

Inspection of a good school: Selattyn CofE Primary School

Glyn Road, Selattyn, Oswestry, Shropshire SY10 7DH

Inspection dates:

7 November 2019

Outcome

Selattyn CofE Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to this small and friendly village school. Pupils are safe, happy and successful.

Leaders are ambitious for everyone. They, and their staff, listen to pupils with care. Staff know how to help pupils flourish, including those who have difficulties.

Pupils have lovely manners. They behave very well. They make good friends and mix with pupils of other ages. They are usually very kind to each other. Staff deal with any unkindness quickly.

Pupils like learning. They say they love learning about life. Many enjoy working outdoors in the countryside. Alongside the national curriculum, pupils study a 'local curriculum' in mixed-aged groups. This fosters fun, leadership and independence.

Most pupils take part in enrichment activities. These include regular singing, drama, sports and art clubs. The wide variety of extra-curricular activities helps pupils discover new talents.

Pupils work hard for other pupils. Older pupils often become monitors or librarians. They show leadership and arrange activities for younger pupils.

Parents and carers like the school because of its ethos. They like the 'family' feel of the school. Most would recommend the school to others. A few parents want to know more about what pupils learn.

What does the school do well and what does it need to do better?

Pupils read well. Children start phonics work as soon as they arrive in Reception. Imaginative teaching helps them to make good progress. They read books that are matched to their abilities. By the time children leave Reception, they read well enough to start Year 1.

Reading is a priority across the school. The school day usually starts with reading. Most pupils read widely and often. Staff help pupils to catch up if they fall behind. Pupils do very well in the phonics screening check and key stage 2 reading tests. As they grow older, pupils choose from a wide selection of interesting books. Thoughtful displays celebrate reading throughout the school.

Mathematics is taught successfully. The curriculum is well organised. Pupils learn mathematical knowledge and understanding in an ordered way. Teachers expect pupils to recall previous learning when introducing new topics. Pupils use mathematics to solve difficult problems. For a few pupils, a lack of confidence affects their ability to tackle tricky work in class. Other pupils find some aspects of the work they do too easy. Despite this, pupils' performance in the key stage 2 mathematics tests is usually very good.

Leaders and staff do not know if pupils learn or remember enough in science and some foundation subjects. Assessment planning in these subjects is patchy. This means that leaders cannot be sure that all pupils learn as much of the curriculum as they should.

Pupils learn eagerly in art. They enjoy studying painters from different periods. Pupils have good knowledge of some art history and enjoy developing their art skills. Many produce very good pieces of art. Pupils also enjoy a broader and local curriculum. This is often taught outdoors. It includes growing food, learning about children's rights and orienteering.

Pupils' behaviour in lessons is very good. They listen to staff and to each other. Lessons are not disrupted. Pupils are polite. Most are confident when speaking to others. They follow instructions and work hard in a happy environment. Their good behaviour contributes to the positive ethos in school. Pupils' attendance is very good. For many, this reflects their enjoyment of school.

A family feel to the school makes it a welcoming community. The 'respect' rule binds the school together. The school is tolerant and inclusive. Pupils whose behaviour was challenging elsewhere succeed here. A strength of the school is the way it helps pupils to become rounded individuals.

Staff treat pupils with care. They do not hurry pupils when learning or when needing help. They usually take time to make sure that pupils learn well. In lessons, pupils nearly always practise what they learn. Pupils with special educational needs and/or disabilities have ample help. They enjoy school and do well.

The headteacher provides very good leadership. She has high expectations of pupils' conduct and effort. Staff, pupils and parents support her vision of great learning for all. Leaders work hard to maintain staff well-being. The support given by the governing body helps them do this effectively. The school has improved since the last inspection.

Leadership of early years is very good. Skilled staff help children settle as soon as they start Reception. Children listen and learn well. Staff make sure that children use suitable equipment to learn through play. Early years children are happy in school.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is well led. Staff know how to keep pupils safe. They understand the difficulties pupils might face, including risks in the local area. Staff do not hesitate to act if they have any concerns.

Pupils learn how to keep themselves safe. They understand how to protect themselves when using the internet. They know who to talk to if they have any worries.

Leaders work with other agencies to follow up any concerns. They check that all agreed actions take place. A safeguarding governor visits often to make sure that the school keeps pupils safe. All safeguarding arrangements are fit for purpose.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In science and foundation subjects staff do not always check that pupils learn and remember enough of the curriculum. Leaders should ensure that assessment arrangements in these subjects allow them to understand how much pupils learn. Where needed, they should take further action to ensure that pupils learn more.
- Mathematics teaching has improved since the last inspection. Pupils are taught well and enjoy many opportunities to use mathematics to solve problems. However, a few pupils find some work too easy. These pupils need further challenge. A few other pupils need more help so that they are more confident when tackling challenging problems.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Selattyn CofE Primary School to be good on 30–31 March 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	123499
Local authority	Shropshire
Inspection number	10111763
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	85
Appropriate authority	The governing body
Chair of governing body	Mrs Sarah Samson
Headteacher	Mrs Claire Morgan
Website	www.selattyn.shropshire.sch.uk
Date of previous inspection	12 January 2016

Information about this school

- There are no significant changes since the last inspection.
- The school's Christian ethos was last inspected in April 2016.

Information about this inspection

- Inspectors visited all classes in the school. They observed pupils learn and play. They spoke to pupils about how well they were doing. They took account of 10 responses to Ofsted's pupil questionnaire.
- Inspectors looked at the breadth and depth of the curriculum in the school. They focused particularly on reading, mathematics and science. They looked at teaching and learning in art also. They saw pupils taking part in activities before school.
- Inspectors spoke with leaders, teachers, staff and parents. They looked at published information about the school as well other documents. This includes key safeguarding documents. They looked at safeguarding records and met with the designated safeguarding lead.

- Inspectors spoke with a representative of the local authority. They spoke with the chair and vice-chair of the local governing body. They took account of 34 responses to Parent View, Ofsted's online questionnaire, including 19 written comments.

Inspection team

Mike Cladingbowl, lead inspector

Ofsted Inspector

Paul Longden

Ofsted Inspector

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