

# Quinton Primary School

## Inspection report

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<b>Unique Reference Number</b>	125519
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	367890
<b>Inspection dates</b>	14–15 July 2011
<b>Reporting inspector</b>	Michael Farrell

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	78
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Rhodes
<b>Headteacher</b>	David Skelcher
<b>Date of previous school inspection</b>	5 March 2008
<b>School address</b>	Lower Quinton Stratford-upon-Avon CV37 8SA
<b>Telephone number</b>	01789 720317
<b>Fax number</b>	01789 720317
<b>Email address</b>	admin2043@we-learn.com

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## Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons and four teachers. Meetings were held with staff, parents, groups of pupils, and representatives of the Interim Executive Board and the local authority. Inspectors observed the school's work, and looked at a range of evidence including data on pupils' progress, records about aspects of special educational needs and/or disabilities, and various policies including those relating to safeguarding of pupils. They scrutinised 46 questionnaires completed 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 secure and stable are leadership and management?
- The quality of the transition from the Interim Executive Board to the shadow governing body.
- The effectiveness of induction arrangements for new staff and the effectiveness of the monitoring of teaching.
- The quality of the measurement of pupils' progress and the effectiveness of strategies to improve pupils' progress in mathematics.
- The effectiveness of procedures for identifying and assessing pupils identified as having special educational needs and/or disabilities.

## Information about the school

The school is much smaller than average. The proportion of pupils known to be eligible for free school meals is low. The percentage of pupils who are of minority ethnic heritage is lower than national figures and so is the proportion for whom English is an additional language. A high percentage of pupils are identified as having special educational needs and/ or disabilities.

Since the previous inspection in March 2008, there has been considerable turmoil in the school. Following concerns, an independent investigator was appointed by the governing body. The local authority issued a formal warning to the governing body and established an Interim Executive Board in April 2009. Many staff and members of the governing body left and a series of acting headteachers were appointed. In September 2010, the school appointed a permanent headteacher. It has also appointed an assistant headteacher and three other full-time teachers so that the current teaching staff, all of whom are on permanent contracts, are new to the school.

**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

This is a satisfactory school. One parent/carer spoke for many by saying, 'The school has improved - a lot'. Another described it as, 'a special and happy place where children enjoy their learning'. The school provides good care, guidance and support and has a warm and welcoming ethos. Pupils develop a good understanding of how to live a healthy life style. Pupils' behaviour is good and sometimes excellent. In the Early Years Foundation Stage children's behaviour is outstanding. Partnerships with others are strong and parents and carers engage well with the school. The school's environment is enhanced by attractive displays and 'learning walls' that pupils use to further their skills and knowledge.

The movement of responsibilities from the Interim Executive Board to the shadow governing body has been carefully handled. The headteacher is deeply committed to driving improvements further and this, and the cohesive staff team, has brought much needed stability to the school. Staff have been well supported by senior leaders and are highly motivated and optimistic. Their teaching has been regularly and constructively monitored so that they are aware of strengths and where they can improve. Senior leaders carefully evaluate other aspects of the school and constantly seek improvements. All this gives the school a satisfactory capacity to improve further.

Pupils make satisfactory progress because teaching and the curriculum are satisfactory. Relationships between staff and pupils are strong. Teaching assistants make a valuable contribution, and marking is up to date and constructive. Teachers use assessment information satisfactorily to support learning. Lessons do not always move at a brisk enough pace and more-able pupils are not always challenged as much as they should be. Assessment has been improved by a manageable and clear system of tracking pupils' progress, enabling the school to see where pupils are not progressing as well as they should and to take suitable action. The focus on improving mathematics and English is having a positive effect, aided by satisfactory planning across the curriculum. The school recognises the need to go further and ensure that all subjects and areas of the curriculum are planned to ensure they make the fullest contribution to raising standards in English and mathematics. Pupils' moral and social development is stronger than their spiritual and cultural development. Pupils make a strong and greatly appreciated contribution to the village community but are less aware of the national and global community. This is in part because the promotion of community cohesion focuses less on global and national aspects than on local ones.

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.

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

- Improve pupils' progress by ensuring lessons always proceed at a brisk pace and that more-able pupils are consistently challenged as much as possible.
- Ensure all curriculum subjects are carefully planned to provide opportunities for pupils to apply and improve their numeracy and literacy skills wherever possible.
- Improve spiritual and cultural development and opportunities for pupils to contribute to the community by promoting the national and global aspects of community cohesion more vigorously.

