

Shrewton CofE Primary School

Inspection report

Unique Reference Number	126357
Local Authority	Wiltshire
Inspection number	360063
Inspection dates	17–18 May 2011
Reporting inspector	David Edwards HMI

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	112
Appropriate authority	The governing body
Chair	Kevin Thornton
Headteacher	Mark Bartlett
Date of previous school inspection	15 July 2008
School address	Tanners Lane Salisbury SP3 4JT
Telephone number	01980620362
Fax number	01980636009
Email address	admin@shrewton.wilts.sch.uk

Age group	4–11
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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors observed 10 lessons and four teachers. They met with the headteacher, the chair of the governing body, members of teaching and non-teaching staff, teaching assistants, a group of 11 parents and carers, and pupils. Inspectors also looked at a range of documentation including school policies, development plans, minutes of meetings of the governing body, records of pupils' achievements and progress, questionnaires returned by staff and pupils and the 65 questionnaires submitted by parents and carers.

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

- How effectively leaders and managers, at all levels, are being developed to secure improved levels of attainment and progress across the school.
- To what extent teaching is now challenging pupils throughout the school to secure and maintain good progress and achieve challenging targets.
- How the marking of pupils' work is helping pupils to develop their sense of responsibility, particularly with regards to writing, and whether this is having the desired impact on accelerating pupils' progress as well as raising pupils' achievements?
- What evidence there is to demonstrate that the school has a strengthened capacity for sustained improvement.

Information about the school

This smaller-than-average primary school is situated in the heart of the village of Shrewton. Since the previous inspection, the school has been re-built and is now located on a single site. Nearly all pupils are of White British heritage. The percentage of pupils with special educational needs and/or disabilities is below average. The proportion of pupils known to be eligible for free school meals is also below average, but rising. There have been significant changes to staffing since the last inspection.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which is demonstrating a good capacity to sustain improvement. This is because the headteacher, supported by senior leaders and governors, has introduced essential changes to the way pupils' learning and progress are monitored and evaluated. Senior leaders have also managed the induction of new teaching staff carefully. Improved communications have enabled the school to communicate and secure its raised expectations successfully and keep parents and carers fully informed about their children's work and progress. Morale among staff is high. All staff have fully embraced the changes and continue to take part in additional training, in order to sustain improvements in provision and secure better outcomes for pupils.

Children make good progress in the Reception class in developing their personal, social and emotional skills for learning and increasingly so in communication, language and literacy. This means most children are well prepared when they enter Key Stage 1 to continue their learning. However, leaders acknowledge the need also for the youngest learners to be provided with more carefully planned independent learning opportunities that will support and extend children's skills development, knowledge and understanding, and for all pupils to have increased opportunities to carry out investigations and engage in problem-solving activities. Nonetheless, throughout the school, most pupils are now making good progress in their learning. In 2010, pupils' attainment at the end of Key Stage 2 in English and mathematics improved on the previous year to bring attainment broadly in line with the national average and this picture is confirmed by inspectors' own observations of current standards in lessons and books. Achievement is good.

Pupils say they enjoy school and that they feel safe. Behaviour observed throughout the inspection, in classes and around the school, was good. Pupils play together well, are supervised appropriately at all times and have opportunities to work together in groups. Pupils say that when unacceptable behaviour does occasionally occur it is dealt with swiftly. All safeguarding regulations and duties are implemented carefully, reviewed regularly by the governing body and are in line with government requirements.

Teaching and learning have improved in the past year and are now good. The majority of teaching and learning seen during the inspection was good and this is indicative of the effective work carried out by senior leaders to change how assessment information is used to support pupils' learning. However, the full impact of this more-consistently good teaching has yet to be seen in pupils' outcomes, especially for those pupils who find reading and mathematics challenging. In Key Stages 1 and 2, most pupils are making the good progress they are capable of in lessons because teachers are planning lessons carefully to take account of pupils' prior knowledge. Pupils with special educational needs and/or disabilities make good progress overall, especially in acquiring writing skills, because the additional support they receive is tailored carefully to their particular needs.

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Senior leaders possess an accurate understanding of the school's strengths and weaknesses and are using the results of pupils' assessments to hold teachers more accountable for their pupils' progress. Systems to track the progress and attainment of pupils are providing all leaders and managers with the necessary information to help identify pupils at risk of underachievement. As a result, intervention programmes are now targeted carefully at those pupils who need the most help. The headteacher's high expectations, his willingness to listen and determination to bring about rapid change within the school have inspired confidence and trust from leaders and managers, at all levels. The governing body is well informed and provides satisfactory support to the school, but the school recognises the need to provide additional training for new governors so that all may contribute to the strategic direction of the school.

What does the school need to do to improve further?

- Ensure activities provided for children in the Early Years Foundation Stage during periods of free choice are planned carefully and resourced to support and extend children's skills development, knowledge and understanding.
- Accelerate the progress pupils make, particularly in English and mathematics by:
 - providing regular opportunities for pupils to respond to their teachers' written comments and thereby understand better how they can improve their work
 - promote pupils' engagement in lessons through increasing opportunities to carry out investigations and solve problems.
- Strengthen the capacity of the governing body to support and shape the direction of the school by providing regular training and development opportunities and particularly for new governors.

