

# Shottery St Andrew's CofE Primary School

## Inspection report

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<b>Unique reference number</b>	125646
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	395740
<b>Inspection dates</b>	17–18 May 2012
<b>Lead inspector</b>	Ronald Hall

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	74
<b>Appropriate authority</b>	The local authority
<b>Chair</b>	Andrew Hague
<b>Headteacher</b>	Mrs Sarah Marshall
<b>Date of previous school inspection</b>	26 February 2009
<b>School address</b>	Hathaway Lane Stratford-upon-Avon CV37 9BL
<b>Telephone number</b>	01789 551508
<b>Fax number</b>	01789 551509
<b>Email address</b>	admin3057@we-learn.com

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	17–18 May 2012
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## Introduction

Inspection team

Ronald Hall

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed six lessons taught by three members of staff covering over three hours, all but one of which were joint observations with the headteacher. Meetings were held with members of the governing body and groups of pupils. The inspector observed the school's work and looked at documentation relating to safeguarding, teachers' planning, assessment information and samples of pupils' work. Questionnaire returns from 49 parents and carers and those returned by both staff and pupils were analysed.

## Information about the school

Shottery St Andrew's is a smaller-than-average primary school situated a short distance from Stratford-upon-Avon. There are three classes: the Early Years Foundation Stage comprising a Reception class combined with pupils from Years 1 and 2, a Year 3 and 4 class, and a Year 5 and 6 class. Although the proportion of pupils supported by school action plus is much lower than seen nationally, the proportion of pupils with a statement of special educational needs is well above average. The proportion of pupils known to be entitled to free school meals is average. The proportion of pupils entering or leaving the school other than at normal times is rising rapidly. The school has gained a number of awards, including a gold Artsmark and an ECO award. The school meets the current government floor standards, which set the minimum expectations for attainment and progress.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school where pupils flourish, both academically and socially. Pupils' attainment over time varies because of the small number of pupils in Years 2 and 6 but is a little above average overall. The school is not yet outstanding as teaching is not outstanding and pupils' progress and attainment by the end of Year 6 are not yet consistently above average.
- Pupils' achievement is good overall. Learning accelerates in the Key Stage 2 classes where the pace of lessons increases. Pupils are making good progress in both English and mathematics. By the end of Year 2, pupils' attainment in reading is a little above average and it is above average when pupils leave the school in Year 6.
- Teaching is good. Teachers make learning exciting; pupils are highly motivated by the stimulating learning activities they are given and they strive to meet their teachers' high expectations. In all lessons pupils are encouraged to think about how well they are learning and how to improve their work. Marking is especially strong in Key Stage 2. However, in some lessons adults do not use their questioning skills sufficiently to extend pupils' learning. Pupils do not have sufficient opportunities for extended writing across the whole curriculum.
- Pupils' excellent behaviour and very positive attitudes help lessons have a calm but busy, working atmosphere. Pupils say they feel very safe in school, which reflects parents and carers' views. Pupils also say bullying of any form is non-existent. Attendance is high and reflects pupils' enjoyment of school.
- Leadership and management are good at all levels. Leadership of teaching and management of performance are given high priority by senior leaders, with rigorous checking of teaching and pupils' progress. The stimulating curriculum promotes a love of learning in all pupils and has an outstanding impact on their spiritual, moral, social and cultural development.

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

- Increase the proportion of outstanding teaching by developing the questioning skills of all staff.
- Raise achievement by providing wider and more consistent opportunities for pupils to write across the whole curriculum.

## Main report

### Achievement of pupils

Lessons observed and pupils' work confirm that pupils make good and sometimes outstanding progress across the school. Progress in Key Stage 2 is particularly strong. Nearly all parents and carers think that their children make good progress and are effectively helped to develop skills in communication, reading, writing and mathematics.

Although small numbers cause variations, children start school with skills, knowledge and understanding that are typically in line with those expected for their age. Attainment on entry to Year 1 is rising because of improvements to teaching and the way in which letter sounds are taught. The current Reception children are working at levels above those expected for their age, with many children developing good reading and writing skills. They were seen to count confidently, write number sequences and interact with each other exceptionally well. The outdoor area is used well to generate creativity and fire children's imaginations.

Attainment in reading by the end of Year 2 is above average and rising. There are increasing numbers of pupils working at expected or higher levels compared to those nationally. By the end of Year 6, attainment in reading, writing and mathematics is above average. The school has successfully fostered a good deal of enjoyment in reading. There are some examples of pupils writing in different styles linked to their topic work. Pupils in Years 5 and 6, for example, explored the theme of the Olympic Games, researched information and then presented a written explanation. However, pupils are not given sufficient opportunities for extended writing in all subjects. Disabled pupils and those who have special educational needs make progress in line with their peers in school and above those nationally because individual support and small-group work are carefully targeted and skilfully led. In mathematics, pupils use calculation skills confidently to solve problems and a high proportion of them are working at above expected levels. Year 5 and 6 pupils, for example, used a range of computer programmes that were highly challenging to enhance their mental mathematical skills.

Additional support also assists more-able pupils so that they make good progress and achieve equally well. Pupils' attainment in art, information and communication

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technology and design and technology is above average.

Pupils are challenged appropriately and, as a result, make good progress. Pupils who join the school during the year often have lower starting points than others. These starting points are quickly assessed, correct support given and consequently they catch up quickly and so make good progress.