## Outcomes for individuals and groups of pupils

**3**

Children enter the combined Nursery and Reception class with skills and capabilities at levels typical for children their age. Historically, children in the Early Years Foundation Stage made satisfactory progress and entered Year 1 with average attainment. However, improvements over the last year mean that children who are about to enter Year 1 have made good progress and their attainment is above average. Pupils make satisfactory progress in Key Stages 1 and 2 and leave with attainment that is broadly average for their age. Different groups of pupils achieve satisfactorily, including girls and boys, pupils with special educational needs and/ or disabilities and those from minority ethnic backgrounds and make satisfactory progress. In a mathematics lesson on doubling and halving, younger pupils made satisfactory progress because behaviour was good, staff used a suitable range of resources and the lesson moved along at a steady pace. The teacher and teaching assistant worked closely together and there was a warm and encouraging ethos. In an English lesson, older pupils enjoyed making a slide show that was a 'trailer' for a story. Persuasive writing was encouraged satisfactorily because the activity interested pupils, the lesson moved at a steady pace and pupils behaved well.

Pupils feel safe in school and say that they are confident that adults will keep them secure. Parents and carers also have great confidence concerning their children's safety. In lessons, pupils are courteous and sensitive to others while at breaks and lunchtimes they play together happily. Younger children volunteer to be 'mediators' in the playground. Pupils talk about activities they enjoy including a wide range of subjects and activities such as the gardening club. They enjoy the food prepared at the school using vegetables and fruit grown in their kitchen garden, and a parent spoke of 'delicious meals cooked on site'. Pupils are aware of the benefits of exercise and participate enthusiastically in physical activities. If they have a problem, they know they can talk to an adult. Pupils contribute strongly to the village community, for example, through the choir visiting a home for the elderly and through links with the local church. Their contribution to the national and global community is not as well developed. Attendance is above average. Workplace and related skills are satisfactorily developed in line with pupils' satisfactory progress in English, mathematics and information and communication technology.

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*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>2</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>	2
<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 and the way teachers use assessment are satisfactory. However, there are some good lessons, indicating the improving picture of teaching. Strengths of teaching include warm relationships between staff and pupils, and the positive contribution of teaching assistants who work in a close team with teachers. Staff know pupils very well and pupils are aware of what they need to do to make further progress. Behaviour is well managed. The pace of lessons is not always as brisk as it could be and this slows pupils' progress. More-able pupils are not always stretched through being given extra very challenging tasks if they finish the set work early. Pupils with special educational needs and/or disabilities receive clearly focused individual support and careful tracking of how well they are doing. They are identified and regularly assessed, often with advice from external agencies.

The curriculum offers a balanced range of subjects and activities enhanced by popular extra-curricular activities. Strong partnerships with other schools and agencies, and personal, social, health and citizenship education contribute well to good aspects of pupils' personal development, including their understanding of healthy lifestyles and feelings of safety. Important developments are taking place in the curriculum, such as a focus on key skills, which staff are embracing enthusiastically. These have not all had time to become deeply embedded in order to make a full impact.

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Pupils express confidence in the school's care of them as indicated in their questionnaire responses and their comments during discussions with inspectors. The school works with a range of agencies effectively, especially with a local cluster of schools to ensure support for pupils that they cannot provide alone. Records show that the school provides good support for children and their families whose circumstances make them vulnerable. A manageable tracking system has been developed so pupils' progress can be monitored and action taken if an individual begins to fall behind. Pupils have a very secure and comforting experience as they move through the school because staff know them as individuals and because of the continuity of having the same teacher in mixed-age classes.

*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>2</b>

## How effective are leadership and management?

The Interim Executive Board has overseen the school with care and the shadow governing body has taken its duties very seriously. The local authority has provided timely and solid support through a difficult period. Thorough preparations have been made to help ensure a smooth transfer to a full governing body taking up its duties in October 2011. Consequently, governance is satisfactory. The new headteacher has galvanised the highly motivated staff into a cohesive team. The school is now forward looking and optimistic and this is very evident from staff questionnaires and discussions with staff. A parent/carer spoke of the staff as 'a seamless team, highly motivated and inspiring to children'. Management of teaching and learning is satisfactory, reflecting the satisfactory teaching. Teaching is monitored regularly with improving accuracy and in considerable detail. Parents and carers express very positive views of the school and after a period of declining pupil numbers, these are now rising as a result of increasing parental confidence in the school. Partnerships with others are good because a wide range of partners contribute well to pupils' satisfactory progress and to the good aspects of their personal development. Partnership with the local school cluster is especially well developed and extends the opportunities the school is able to offer.

Any discrimination or bullying is tackled vigorously. The promotion of equal opportunities is satisfactory and different groups within the school progress at similar rates. The school's safeguarding procedures meet requirements, child protection procedures are in place and the school places great importance on keeping pupils safe. Inspectors found a number of minor issues relating to safeguarding and these were discussed with the school so staff can promptly put them right. Community cohesion is satisfactorily promoted because the school has strong links with the local community and knows its pupils and their individual needs and circumstances very well. However, planning and evaluation of community

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cohesion is not as strong as it should be, especially with regard to helping pupils understand the different cultures of the national and global communities.

