

# Shrubland Street Community Primary School

## Inspection report

---

<b>Unique Reference Number</b>	130951
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	360171
<b>Inspection dates</b>	18–19 January 2011
<b>Reporting inspector</b>	Peter Kerr

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	165
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ruth Skidmore
<b>Headteacher</b>	David Farrar
<b>Date of previous school inspection</b>	1 May 2008
<b>School address</b>	Shrubland Street Leamington Spa CV31 2AR
<b>Telephone number</b>	01926 426976
<b>Fax number</b>	01926 426976
<b>Email address</b>	admin2637@we-learn.com

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	18–19 January 2011
<b>Inspection number</b>	360171

---

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

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 2011

## Introduction

This inspection was carried out by three additional inspectors. All the teachers were seen teaching and 11 lessons were observed. Inspectors held meetings and discussions with parents and carers, groups of pupils, members of the governing body and staff. They observed the school's work, and looked at school policies, teachers' planning and assessments and 80 parental and carers' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Have recent improvements in pupils' attainment and progress been sustained?
- What are current absence figures and what is the school is doing to improve attendance?
- What impact do senior staff, other than the headteacher, have on school improvement?
- Are pupils' attainment and progress improving?
- What are current absence figures and what the school is doing to improve attendance?

## Information about the school

The school is smaller than the average primary school and serves a very diverse population. About one in four of the pupils is from a minority ethnic background and most of these pupils speak English as an additional language. Nearly half of the pupils are known to be eligible for free school meals, which is a well above average proportion. The proportion of pupils identified as having special educational needs and/or disabilities is also well above average, although a below average number have a statement of need. Nearly all of these pupils have moderate learning difficulties. A new headteacher and newly qualified teacher were appointed in September 2009 and three newly qualified teachers were appointed in September 2010. A pre-school breakfast club is run in the school by an outside agency. The school recently gained the Financial Management Standard in Schools (FMSIS) award.

**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

The school is satisfactory overall. It provides a satisfactory quality of education for its pupils. The new headteacher has acted decisively to reverse a declining trend in attainment and falling rolls. He has gained the confidence of parents and carers, reinvigorated the curriculum and established rigorous monitoring procedures. Parents greatly appreciate these improvements. The following typifies many spoken and written comments: 'Over the last year the school has been transformed. My son now loves coming to school and seems to do something different every day.'

Children's skills and abilities are below those typically found on entry to the Early Years Foundation Stage. The children make satisfactory progress but their attainment is still below average at the end of Reception. Pupils' attainment is average at the end of Year 6 and progress is satisfactory for all groups of pupils. However, the quality of pupils' writing is not consistent across the school. Overall progress has varied from year to year but these inconsistencies are reducing and pupils are rapidly making up any lost ground.

Pupils feel very safe in school and have a well-founded confidence that they can stay safe because of recent school initiatives to train them in safety issues. They enjoy school because of the increased range of interesting activities on offer, but attendance is low, mainly because of a few persistent absentees. Recent initiatives have succeeded in greatly improving attendance for many of these pupils but some families are still not responding. The school sees the need to involve more outside agencies in supporting families, to offer more in the way of incentives and rewards for improved attendance and to fully inform parents and carers of legal requirements.

Teachers plan lessons thoroughly, deliver them confidently and have good relationships with the pupils. Lesson objectives are clear but there are limited opportunities for pupils to think for themselves, discuss their own ideas and learn actively and independently. Teachers' expectations for the quality of writing are not consistent across the school and not all teachers model correct handwriting or encourage the pupils to express their thoughts fully before writing them down. The curriculum has been enlivened by thematic studies and this has greatly increased the pupils' enthusiasm for school. Planning for age-related skills in each year group is not securely established and pupils are not involved in the selection of topics.

The overwhelming confidence that staff and governing body have in the headteacher, the exceptionally clear leadership that he provides and the wide range of significant improvements already achieved ensure a sound capacity for sustained improvement. The school's self-evaluation is accurate and is used to set appropriate goals, but strategic responsibility is not sufficiently distributed among senior leaders. Younger teachers are keen to play their part, but have not yet had time to develop suitable management skills.

**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

Up to 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.

