

Alveston CofE Primary School

Inspection report

| | |
|--------------------------------|-----------------|
| Unique reference number | 125623 |
| Local authority | Warwickshire |
| Inspection number | 381098 |
| Inspection dates | 14–15 June 2012 |
| Lead inspector | Selwyn Ward |

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 | 187 |
| Appropriate authority | The governing body |
| Chair | Camilla Harrison |
| Headteacher | Krystyna Vickery |
| Date of previous school inspection | 29 November 2006 |
| School address | Knights Lane Tiddington CV37 7BZ |
| Telephone number | 01789 293412 |
| Fax number | 01789 293092 |
| Email address | admin3002@we-learn.com |

| | |
|---------------------------|-----------------|
| Age group | 4–11 |
| Inspection date(s) | 14–15 June 2012 |
| Inspection number | 381098 |



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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.

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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Selwyn Ward

Additional Inspector

Clare Saunders

Additional Inspector

This inspection was carried out with two days' notice. The inspectors visited 22 lessons taught by eight teachers, with a particular focus on any variation in teaching and learning across the key stages, and on how writing skills are promoted. Inspectors listened to pupils read, and spoke with parents and carers, groups of pupils, staff, and members of the governing body. Inspectors observed the school's work. They looked at pupils' books, school development planning, school self-evaluation, leaders' monitoring of teaching and the questionnaire responses of 94 pupils, 24 staff and 94 parents and carers.

Information about the school

Although the school is smaller than average, the number of pupils on roll has increased since the time of the last inspection. The accommodation has also been extended. Whereas, previously, pupils were taught in mixed-age classes, there is now a separate class for each year group. Most pupils are White British. The percentage of pupils from minority ethnic backgrounds is half the national average, as is the proportion learning English as an additional language. The percentage of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those with special educational needs supported at school action plus or with a statement of special educational needs is average. The school meets the government's current floor standard, which sets the minimum expectations for attainment and progress at the end of Year 6.

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 | 2 |
| Achievement of pupils | 2 |
| Quality of teaching | 2 |
| Behaviour and safety of pupils | 1 |
| Leadership and management | 2 |

Key findings

- This is a good school. It is not yet outstanding because pupils' progress in lessons and over time is good rather than better and because attainment in writing is not as high as it is in reading and mathematics.
- What stands out at this school is the excellent, innovative curriculum which promotes pupils' spiritual, moral, social and cultural development exceptionally well. Pupils benefit from a rich variety of opportunities to reflect on and learn a great deal about their own and other cultures. The stimulating curriculum also ensures pupils are engaged and interested in learning. As a result, their behaviour is exemplary and they are eager and enthusiastic learners. Pupils feel very safe at school and know a lot about how to keep safe.
- Attainment is above average. It is especially high in mathematics because pupils benefit from numerous opportunities to learn through practical activities and investigation. Though attainment in writing is above average, it lags behind that in reading and mathematics.
- Teaching is consistently good throughout the school. This represents an improvement since the time of the last inspection because there has previously been variation in rates of progress between key stages. Teachers are particularly successful in motivating pupils so that they work hard and do their best. Work in lessons is not always tailored, however, to meet the different needs of pupils of widely different capabilities. Marking mostly gives pupils good guidance on how to improve their work but this is not consistent in all classes and in every subject.
- In this well run school, leaders and managers have had success in raising attainment by improving provision and performance in the Early Years Foundation Stage and Key Stage 1. There is much monitoring of teaching, although this sometimes gives an overly positive view because leaders' lesson observations and their checking of planning has tended to focus more on the

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

features of teaching than on its impact on the learning and progress of pupils of all abilities.

What does the school need to do to improve further?

- By the end of the summer term 2013, further accelerate pupils' progress in lessons and raise attainment in writing to match that in reading and mathematics by:
 - always matching work to pupils' different capabilities so that all are helped to build on what they have learnt before
 - consistently giving all pupils clear guidance through marking in all subjects that shows them what they need to do to improve their work
 - maintaining appropriate rigour in correcting spelling and punctuation errors when marking pupils' work
 - giving pupils throughout the school the opportunity routinely to check and assess their own and each other's work
 - ensuring that leaders' monitoring of lessons and of teachers' planning is always sharply focused on pupils' learning and rates of progress.