*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>2</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

Children enter the Nursery with skills and capabilities at levels expected for their age and make good progress so that by the end of the Reception year they attain at above average levels. Children in the Nursery and Reception play well together and their outstanding behaviour contributes very well to their learning. Children enjoy lessons and speak confidently about what they are learning. They are eager to share and collaborate well with one another. As independent learners, they are interested in exploring the many and varied range of adult-led and child-initiated activities indoors and outside. In one session, children made good progress and behaved excellently as they were involved in a rich variety of activities. A teaching assistant dressed as Goldilocks skilfully encouraged children making porridge for the three bears to vividly describe their activity. They made comments such as, 'It's for the bears - it's very disgusting'. 'It feels rough', 'sticky', 'cakey'. Other children marvelled at bugs as they looked at them through magnifiers. A Reception child took orders for lunch writing down 'pasta' correctly and made good attempts at other words. Children understand well how to keep safe and healthy and talk about washing off germs, running fast to get their hearts pumping and covering their mouths if they cough. They move safely around all areas of the provision. In this well-led and managed provision, a wealth of well-considered activities allows children to choose and explore through play and with adult direction to prompt their learning. Policies and procedures include parents and carers in contributing to their children's 'learning journeys' and parents particularly appreciate the open mornings once a week. However, the outside area does not offer as many opportunities for mathematical activities as it should. Attitudes to learning are excellent and relationships and behaviour are a strength.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Given that the school educates children from 46 families, the percentage of parent and carers who returned the inspection questionnaires was high compared with other primary schools. The most positive views concerned being informed about their children's progress, how well the school keeps them safe, teaching, progress, healthy life styles, preparation for the future, and being happy with the school. The highest levels of disagreement related to dealing with unacceptable behaviour and taking account of parental concerns. Inspectors looked at behaviour and the way it was managed including the school's response to any bullying. They observed behaviour in lessons, at break times, lunchtimes and in assemblies. They spoke to pupils and discussed with the school concerns expressed by parents and carers. They found that behaviour and bullying are dealt with effectively, although a minority of parents do not take this view. They also looked at the extent to which the school takes account of parental concerns, including those expressed in its own surveys, and communicate with parents. They found that the school tries to take account of parents' and carers' views although the school recognises that it can always do more and is keen to try to do so. Several parents and carers in their comments on questionnaires stated they would like their children to have more opportunities to take part in sport: this message was passed on to the school

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

Ofsted invited all the registered parents and carers of pupils registered at Quinton 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 78 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	67	13	28	2	4	0	0
The school keeps my child safe	35	76	9	20	1	2	0	0
My school informs me about my child's progress	37	80	9	20	0	0	0	0
My child is making enough progress at this school	30	65	14	30	2	4	0	0
The teaching is good at this school	30	65	15	33	1	2	0	0
The school helps me to support my child's learning	22	48	17	37	3	7	0	0
The school helps my child to have a healthy lifestyle	25	54	16	35	2	4	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)	25	54	15	33	2	4	0	0
The school meets my child's particular needs	25	54	16	35	3	7	0	0
The school deals effectively with unacceptable behaviour	17	37	19	41	3	7	4	9
The school takes account of my suggestions and concerns	23	50	13	28	5	11	1	2
The school is led and managed effectively	34	74	9	20	2	4	1	2
Overall, I am happy with my child's experience at this school	34	74	10	22	1	2	1	2

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](http://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"><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.**



18 July 2011

Dear Pupils

**Inspection of Quinton Primary School, Stratford-upon-Avon, CV37 8SA**

Thank you for being so courteous to my colleague and me when we inspected your school recently. It was lovely to meet you and talk with you. You told us about the things you enjoyed including many of your school subjects and the gardening club. We found that your school is satisfactory. It is very welcoming. The teaching is satisfactory and the range of activities you are offered is too. You are cared for well and you feel safe. Your behaviour is good and sometimes excellent. The provision for the youngest children is good and they behave very well indeed. The school is satisfactorily led and managed.

There are some things the school could do better so I have asked the staff to do the following:

- to make sure the pace of lessons is always as brisk as it could be and that you are always challenged by the tasks set
- to ensure all subjects of the curriculum contribute to improving your numeracy and literacy skills wherever possible
- to make sure you have more opportunities to learn about different beliefs and cultures in this country and further afield.

You can play your part by continuing to try hard in lessons and taking full advantage of the opportunities you will have for practising literacy and numeracy skills more as well as finding out more about the wider community.

Thank you again for making us so welcome. I wish you the very best for the future.

Yours sincerely

Michael Farrell

Lead inspector

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