

# Shipston-on-Stour Primary School

Station Road, Shipston-on-Stour, CV36 4BT

**Inspection dates** 16–17 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress across the school. From low starting points on entry to Reception, they reach average standards in English and mathematics by the end of Year 6.
- Lessons are well structured with a good balance between the teacher's input and opportunities for pupils to work by themselves or in groups.
- Teachers have good subject knowledge and they plan lessons with activities for pupils at different levels so they are not too easy or too hard.
- There are positive relationships between pupils and teachers in lessons. Pupils regularly behave well in lessons and around the school.
- Pupils are given a wide range of responsibilities which they take very seriously.
- Pupils say they feel safe in school and all the parents responding to the online survey agree.
- School leaders, including governors, have ensured that good standards of teaching and pupils' achievement have been maintained over time.
- Senior leaders know the school well and aware of its strengths and areas for development.
- The range of additional opportunities offered to pupils, from developing high-level skills in the use of information and communication technology to visits and different events, gives pupils a rich experience in school.

### It is not yet an outstanding school because

- There is not enough outstanding teaching. Teachers do not always have high enough expectations of what pupils can do and their questioning does not always extend learning fully.
- In the process of monitoring teaching, leaders do not always make steps for improvement clear enough so that they can be followed up in later observations.

## Information about this inspection

- The inspection team observed teaching in 21 lessons or part-lessons.
- Five observations were carried out jointly with members of the senior leadership team. Inspectors also observed senior leaders feeding back to teachers on pupils' learning and progress in lessons.
- Inspectors attended two assemblies, spoke with pupils and listened to pupils read.
- Meetings were held with staff, governors and pupils and a telephone call was held with a local authority representative.
- Inspectors analysed 76 responses to the on-line questionnaire Parent View along with 41 staff questionnaires.
- Inspectors scrutinised pupils' books and records of pupils' progress as well as a range of documentation including records related to the management of performance, behaviour and safeguarding.

## Inspection team

Susan Williams, Lead inspector

Additional Inspector

Frances Millett

Additional Inspector

Joseph Skivington

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The very large majority of pupils are White British.
- The proportion of disabled pupils and those with special educational needs supported through school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, children who are looked after and those from service families) is below average.
- The school meets the government's current floor standards, which set the national minimum expectations for pupils' attainment and progress in English and mathematics.
- Almost half the teaching staff have changed since the previous inspection.
- The school is in a federation with Acorns Primary School. The two schools share the same governing body and the executive headteacher leads both schools. An associate headteacher is responsible for the school when the executive headteacher is at the other site.

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

- Improve teaching so that more is outstanding by:
  - raising teachers' expectations of pupils' progress in lessons and over time
  - focusing on high quality questioning skills to probe pupils' understanding and extend their learning
  - providing teachers with clear steps on how to improve their teaching and following these up in later observations.

## Inspection judgements

### The achievement of pupils is good

- Pupils' progress has improved and is good across the school so that they reach average standards in English and mathematics by the end of Year 6.
- Children enter Reception with skills and knowledge below those usually expected for their age, particularly in their communication and language development. Outcomes have improved over time and children now reach similar levels to those nationally in most areas of learning. Progress was particularly rapid in the development of literacy skills last year, when children caught up with others in this important area of learning.
- The school has focused successfully on improving reading, with a clear approach to the development of early reading to address identified weaknesses and develop skills systematically across all subjects. Results in the phonics (letters and their sounds) screening check for Year 1 were above national levels. The emphasis on reading continues in Key Stage 2 using guided reading sessions where pupils have the opportunity to develop their reading and read regularly to adults.
- Pupils' skills in writing have improved and are well developed from very low starting points, so pupils have the skills to record their work in English and other subjects. Pupils also develop their skills in mathematics well throughout the school.
- Disabled pupils and those with special educational needs are given additional help in lessons and in small groups. Teachers ensure they adapt work for these pupils in lessons so it is not too hard. As a consequence, these pupils are making good progress. The school is effective in ensuring equality of opportunity for pupils' learning.
- Pupils eligible for the pupil premium receive additional adult support in lessons, small groups and, for some, on a one-to-one basis. Senior leaders check the impact of this support and change it if it is not making enough difference. As a result of these initiatives, the progress of identified pupils has improved and is now good across the school so that the gap between these and other pupils is narrowing. In last year's Year 6, the gap between pupils eligible for support for the pupil premium was approximately two terms behind in English and three terms in mathematics.

### The quality of teaching is good

- Teaching has been consistently good over time in reading, writing and mathematics with examples of outstanding practice. There are positive relationships between teachers and pupils in lessons across the school and this supports pupils' learning.
- Teachers plan lessons carefully, ensuring that work is available for pupils of different levels of ability. Teaching assistants give effective support for disabled pupils and those with special educational needs in lessons. They are able to adapt activities if necessary to ensure these pupils make good progress throughout lessons.
- Teachers have good subject knowledge and present their lessons clearly. There is a good balance of input from the teacher and time for pupils to get on with their work on their own or in groups.