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

- Improve attendance to at least average by:
  - working with a wider range of agencies to support families who find it difficult to ensure that their children attend regularly
  - making clear to parents and carers the legal consequences of keeping children away from school
  - offering incentives and rewards for pupils to attend more regularly.
- Improve the quality of writing across the school by:
  - ensuring that all teachers model correct letter formation regularly
  - setting higher expectations for the quality of writing
  - giving pupils more opportunities and support to talk through their sentences before writing them down.
- Improve the quality of pupils' learning and their rate of progress by:
  - giving pupils more opportunities and support within lessons to discuss and develop their own thoughts and ideas
  - ensuring that activities and projects develop age-appropriate skills in each year group
  - encouraging pupils to contribute their own ideas for themes and topics and supporting them to follow these through independently
- Strengthen the school's capacity for improvement by:
  - delegating more specific responsibilities for strategic development to the most senior staff
  - supporting less experienced teachers in developing management skills so that responsibilities can be spread more widely.

## Outcomes for individuals and groups of pupils

**3**

Pupils' learning is enhanced by their enthusiasm and good behaviour. When they face tasks that interest and challenge them, they work purposefully without the need for close supervision. They sustain concentration, cooperate well and show pride in their achievements. Progress is satisfactory rather than good overall because these attributes are not always fully exploited. Too much time is spent listening to the teacher or completing routine tasks before getting on with purposeful learning in some lessons. Attainment is average in all aspects of English and mathematics in most year groups, but patchy progress in the past means that not all pupils are attaining the levels of which they are capable. However, improved tracking of pupils' progress is used to set individual targets, enabling all pupils to begin making up lost ground. Progress is good in art and in information and communication technology (ICT) because of skilled teaching both within lessons and in after-school clubs.

**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

Pupils with special educational needs and/or disabilities, nearly all of whom have learning difficulties, receive good individually targeted support which enables them to make similar progress to other pupils relative to their starting points. Pupils who speak English as an additional language settle quickly on starting school. They soon pick up the language and begin to make similar progress to their peers because support for them is well informed and specifically targeted at their additional language needs. Pupils from all social and economic backgrounds achieve equally well and relate well to one another.

Pupils know the importance of diet and exercise in leading a healthy life and there is a good take-up of after-school sports clubs. Most pupils are physically active at break times but a significant number do not choose healthy foods for their morning snacks and lunch.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching has improved significantly over the past year. Higher expectations make learning more enjoyable and challenging but lessons are not yet consistently good. Introductions to lessons are generally lively and well informed but are sometimes too long, leaving insufficient time for active learning. Newly appointed teachers are improving rapidly in their ability to adapt lessons to individual pupils' needs, and this is helping to ensure consistent progress across the ability range and between year groups. Teachers make good use of ICT, both to enliven presentation of lessons and to facilitate learning. The use of networked mini-computers in every classroom has greatly improved the attitudes of

**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

many pupils, especially boys, as they can instantly access the internet and undertake independent research. Teachers do not always make best use of this to encourage pupils to follow up and develop their own ideas.

The curriculum is enriched by a good range of after-school clubs, some taken by staff and others by outside agencies. Many parents and carers commented on this improvement. A breakfast club run by an outside agency provides a social and nutritious start to the day for several pupils.

Good care, guidance and support are provided for pupils whose circumstances make them more vulnerable. For example, it was made easier for parents and carers of pupils with special educational needs and/or disabilities to attend review meetings by combining these with the whole-school parents' evening. Support for pupils learning English as an additional language is also effective. Those who are recently arrived from other countries with little or no English are well supported so that, in a very short time, they begin to speak English and keep up with lessons.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The headteacher provides outstanding leadership and instils an ethos of drive and ambition in the school. However, overall leadership and management are not better than satisfactory because senior managers other than the headteacher have had limited impact so far on whole-school improvement. Many of the recent curriculum initiatives have been successful, however, because of good teamwork between well-established and newer members of staff, including useful contributions from teaching assistants, for example, in the development of ICT. The school works well with parents and carers who are highly satisfied with their children's experience at the school. This was evident both in the exceptionally positive questionnaire returns and in what parents and carers said to inspectors.

