

Stottesdon CofE Primary School

Inspection report

Unique reference number	123504
Local authority	Shropshire
Inspection number	395404
Inspection dates	4–5 July 2012
Lead inspector	Sarah Bentley

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	75
Appropriate authority	The governing body
Chair	Margaret Lomas
Headteacher	Katie Jones
Date of previous school inspection	26 February 2008
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Age group	4–11
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Introduction

Inspection team

Sarah Bentley

Inspector Additional Inspector

This inspection was carried out with two days' notice. The inspector sampled five and a half hours of teaching in eight lessons taught by four teachers. Interventions to provide additional learning support were discussed and observed. All observations were conducted jointly with the headteacher or the literacy coordinator. A learning walk with the pupils was completed. The inspector examined pupils' work. She heard pupils read and held discussions with pupils about all aspects of school life. The inspector held meetings with the headteacher, teachers and the members of the governing body. The inspector looked at a wide range of documents, including the school's improvement planning, assessment data showing pupils' progress and safeguarding documents. The inspector analysed 44 questionnaires returned by parents and carers and considered responses to the questionnaires from 32 pupils and 13 members of staff.

Information about the school

Stottesdon Primary school is smaller than the average-sized school but has grown since the time of the last inspection. The school is organised into three mixed-age classes. The large majority of pupils are White British. The proportion of pupils who are known to be eligible for free school meals is well below the average. The proportion of pupils supported at school action plus or with a statement of special educational needs is well above the average. The school has achieved Schools for Health status, Active mark, Quality Mark, Eco schools and safer school status. The school meets the current floor standards, whereby the government sets the minimum expectations for attainment and progress. The school has been working together with Clee Hill Primary school, and Lacon Childe Secondary school as part of a 'soft' federation since April 2012. This provides valuable opportunities for staff to develop their professional skills.

Childcare, which is not managed by the governing body, is provided on site by an independent contractor and was subject to a separate 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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- Stottesdon is an outstanding school. This is because it has sustained the high levels of achievement for all its pupils and is exceptionally well led and managed. All staff are highly effective in the way they use data to plan for outstanding progress, enabling all pupils to fulfil their potential.
- Achievement is outstanding. Pupils make rapid gains from the start and go on to achieve above average standards in English and mathematics. Pupils show focus and resilience when learning. There is a relative weakness in younger pupils' spelling of some common and everyday words.
- The quality of teaching is outstanding. All staff have exceptionally high expectations of all pupils' achievements. Teachers identify quickly and effectively any gaps individual pupils may have and precise teaching strategies are then implemented. Teachers constantly challenge pupils to achieve their very best.
- Pupils' behaviour and safety are outstanding. All pupils feel extremely safe in school. Attendance is well above average and punctuality is a notable strength. Pupils are exceptionally well cared for in the schools 'family' ethos and demonstrate highly positive attitudes to learning.
- Leadership and management are outstanding. This school has high expectations for all its pupils. Self-evaluation is very accurate and underpins all aspects of the school's performance in order to secure ongoing improvement. Learning and progress are very well tracked and the information gained is used effectively to implement successful interventions for all pupils. The leadership of teaching is very effective. It is characterised by effective performance management, training and support. Staff work cohesively as a highly reflective team and together they deliver a very dynamic curriculum which pupils enjoy and value. Teaching provides excellent opportunities for pupils' spiritual, moral, social and cultural development. Team work between staff and governors is

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excellent.

What does the school need to do to improve further?

- Provide pupils' in Key Stage 1 with regular opportunities to practise and learn how to spell correctly common and everyday words in their daily phonics lessons in order to consistently apply them in their writing.

Main report

Achievement of pupils

All parents and carers who completed the inspection questionnaire agree they are very happy with the way the school helps support their children's progress. All felt that the school enables pupils to develop good skills in communication, reading, writing, and mathematics. Scrutiny of pupils' work and the lessons observed endorse parents' and carers' views and confirm the school's assessment that pupils are making rapid progress across the school.