- The teaching of information and communication technology (ICT) is particularly strong, with pupils being taught skills beyond those usually found in primary schools, such as embedding links to their own multi-media content in their work.
- In the best teaching, teachers have very high expectations of pupils' learning. For example, in a Year 6 literacy lesson where pupils were describing a character, questioning was used very skilfully to get pupils to think and reflect on each other's work. Pupils compared and contrasted examples of different styles of writing before beginning their own pieces. The teacher helped pupils 'visualise' their characters before they described them. Pupils were very enthusiastic about their learning and made excellent progress.
- Teachers across the school do not always have such high expectations of how much pupils can learn in lessons and, although progress is commonly good, it is usually not as rapid as that seen in the best lessons. Some variation was seen in teachers' questioning skills. Where questioning is used well this helps deepen pupils' understanding and encourages them to think hard. However, this is not always used effectively by all teachers to extend pupils' learning.
- Marking is carried out regularly across the school with positive comments and areas for improvement. Where progress is the best, teachers have very high expectations of pupils and give them challenging steps for development. Teachers assess pupils' work regularly and accurately.

### **The behaviour and safety of pupils are good**

- Pupils are polite and courteous to each other and to adults. Their behaviour is good in a range of teaching groups and around the school. Pupils say behaviour is good in school and most parents agree. There are very few incidents of poor behaviour and the school has been effective in supporting pupils who have had problems with their behaviour.
  - Pupils have positive attitudes to learning and work well together in pairs or in small groups. They cooperate when teachers choose who pupils should work with: for example, boys and girls are happy to work in groups together. The school has introduced the use of 'learning detectives' who are given the responsibility to select a pupil who has worked particularly well. Pupils think this is valuable and listen attentively to the reasons why someone is selected.
  - Pupils take on range of responsibilities across the school, including office responsibilities, 'ICT agents', play buddies and peer mediators who sort out disputes. Members of the school council have met the mayor and visited the town council.
  - Pupils say they feel safe in school and the all parents completing the on-line survey agree. Discrimination of any kind is not tolerated and positive relationships are promoted. Pupils say that bullying is not an issue. They are confident that adults will help them if they have a problem and there is also a 'worry box' which pupils can use if they want to raise a concern but do not wish to speak to a member of staff.
  - Pupils are punctual to school and to lessons and their attendance is broadly average.
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**The leadership and management are good**

- The executive headteacher and associate headteacher are clear about the strengths and areas for development in the school. They have ensured that good standards of teaching and pupils' achievement have been maintained over time despite there being significant changes to teaching staff. The federation has meant that there have been opportunities for joint training and for expertise to be shared, for example, the associate headteacher leads pupil progress meetings for both schools.
  - There is a new performance management policy in place linked to the Teachers' Standards. Senior leaders have met with teachers to discuss their teaching and areas of focus linked to these standards. There are different expectations for teachers at different stages of their career. Targets set for teachers are linked to the development of their teaching, pupils' achievement and an individual focus linked to the school development plan.
  - Assessment of pupils' progress is accurate and leaders check on this regularly. There is evidence to show how teaching has been improved, particularly for teachers new to the profession. Teachers are positive about the support they receive. However, when leaders monitor teaching, their feedback does not always give clear steps to work on to improve their teaching which can be followed up in later observations.
  - The school gives priority to the development of pupils' basic skills in reading, writing and mathematics in the curriculum. Pupils develop these skills in other subjects through a topic-based approach to learning about different subjects. The ICT curriculum is a particular strength.
  - Pupils' experience of school is enriched with a wide range of events. These include a 'Money Skills and Bills' day to teach pupils how to manage money; visits to places of interest such as a Year 2 visit to Warwick Castle; and 'Shipston Super Seven Culture Week', where the school involved the local community and wrote to famous people in the local area to ask for seven cultural experiences all primary pupils should have including what book they should read, what film they should see and what food they should taste.
  - There is good provision for pupils' spiritual, moral, social and cultural development. Pupils reflect on moral issues, for example considering 'fair trade' during an assembly and thinking about what they would stand up for. They learn about different cultures in lessons and are given opportunities to experience special days such as 'Africa Day'.
  - The local authority provides 'light-touch' support to the school, including a range of meetings and courses for staff to attend.
  - **The governance of the school:**
    - Governors receive regular training; they have attended courses arranged for local schools and use an external adviser to support them in aspects of their role such as understanding data and school improvement. Governors have discussed the school's published performance data with senior leaders and have received updates on the quality of teaching and pupils' progress. Governors have ensured there is a clear policy in place for how pupil premium funding will be spent and are aware of the difference this is making to the identified pupils' progress. They visit regularly so they can see for themselves how good teaching is and how well pupils are doing. They also meet regularly with pupils to hear from them what they think about the school. Governors receive external support for the performance management of the headteacher and have regular updates from the executive headteacher to confirm that the different parts of the performance management process for other staff have been carried out.
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They sign off pay awards for staff and only do this when teachers meet their targets, teach well and meet the required standards. They check safeguarding procedures monthly, ensuring statutory requirements are met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	125520
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	413233

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

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	379
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephen Gray
<b>Headteacher</b>	Christian Hilton (Head of Federation)
<b>Date of previous school inspection</b>	16 June 2010
<b>Telephone number</b>	01608 661266
<b>Fax number</b>	01608 662780
<b>Email address</b>	primary@shipston.warwickshire.sch.uk

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