The governing body plays a satisfactory but rapidly improving role in supporting the school and in holding it to account. It uses the information it now has, to ask challenging questions about the school's performance. Measures taken to maintain provision during a time of falling rolls without accumulating an unmanageable debt contributed to the school gaining the FMSIS award in 2009. Statutory requirements to ensure the safeguarding of pupils are fully met. Child protection procedures are particularly robust. Clear policies and procedures are rigorously followed and the headteacher, as designated person, has an excellent personal knowledge of each individual case. The school's policy for promoting community cohesion is having a positive impact on pupils' attitudes. They say they enjoy

**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 way the school helps them to understand and appreciate the range of religions and cultures represented in the school. Suitable steps are also being taken to widen the pupils' perspectives through links with schools in other areas. The school places appropriate emphasis on ensuring equal opportunity. Pupils with special educational needs and/or disabilities of any kind within the school receive appropriate help without compromising their curriculum entitlement.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The Early Years Foundation Stage setting provides a relaxed and welcoming environment for children of Nursery and Reception age. Their parents and carers say they are very happy with their children's start to school. There is a sound balance between teacher-led activities and learning through child-initiated play, although in some sessions expectations for younger children to participate in extended group activities are overambitious. Appropriate emphasis is placed on personal, social and emotional development and safeguarding. The children are encouraged to play with and talk to other children and to learn to share and cooperate. Many children have less well-developed communication skills than would be expected for their age when they start in Nursery or Reception and have not achieved the early learning goals in this aspect of their development at the end of Reception. Good transition arrangements into Year 1 ensure that the younger children have time to continue learning partly through play until they are ready for the Key Stage 1 curriculum.

Staff interact usefully with the children as they play in both settings indoors and out, but adult intervention is sometimes not sufficiently focused on supporting specific aspects of learning. The areas are prepared thoroughly, with a range of resources available for play, but the setting leader acknowledges that the focus is not sharp enough on specific aspects



**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

of the children's development in the preparation of some activities. The staff worked well as a team during the inspection to maintain consistent learning during staff absences. The outdoor learning area provides opportunities for a range of physical and creative activities and for relaxed play. However, the accommodation limits the extent of free flow between indoor and outdoor learning across the setting and the school is considering how this can be affordably improved.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Parents and carers express exceptionally positive views about the school. The return rate was about twice the national average for primary schools and all returns expressed satisfaction with the children's experience of the school. All respondents also agreed that their children were kept safe and made good progress because of good teaching and that they were kept well informed of their children's progress. Such positive unanimity on these questions is very rare.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shrubland Street Community 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 165 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	70	23	29	1	1	0	0
The school keeps my child safe	51	64	29	36	0	0	0	0
My school informs me about my child's progress	37	46	38	48	4	5	0	0
My child is making enough progress at this school	43	54	36	45	1	1	0	0
The teaching is good at this school	49	61	31	39	0	0	0	0
The school helps me to support my child's learning	36	45	44	55	0	0	0	0
The school helps my child to have a healthy lifestyle	33	41	43	54	4	5	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)	39	49	37	46	1	1	0	0
The school meets my child's particular needs	41	51	36	45	1	1	0	0
The school deals effectively with unacceptable behaviour	37	46	37	46	3	4	0	0
The school takes account of my suggestions and concerns	39	49	39	49	1	1	0	0
The school is led and managed effectively	52	65	26	33	1	1	0	0
Overall, I am happy with my child's experience at this school	56	70	24	30	0	0	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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



20 January 2011

Dear Pupils

**Inspection of Shrubland Street Community Primary School, Leamington Spa, CV31 2AR**

Thank you for the warm welcome you gave to my colleagues and myself when we visited your school. We enjoyed observing your lessons and talking to you about many aspects of your school. Your headteacher has made many improvements to your school and has made sure you have a satisfactory education. Your behaviour has improved. Lessons have become more exciting. There are more clubs for you to join after school and your teachers are giving you harder work to do. This means that, by the end of Year 6, you are reaching the same standards in English and mathematics as other children of the same age, although your writing is not always as good as it could be. You learn well when you are interested in lessons but sometimes you rely too much on the teachers to tell you what to do. Most of you have good attendance, but because a few do not come to school as often as they should, the school's attendance is too low. We have asked the headteacher, the governing body and staff to do the following things to make your school even better:

- make sure everyone attends school as often as possible
- help you to improve your writing by encouraging you to express your thoughts fully before you write and by giving you more guidance on how to write correctly and neatly
- help you to be more independent in your learning by discussing your ideas and doing your own research and investigation into subjects that interest you
- ensure all staff share responsibility for making the school better.

You can all help by doing your best to get to school every day, working as hard as you can at your writing and contributing ideas for topics and investigations.

Best wishes for the future

Yours sincerely

Peter Kerr

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). 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).**