in activities where they had to match words in a bingo game and shoot a water pistol at words called out. Children make good gains in working with number and solving basic problems. With good guidance and direction from adults, they make good progress in early writing skills.
- Children are safe and well cared for. Adults establish strong relationships with children, and this leads to good behaviour. Children grow in confidence and relate well to adults and each other.
- Information contained in children's 'learning journals' show they make good progress and enjoy learning. They share learning resources and take turns. The school has developed the outside area well, so children are able to work and play in safe and stimulating surroundings.

## School details

<b>Unique reference number</b>	123513
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10002493

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

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	31
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jon Worrall
<b>Headteacher</b>	Judi Clarke
<b>Telephone number</b>	01939 260306
<b>Website</b>	<a href="http://www.wlprimaryschool.org.uk">www.wlprimaryschool.org.uk</a>
<b>Email address</b>	<a href="mailto:admin.westonlullingfields@shropshirelg.net">admin.westonlullingfields@shropshirelg.net</a>
<b>Date of previous inspection</b>	26–27 September 2015

## Information about this school

- The school is much smaller than the average-sized primary school.
- Early years provision is part-time in the Nursery and full-time in Reception.
- Nearly all pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is higher than the national average.
- The proportion of pupils supported by the pupil premium (additional government funding to assist certain groups, which in this school applies to pupils who are known to be eligible for free school meals and those in the care of the local authority) is below average.
- Classes are taught in mixed-age groups.
- The school meets the government's current floor standards, which are the minimum standards expected nationally for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school provides a breakfast club and an after-school club.

## Information about this inspection

- The inspector observed seven lessons, including three that were jointly observed with the headteacher. In addition, the inspector listened to pupils read.
- Meetings were held with a group of pupils, a representative of the local authority and the Chair of the Governing Body.
- The inspector took account of the 17 responses to the online (Parent View) questionnaire.
- The inspector considered the views of six staff that completed the staff questionnaire.
- The inspector looked at many documents, including: the school's own information on pupils' current and recent progress; planning of work in different subjects; evidence of leaders' checking on teaching and learning quality; and records relating to behaviour, attendance and safeguarding of pupils.

## Inspection team

Steve Nelson, lead inspector

Ofsted 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 2015