Outcomes for individuals and groups of pupils

2

Pupils' behaviour is good and is supported carefully through a strong sense of unity within the school. All staff are trained appropriately to provide consistent support and guidance to pupils. Most pupils resolve conflicts intelligently and seek consensus, while accepting the right of others to hold different opinions and beliefs. Most pupils have a good insight, based on first-hand experience, into similarities and differences between their own and others' cultures and how these are constantly changing. They are open to new ideas, appreciate cultural diversity, challenge racist behaviour and make a good contribution to their community. For example, pupils raise money regularly for local and national charities such as 'Help the Heroes'.

Pupils say they feel safe in school and that most children play together well. Older pupils were able to tell the inspector in detail the strategies adopted by the school to deal with inappropriate behaviour. They say incidents of bullying are rare and they know who to talk to if they have concerns. Pupils speak confidently about what constitutes a healthy diet and lifestyle. Improved strategies to support pupils in attending school are thoroughly implemented and they are the reasons why attendance is above the national average.

In the past, pupils' progress in Key Stage 1 has slowed and their attainment has been below average. However, improved assessment procedures show the majority of pupils make good progress and their attainment by the end of Key Stage 1 is in line with the

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national average, having entered the Reception class displaying skills and abilities that were below those typically expected for their age. Similarly, at Key Stage 2 satisfactory progress in the past in English and mathematics has meant pupils' achievement overall, by the time they leave school at the end of Key Stage 2, has been broadly in line with the national average. Now, due to improvements in provision, more pupils are making good and accelerated progress, relative to their starting points. Recent assessments confirm the improvements are continuing, particularly in writing, which has been a whole-school focus for improvement this year. Pupils with special educational needs and/or disabilities make good progress overall, particularly in writing, although their progress in reading and mathematics skills is not as strong.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Careful attention is given to the care, guidance and support of all pupils. Relationships between teachers and support staff are good, which helps to ensure that pupils engage positively with their work. Teaching assistants are well trained and work closely with small groups or individuals and contribute to the assessment of pupils' learning. Pupils show good concentration in lessons, especially when challenged appropriately with stimulating activities. They are able to work well together in pairs or groups.

The majority of teaching is at least good. In the best lessons, teachers use their good subject knowledge to plan stimulating lessons that match the learning needs of pupils well

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and provide appropriate challenge for all pupils. This was particularly the case in a Years 4/5 literacy lesson, when pupils were drafting a letter. The teacher used questioning very effectively to challenge pupils' thinking and clarify their understanding. In addition, the good use of talking with a partner, used by teachers and seen in all classes, supported high levels of motivation and interest effectively. This was particularly the case in a Years 5/6 geography lesson, when pupils were finding out about how continents were formed.

Where teaching is less strong, pupils lack opportunities within lessons to think for themselves, carry out investigations or solve problems. The good use of marking to guide pupils and help them understand how they could improve their work is evident in individual pupils' work books, but it is not applied consistently throughout all classes. In particular, pupils lack opportunities to respond to the written comments teachers have made in their books and thereby strengthen their understanding of how they could improve their work.

The school provides a broad and carefully planned curriculum that aims to provide fully for the individual learning needs of pupils. There are regular opportunities for the school community to reflect and celebrate within school; for example, through acts of worship that promote pupils' good spiritual, moral, social and cultural development. At the time of the inspection, the whole school was engaged in a wide range of carefully planned activities about the country of India. The relatively new school buildings provide an extremely attractive indoor learning environment that is enhanced with colourful displays that reinforce and celebrate the school's work and values, such as truthfulness, while the large outdoor environment provides further good-quality learning opportunities.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has managed the transition of the school into new, purpose-built premises, along with the turnover of three quarters of the teaching staff, effectively and without any negative impact on pupils' learning. In fact, the quality of teaching and learning has improved and is now consistently good throughout both key stages. The headteacher has gathered around him a cohesive team of motivated professionals who are united in their commitment to ensure all pupils receive high-quality teaching and learning opportunities that will enable them to achieve highly. Senior leaders have introduced a robust system of monitoring effectively that tracks pupils' learning and progress accurately and which provides essential information to all staff and the governing body about the school's effectiveness. The school maintains a strong commitment to inclusion. The school uses contacts with other agencies effectively to support and enhance provision for pupils

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and is committed to working closely with parents and carers. For example, parents and carers are now informed more regularly about all aspects of their children's achievement, well-being and development through regular consultation sessions, open days and opportunities to come into school to see their children's work. The school's actions have a markedly beneficial impact on community cohesion within its local community and beyond, so that there is good access to equal opportunities for all pupils and any possible barriers to achievement are removed. All adults are appropriately trained and updated regularly on the procedures for safeguarding pupils and the school is vigilant in keeping records.