Main report

Achievement of pupils

According to the school's assessments, children's attainment when they join the Reception Year is in line with that expected for their ages. Thanks to consistently good teaching, children now make good progress during their time in the Early Years Foundation Stage. As a result, attainment is above expectations for children currently in the Reception Year. This contrasts with the picture previously. The attainment of pupils in the current Year 2, for example, was only average when they left Reception. More consistently good teaching has benefited pupils in Key Stage 1 too, with the result that attainment in reading, writing and mathematics has this year risen to the equivalent of around a term ahead of the national average. In most of the years since the last inspection, attainment in Key Stage 1 has been only average, so this represents a notable improvement. Crucial to the better progress in reading and writing in both Reception and Key Stage 1 has been the move to more systematic teaching of letters and sounds (phonics). In the phonics sessions sampled during the inspection, pupils made good progress because they were grouped by ability rather than age and so were appropriately challenged. Even children at an early stage of developing phonics skills were encouraged to write the words they were sounding out using cursive script.

The rolling out of phonics teaching has extended to those pupils in Key Stage 2 who have previously struggled with reading. This has had a beneficial impact, although not all of the readers heard during the inspection used phonics to sound out

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

unfamiliar words. Nevertheless, attainment in reading and writing is above average in Key Stage 2. In 2011, test scores in English were a term ahead of those nationally. In mathematics, results were a year ahead. The difference is due to the school's success in providing pupils with practical opportunities to apply their numeracy skills. By contrast, opportunities are sometimes missed to reinforce pupils' writing skills. For example, pupils are given mixed messages about the importance of accurate spelling and punctuation in their writing when errors are picked up in English but go uncorrected in other subjects. Pupils are not always expected to check their own and each other's work for avoidable errors.

Almost all parents and carers are happy with the progress their children make. This extends to parents of disabled pupils and those with special educational needs. Overall, these pupils, and those learning English as an additional language, make the same good progress as their peers. There are individual examples of disabled pupils and those with special educational needs making outstanding progress.

Quality of teaching

Pupils like their lessons because teachers make learning interesting and fun. This has been particularly the case in mathematics, and it accounts for the high attainment in this subject by the end of Year 6. It is also now increasingly evident in writing, which has been the subject of a focus for raising attainment. Teachers are adept at stimulating pupils' imagination and creativity. In an English lesson in Year 6, pupils made good progress analysing sections of a wordless graphic novel. They identified and interpreted the symbolism in the illustrations, drawing on what they had previously learnt in history about refugees and Second World War evacuees. This then became the stimulus for their understanding of story characters and their motivation. There were similarly powerful opportunities for reflection in Year 2, where pupils were introduced to *The Tempest*. Well-chosen props reminded pupils of the story so far, as the teacher recounted the events in Act 1, making judicious use of Shakespearian language, particularly to describe the characters. Pupils then acted in role as Miranda and as Caliban, 'A freckled whelp hag-born – not honour'd with a human shape'. This gave pupils a memorable learning experience while introducing them to Shakespeare's prose in an accessible form. Reading is taught well because the systematic teaching of phonics enables pupils to steadily develop their skills in recognising letter combinations and the sounds they make.

Disabled pupils and those with special educational needs are taught well because they are given well-tailored support. Often, this is delivered by teaching assistants, whose work is carefully planned in partnership with the class teacher to strike the right balance between helping pupils and pushing them to develop their independence. In the main, teachers plan appropriate activities for the wide range of abilities in each class, but that is not always so. There are occasions when pupils of different abilities are given essentially the same or overly similar work to do. This sometimes has the effect of limiting opportunities for more-able pupils, in particular, to develop and apply their writing 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

The very large majority of parents and carers are happy with teaching. Their views are especially positive about teaching in Reception. Many wrote to praise the support their children have been given starting school. Typical of parents' views was the comment of the parent who wrote, 'I could not be happier with the way my child has settled in her first year at school.'

Though marking is good overall, there remains variation in quality between classes and, even more so, between subjects. Marking in English and mathematics is notably more thorough than that in other subjects. This limits the impact that work in other subjects has on raising attainment in writing.