The small numbers of pupils in each year group mean that the skill levels and understanding when they join the school varies considerably. Attainment on entry is similar to that expected nationally for children of this age. Children make excellent progress through the Early Years Foundation Stage and have achieved or exceeded the goals expected by the time they move into Key Stage 1. They make particularly rapid progress in reading and writing. At the end of Year 2, attainment is above average in reading, writing and mathematics. By the end of Year 6, attainment is above average in reading and writing, and mathematics. Disabled pupils and those with special educational needs make accelerated progress, thanks to the finely-tuned support that is highly targeted to their individual learning needs.

Good achievement in reading starts in Reception where attainment is usually above average because of the emphasis the school places on the teaching of the sounds that letters make and early reading skills. After very effective learning about a range of spelling patterns, children confidently wrote words such as 'tail' and 'mail' in their daily letters and sounds session. However, not all Key Stage 1 pupils confidently spell key words correctly in the early stages of writing. All pupils are heard read regularly. Less-able readers demonstrate very enthusiastic attitudes towards reading. They consistently apply their good letter sound skills, and the extra help they get enables them to develop their fluency and confidence over time.

Interventions are very well planned so that disabled pupils and those with special educational needs are exceptionally well supported and make rapid gains in their learning. The attainment gap between the lower-attaining pupils and the national average is closing rapidly. Everyone in the school is highly committed to ensuring provision supports these pupils' development of their basic skills and enables them to

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feel good about the smaller steps they are taking.

Quality of teaching

Teaching is at least good and often it is outstanding. This results in pupils making excellent progress. The vast majority of parents and carers responding to the inspection questionnaire would recommend the school to others. Pupils are actively encouraged to push forward and have a go. This individualised teaching approach helps pupils develop very positive attitudes to learning and respond to challenges confidently. Questioning by all staff is a distinct strength and probes children's thinking, making sure that they are able to demonstrate their understanding. This then links into the assessment cycle so that learning can be built upon. Lesson observations, talking to a range of pupils and pupils' work books show that planning is tailored well to consistently challenge pupils. The work seen in pupils' books showed rapid progress and there are opportunities for pupils to work at different levels.

Teachers and teaching assistants focus closely on giving pupils helpful feedback through marking and comments about what to do and how to improve their work. Collaborative work on assessment has enabled staff to be confident to meet the needs of the varied levels within each classroom. As a result, even the youngest pupils know what they need to do to next and the very wide range of pupils spoken to feel very good about the progress they are making. In all the lessons observed, good learning habits were evident in response to interesting tasks. Reading is taught exceptionally well, an exciting range of resources are used very effectively to support this. Pupils show a love of books as a direct result. Pupils' work is celebrated in a wide range of high-quality displays around the school which value their achievements.

Teachers combine different subjects in exciting topics that include excellent opportunities to develop literacy, numeracy and technology skills. This was evident in a mathematics lesson where pupils were applying their mathematical skills in an enterprise project. The pupils' spiritual, moral, social and cultural development is promoted extremely well by making sure they have excellent opportunities to reflect and learn together in a wide range of exciting topics. An example of this is the link the school has fostered with a school in an inner city context so that pupils have a deeper understanding as a result of a shared project and residential visit. Reception and Year 1 pupils enjoyed the practical approach to the teaching of letters and sounds outside where they had to find sounds and tricky spelling patterns. This resulted in pupils independently working in a practical way to show their awareness and understanding, thoroughly enjoying this approach. In a French lesson pupils were observed having great fun creating healthy eating posters; some were using their information and communication technology skills. They enjoyed orally giving advice in French to each other and writing in French, on their poster. The level of pupil's confidence both in writing and in speaking French was something they felt really proud about.

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Behaviour and safety of pupils

Behaviour is exemplary and pupils' views support this judgement. They are confident that this is typical of behaviour in school over time and school records endorse this view. Pupils are frequently consulted and regularly contribute by responding to the schools regular monitoring of behaviour. Attendance is above average and punctuality is excellent. Almost all parents and carers strongly feel that their children are kept very safe. A wide range of pupils was spoken to and they all said they feel extremely safe in school. They have an excellent understanding of how to keep themselves and others safe both in and out of school. Pupils are very confident to apply what the school has taught them about right and wrong and use this to make better choices. For example, if they were to be put under any peer pressure in the future they would know the right thing to do. They are knowledgeable about different types of bullying and how to prevent it from taking place. They particularly understand how to keep safe in traffic and know how to keep safe when using the internet.