### **Quality of teaching**

Teaching is characterised by secure subject knowledge, well-informed support staff and meticulous planning by all staff, who are fully aware of pupils' learning requirements. Classrooms buzz with excitement as pupils try to find solutions to tasks, such as in Reception where children were creating beaches and seaside shops. The teaching is good, but adults' questions are not always sufficiently focused on developing pupils' skills.

Teaching is consistently good in both key stages but is stronger in Key Stage 2. The teaching of disabled pupils and those with special educational needs is consistently good and well supported by the capable teaching assistants. Several examples of outstanding teaching were seen during the inspection and pupils made rapid progress because of the excellent pace to lessons.

In a good English lesson, the younger pupils were given the opportunity to create tourist posters on a range of attractions. This contributed to their understanding of the relationship between the environment and people. In a good physical education lesson with older pupils, teachers helped them to achieve their best. The pupils themselves also encouraged each other to go beyond their previous results. Teachers introduce elements of spiritual, moral, social and cultural development well by encouraging pupils to cooperate with one another regularly. However, this is deepened by the pupils' own personal drive to promote the ethos of the school.

Pupils love learning because they are taught how to learn. One parent said, 'The teachers at the school have prepared my child well for their move to secondary education.' Parents and carers are very pleased with the quality of teaching. 'The school has a superb knowledge of all students and provides a very caring and safe environment,' is how one parent described teaching at the school.

### **Behaviour and safety of pupils**

Pupils have excellent attitudes to learning. They behave impeccably and love coming to school, as shown by their high levels of attendance and punctuality. Pupils' outstanding behaviour over time is due to the emphasis placed on the school's values, encompassing the schools' religious ethos as well as providing excellent opportunities to develop their spiritual, moral, social and cultural understanding.

By Year 6, pupils are resilient learners who help others and readily accept responsibility around the school. Pupils are adamant that there is no bullying, cyber

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bullying, name calling or racist comments. Pupils are extremely polite, courteous and say that behaviour is excellent all of the time. They show great reverence in acts of collective worship and look after their friends well. The strong emphasis on the teaching of spiritual aspects resonates in pupils' everyday life. 'We are all the same, we are one happy community' said one pupil. Pupils take delight in all activities and are developing their skills of leadership. For example, the playground buddies and lunchtime monitors take great pride in supporting others.

Most parents and carers consider behaviour and safety to be exemplary and inspection findings concur with their views. Some parents and carers felt that bullying issues were not dealt with effectively but pupils and other inspection evidence did not support these concerns.

### **Leadership and management**

The headteacher, ably supported by the governing body, has improved the quality of education since the last inspection, demonstrating the school's strong capacity for further improvement. Teaching is improving because of the headteacher's good monitoring of teaching and learning, with subsequent targets set for improvement. Standards in mathematics in Key Stage 2 are rising because of good teaching. Attendance has improved and is now high and pupils are consistently punctual. The governing body fulfils its duties well, particularly in ensuring that there is equality of opportunity for all pupils. All pupils have access to a range of learning opportunities offered and there are no undue variations in the progress made by different groups of pupils. The school is well maintained and safe because of the clear emphasis placed on safe practices. The arrangements to keep pupils safe and to promote their behaviour are robust. All staff have received child protection training and the school's policies and procedures are meticulously documented. The school's self-evaluation is accurate and regular professional development for staff is focused on improving aspects of performance that will improve outcomes for pupils. Teachers make regular checks of pupils' progress and are held to account for any dips in attainment.

School development planning identifies all the right priorities and targets are reflected in the performance management of staff, which contributes significantly to improving the quality of teaching and learning. The good learning opportunities offered by a well-structured curriculum are supported by a good range of clubs and activities. The art club is a very strong feature of the school. The curriculum is broad, balanced and reflective of pupils' needs and promotes excellent opportunities for their spiritual, moral, social and cultural development. Pupils learn about other cultures, faiths and celebrations through a wide range of visits and visitors, as well as direct teaching in their religious education lessons

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



21 May 2012

Dear Pupils

**Inspection of Shottonery St Andrew's CofE Primary School, Stratford-upon-Avon, CV37 9BL**

Thank you for your exceptional hospitality when I visited your school recently, particularly those of you who read to me or spoke to me about your work and what it is like to attend your school. Thank you, also, for responding to the questionnaire.

- Your school is a good school. This is because you make good progress in lessons and treat each other with respect and consideration. You told me, and your parents and carers agreed, that the school is a very happy place to be.
- Children in the Early Years Foundation Stage make good progress and pupils in both key stages make good and at times outstanding progress.
- You told me that your teachers care about you. They have improved how well they assess your learning and plan lessons to make sure you make progress and that learning is fun. These things ensure teaching is good.
- You learn a lot and contribute to your school being a safe, happy and friendly place to learn. You told me that bullying is rare. Your behaviour in lessons and around school is outstanding.
- The teachers who lead your school have made sure that it has continued to improve since the last inspection.

For your school to become even better, we have asked the teachers and those who lead your school to make sure that:

- you have more opportunities to write across the curriculum
- questioning challenges you to think more about your learning.

You can all help by maintaining your highly positive learning attitudes and wonderful caring ethos.

Yours sincerely

Ronald Hall  
Lead Inspector

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