Behaviour and safety of pupils

Pupils' behaviour in lessons and around the school is exemplary. The views of the very large majority of parents and carers and of almost all of the pupils confirm that the excellent behaviour seen during the inspection was typical of pupils' everyday experience. This excellent behaviour is not merely evident in pupils' conduct but also in their very positive attitudes to learning. From the start of the Reception Year, children quickly learn the school's orderly routines. As a result, pupils throughout the school settle to work without fuss or the need for staff direction. They work with sustained concentration and so get a lot done. When asked to work in pairs or small groups, they cooperate very sensibly. Crucially, pupils listen well in lessons, not just to their teacher but just as carefully to each other's contributions. This contributes strongly to the good progress that they make.

Parents and carers overwhelmingly agree that their children feel safe at school, and pupils themselves confirm this. They learn how to keep safe, with, for example, strong reinforcement of precautions to take to avoid risks when using the internet. Pupils learn to take responsibility, for example as peer mediators, helping to resolve any disagreements. Though pupils have a very clear understanding of the many different forms which bullying can take, they, and their parents and carers, were hard put to think of examples of bullying beyond occasional, soon resolved, incidents of name-calling. During the inspection, two boys got involved in a minor tiff over an accidental bumping of chairs. After an initial squaring off, they quickly resolved their differences without the need for any adult intervention and they shook hands amicably.

Attendance is above average and has been consistently so since the last inspection.

Leadership and management

The improved teaching and learning in the Early Years Foundation Stage and Key Stage 1 show the impact of leaders' management of performance, the staff training provided, and the school's capacity for continued improvement. Monitoring of lessons and of teachers' planning is thorough and has contributed to the improvements seen, although lesson observations sometimes focus more on what the teachers are doing rather than on their impact on pupils' learning.

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 curriculum is outstanding because it provides pupils with many memorable learning experiences. Subjects are integrated well, so that, for example, pupils routinely draw on what they have learnt in mathematics to advance their learning in science. The curriculum is greatly enriched through the very strong ties with outside organisations, including local businesses, which help to develop pupils' understanding of the responsibilities of citizenship, and the Royal Shakespeare Company. These contribute to the exceptional provision for pupils' spiritual, moral, social and cultural development. The outcomes of this are evident in pupils' excellent behaviour, sense of responsibility, and the interest they take in other cultures around the world. Even small innovations, such as twinning each of the toilets with a latrine in the Third World, contribute to broadening pupils' horizons. Spotting that, in previous years, some boys' writing had fallen behind that of girls, leaders have devised curriculum themes and topics especially to appeal to boys, without in any way deterring girls. The impact of this was seen, for example, in pupils' cross-curricular work devising and writing about gadgets to be used by spies. Initiatives such as this, and the many opportunities for debate and to show respect for different ideas and opinions, have contributed well to promoting equality and tackling discrimination.

The governing body has a very clear picture of the school's strengths and of where and why, in the past, achievement has been uneven. It challenges leaders constructively over attainment, and its members visit regularly to ensure they have a first-hand view of provision. It has ensured that arrangements for safeguarding fully meet regulatory requirements.

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).

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.



18 June 2012

Dear Pupils

Inspection of Alveston CofE Primary School, Tiddington CV37 7BZ

Thank you for being so friendly and welcoming when we came to visit your school. You told us that you think Alveston is a good school. We agree. It is a well run school where you make good progress and attain above average standards as a result of consistently good teaching. We were especially impressed with your excellent behaviour and attitudes to learning. The way you listen well to your teachers and to each other in lessons makes a major contribution to your good progress. You are well motivated to work hard and do your best because staff make the curriculum so stimulating and exciting. You appreciate, for example, the opportunities you have to learn about Shakespeare and his plays. I greatly enjoyed seeing those of you in Year 2 playing the parts of Caliban and Miranda. As I saw you in role, I thought to myself, 'O brave new world, that has such people in't.' ☺

Even in a good school like yours, there are things that could be better. We could see that, though attainment in writing is above average, it is not as high as in reading and mathematics. In order to improve your writing skills, and to move more of your teaching from good to outstanding, we have suggested that teachers always take care to match work to your different abilities. You can help by telling your teachers any time you think you are given tasks that are too hard or too easy. There is much good marking in the school, but we would like to see it all as good as the best. We would also like you to be given more opportunities to check and assess your own and each other's work. Finally, we have asked that when leaders visit lessons, they particularly look at your learning and progress.

Thank you again for the welcome you gave us, and our very best wishes to all of you for the future, both at this school and, for those of you in your last term here, for your new start next year at your secondary schools.

Yours faithfully

Selwyn Ward
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. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**