Pupils develop highly positive attitudes to learning in their lessons because teachers have extremely high expectations of what they can do and lessons are exciting, providing an excellent range of opportunities for pupils to learn together. This has been very well established over time and all staff are highly adept in managing pupils' behaviour. This is a very effective aspect of the school's work. The inspector observed how pupils are continually encouraged to develop and apply their skills and understanding. Pupils show resilience to challenge, are prepared to take risks if they were unsure and contribute eagerly because the climate for learning is excellent.

Assemblies are used to reinforce the school's expectations for behaviour and learning and to support the social and moral aspects of the schools work very well. Pupils respond enthusiastically to the school's reward systems and the celebration assemblies, where they share their work with each other.

Leadership and management

The improvements this school have made since the last inspection are excellent. Everyone in the school demonstrates the aspirations, ambition and drive to develop the provision still further. The headteacher, leaders, governors and staff work very effectively as a whole school team. Everyone's skills are welcomed, valued and included. Morale is high. One parent wrote, 'Strong links with parents and regular workshops mean I know how my child is progressing and how to help.' Parents and carers are strongly of the opinion that all staff guide and nurture all pupils.

All leaders contribute to the school's accurate self-evaluation and subsequent plans for improvement. Professional development and performance management systems have made an extremely positive contribution to the continued improvements in teaching and the use of assessment. All staff have benefited and become more confident from the collaborative approach to moderation, working across the

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federation. The school demonstrates an excellent capacity to improve further. The school is sharply focused on pupils doing their very best. Leaders monitor teaching very regularly, accurately and record clearly the impact teaching has on learning. Feedback for improvement is given within sharp timescales.

The curriculum is outstanding; it provides a wide array of exciting opportunities in themes for pupils. It fosters their interests and helps to successfully develop their basic skills in a range of subjects which they value greatly, for example the recent Jubilee theme where pupils developed a flower bed in the shape of the Union Jack for their eco garden. The school has forged wider links with other partners to enhance pupil's understanding of the world in which they live. Equality of opportunity is promoted extremely well through a rich curriculum. Discrimination is taught about and is understood by pupils. Additional enrichment activities and a full range of clubs are integral to all that is done. As a direct result, the curriculum supports and promotes their spiritual, moral, social and cultural development extremely well.

The governing body is knowledgeable about the school's strengths and supports the school to sustain its excellent features and push forward in areas for the future. Governors check and challenge thoroughly different aspects of the school's performance and hold everyone to account for the outcomes. The headteacher provides them with excellent information which helps them to fulfil their role fully. Safeguarding procedures are excellent and meet all current requirements. The school has excellent policies and practices to safeguard pupils' health, safety and welfare, which are conscientiously implemented and monitored.

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.



6 July 2012

Dear Pupils,

Inspection of Stottesdon CofE Primary School, Kidderminster DY14 8UE

Thank you for being so welcoming and helpful when I visited your outstanding school recently. Thank you also for showing me your work and talking to me about your targets and next steps. Teaching at your school is excellent. Your school really helps you learn to be the best you can be at all the times. These are the best things about it.

- You achieve extremely well.
- You learn to get on with other pupils and show very positive attitudes towards learning in lessons.
- You love coming to school and describe it as being part of a family.
- In your questionnaire returns you told me that everyone in school takes very good care of you, and you feel very safe and secure at all times.
- You very much enjoy your topic work and all the exciting trips and visits.
- You really look after your school and take great pride in looking after your fantastic eco garden.

Everyone in your school makes sure that you can enjoy your work because they carefully plan your lessons and match them closely to what you need to do next. I was impressed by this. The headteacher agrees that there is still some work to do for the pupils in Key Stage 1 by making sure that you spell correctly all your 'key words' and always use them when you are writing.

You can all help by working hard in all that you do and continuing to listen to your 'next steps'.

I wish you every success in the future.

Yours sincerely

Sarah Bentley
Lead Inspector

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