There have been significant changes in the membership of the governing body in the past year, including the appointment of a new chair of governors. Regular and detailed communication by the headteacher, however, is enabling the governing body to fulfil its duties satisfactorily. Plans are in place to obtain additional training and support from the local authority in order to strengthen the role of the governing body to provide more of a strategic direction for the school.

These are the grades for leadership and management

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

Early Years Foundation Stage

Effective induction procedures ensure that children settle quickly into school and begin to develop their self-confidence. This is because children's learning needs are identified accurately and provided for through often stimulating, play-based learning. As a result, children develop good levels of concentration. For example, when being taught their letters and sounds, they used magnetic letters on whiteboards effectively to build sounds and words.

Children's needs are attended to well by responsive staff who present themselves as positive role models. As a result, children feel safe and well looked after. They are free of anxiety due to the caring ethos in place. The indoor environment is light, bright and

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stimulating and well resourced, but opportunities for children to move freely to the outdoor area are not always available and this puts a limitation on curriculum provision. In addition, opportunities are sometimes missed for children to practise their newly acquired skills because planned free-choice activities lack a focus that is related to the learning objectives of the day.

Adults possess a good knowledge and understanding of how children learn and ensure the indoor learning environment is equipped well to cover all areas of learning, but the organisation of this space poses challenges that are yet to be overcome. For example, the outside learning environment is similarly well equipped and stimulating, but does not reflect all areas of learning as strongly. Safeguarding arrangements are good so that children can learn in safety. Parents and carers likewise say that their children enjoy coming to school and are confident that their well-being is provided for effectively. Children are encouraged to develop healthy lifestyles, enjoy fruit and vegetables at snack time and readily engage in physical activities outdoors.

Under the relatively new leadership and management, staff are working together effectively and have been successful in creating a sense of enjoyment in learning among children. There is a very strong sense of common purpose between staff, which supports the good transition into Key Stage 1. Staff are reflective and they recognise exactly where they need to improve.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

The overwhelming majority of the parents and carers who responded to the questionnaire were very positive about the school. One parent summed up the views of the majority by writing 'Shrewton is a good school full of happy children who are eager to learn.' In essence, the findings of the inspectors reflected the views of parents and carers. However, inspectors found also that a small number of parents and carers would like to see further improvements in the way the school presents written reports and keeps them informed about their children's progress. Inspectors endorse also the view of some parents and carers who would also like the school to provide a clearer understanding of how unacceptable behaviour is dealt with and reassurance that when this does occur other pupils' learning is not allowed to be disrupted.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shrewton Church of England 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 65 completed questionnaires by the end of the on-site inspection. In total, there are 112 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	48	30	46	2	3	1	2
The school keeps my child safe	37	57	24	37	1	2	3	5
My school informs me about my child's progress	13	20	47	72	3	5	1	2
My child is making enough progress at this school	14	22	43	66	5	8	2	3
The teaching is good at this school	16	25	45	69	4	6	0	0
The school helps me to support my child's learning	16	25	38	58	10	15	1	2
The school helps my child to have a healthy lifestyle	24	37	36	55	4	6	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)	18	28	35	54	7	11	3	5
The school meets my child's particular needs	16	25	37	57	8	12	2	3
The school deals effectively with unacceptable behaviour	8	12	34	57	8	12	2	3
The school takes account of my suggestions and concerns	12	18	38	58	11	17	3	5
The school is led and managed effectively	14	22	38	58	8	12	4	6
Overall, I am happy with my child's experience at this school	23	35	37	57	0	0	2	3

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



19 May 2011

Dear Pupils

Inspection of Shrewton Church of England Primary School, Shrewton SP3 4DB

Thank you for making us so welcome when we visited your school recently. We were particularly impressed with your good behaviour and your enthusiasm to learn in lessons. We have decided that yours is a good school. This means that your teachers and all those who work with you provide you with good support. This year in particular many more of you have made good progress in English and mathematics than previously and improvements in your writing are particularly pleasing. It is clear that you enjoy school because your attendance is good as well. The good support and guidance you receive from adults mean that, by the time you leave the school at the end of Year 6, your skills in English and mathematics are broadly in line with national expectations. Teachers, generally, provide you with exciting learning experiences. For example, you were all clearly enjoying your India project this week! Those of you who sometimes find learning challenging are given good support and many of you have made good progress, especially in writing. We were not surprised, therefore, to read in the questionnaires that many of you and your parents and carers completed, evidence of how much you enjoy school. Most of those we spoke with told us the school is a safe place and that you understand about staying healthy through regular exercise and many of you enjoy eating a healthy meal at lunchtimes.

We noticed that you enjoy working together in lessons and like to be independent, so we have asked your headteacher to ensure that, in lessons, all of you, from the Reception class upwards, are provided with more carefully planned opportunities to carry out investigations and solve problems. Also, we would like you to have regular opportunities to respond to the written comments teachers write in your books. In this way, we believe you will understand better how well you are doing and what you need to do next to improve your work. We wish you all continuing success.

Yours sincerely

David Edwards

Her Majesty's Inspector (on behalf of the inspection team)

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