

# William Shrewsbury Primary School

Church Road, Stretton, Burton-on-Trent, DE13 0HE

**Inspection dates** 2–3 July 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- The school's leaders have successfully improved teaching and learning. Teachers' performance is managed well. Teaching is never less than good, and it is often outstanding.
- The school makes good use of expertise from across the Co-operative Trust to make sure that assessments are accurate and pupils' progress continues to improve.
- Pupils make good progress because their learning is closely matched to their individual needs.
- Reading, writing, mathematical and information and communication technology skills are developed well from Nursery onwards.
- Pupils' behaviour is excellent. Pupils thoroughly enjoy school and their attendance is above average. This helps their learning.
- Pupils say they feel safe and very well cared for, and say the school teaches them how to keep themselves safe. Their parents agree.
- The governing body supports and challenges the school robustly. Governors check that spending decisions are improving pupils' learning.

### It is not yet an outstanding school because

- Teaching is not yet consistently outstanding because staff sometimes direct pupils' learning too much in the main body of the lesson and do not give pupils the opportunity to show what they know and can do.

## Information about this inspection

- Inspectors observed teaching in 39 lessons. These included seven that were observed jointly with the headteacher and the deputy headteacher. They also observed play and lunchtimes.
- Discussions were held with pupils, governors, staff and a representative of the local authority.
- The views of the 65 parents who replied to the online questionnaire (Parent View) were analysed. Parents' views were also sought informally at the start of the school day.
- Account was taken of the 37 responses to the questionnaire for staff.
- Inspectors scrutinised a wide range of documents, including information about pupils' progress and attendance, the school improvement plan, the school's self-evaluation document and records and policies about safeguarding.
- Inspectors also examined the work in pupils' books, sampled sessions where pupils were learning letters and sounds (phonics), and listened to pupils read.

## Inspection team

Doris Bell, Lead inspector

Additional Inspector

Marion Thompson

Additional Inspector

Michael Onyon

Additional Inspector

Christopher Ogden

Additional Inspector

## Full report

### Information about this school

- This school is much larger than the average-sized primary school.
- Almost all pupils are from White British backgrounds. The proportion from minority ethnic backgrounds is increasing.
- The proportion of pupils known to be eligible for the pupil premium is below average. The pupil premium is additional funding for children in local authority care, pupils known to be eligible for free school meals and children with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is below average. The proportion who are supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is part of a Co-operative Trust involving several schools and other institutions that are working together to improve pupils' progress.
- The school has its own breakfast club. There is also an after-school club, which is privately-run.

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

- Secure an even greater proportion of outstanding teaching, and therefore learning, throughout the school by making sure that:
  - teachers do not over-direct pupils' learning in the main part of a lesson
  - pupils are always given the time and space to work independently so that they can show what they know, understand and can do.

## Inspection judgements

### The achievement of pupils is good

- Children start Nursery with skills that are below those expected for their age. They are joined in Reception by a number of children from other pre-school settings, also with lower-than-expected skills. All make good progress and are well prepared for their work in Year 1.
- Pupils achieve well. Early indications from the national test and assessment results for 2013 are that standards in reading, writing and mathematics have risen in Year 2 and Year 6. In both year groups, greater proportions of pupils have reached the higher levels than previously. Overall attainment is average but the continuing upward trend in Year 6 means it is nudging above this year. Because of changes in the way outcomes, particularly writing, are now assessed, caution is needed when comparing attainment and progress over time.
- The latest published data for progress (2012) does not accurately reflect the good progress pupils make. The school has convincing evidence to show why progress faltered for some pupils at different times on their journey through the school. This includes, for example, trauma in their home backgrounds, or arriving in school only in the latter part of Key Stage 2. Records show that the support given to these pupils and their families was successful in improving their progress, not least by caring for their emotional wellbeing so that they could learn.
- Additionally, when the pupils were in Year 2, the school awarded the higher Level 3 to some of them before they were entirely secure at that level. This has been sorted with training to ensure that teachers' assessments are now accurate. However, taken alongside the children's declining attainment on entry, it led to the downward trend in attainment evident at the end of Key Stage 1 in recent years. Standards are rising again in Year 2 because much is in place to ensure that they do.
- When reading, pupils use their good knowledge of letters and sounds (phonics), and clues from pictures and text to help them read new words. Pupils appreciate the benefits gained from guided reading sessions and from reading at home. They are developing good ability to understand the meaning behind the written word.
- Pupils have good oral and thinking skills. They are analytical, and readily challenge staff and each other, for example, when they do not know the meaning of a word, or to suggest a word to make writing more interesting.
- Pupils write well. Good-quality writing was seen throughout the school. By Year 6, pupils' writing is well organised and mindful of audience. Spelling, grammar and punctuation are usually accurate.
- Pupils enjoy mathematics because their work is rooted in understanding number and using and applying number skills. This was evident as Year 2 pupils learned to measure accurately and Year 6 pupils explored the range of information that could be obtained from graphs.
- Pupils use their literacy, numeracy and information and communication technology skills well in different subjects; for example, in science, geography, art, and design and technology lessons.
- Disabled pupils and those who have special educational needs make good progress. The school is vigilant in checking that programmes to boost their learning work, and it changes them if they do not. As a result, some pupils catch up rapidly and no longer need support.

- The school successfully closes gaps in learning for pupils for whom it receives pupil premium funding. These pupils make good progress. In 2012, they were less than one term behind their classmates in English and about six months behind in mathematics. This is a smaller gap than is seen nationally.

### **The quality of teaching** is good

- Excellent relationships, challenging activities, and high expectations of pupils' learning and behaviour, are key features of the good, and often outstanding, teaching in this school.
- Questions are open-ended and adjusted to include all pupils. Pupils are encouraged to talk to a partner to clarify their thoughts before answering, and staff build on pupils' responses well, using their own good subject knowledge. Teaching assistants provide good support for pupils in all of this.
- Planning is based securely on what teachers learn from assessing pupils' work. Common misconceptions are picked up quickly in lessons and activities adjusted to tackle them. There is always a further challenge for any pupil who completes work quickly.
- Marking is good. Comments provide a good balance between celebrating what pupils have done well and guiding them to do better. Pupils value the opportunities they have to respond to marking, and often engage in a dialogue with their teacher that further extends their learning.
- Reading, including phonics, is taught well. Staff develop in pupils a love of books that they carry into their home lives. They also work with parents to help them to support their children's reading.
- Staff successfully encourage pupils to be reflective and critical, to seek answers and to evaluate their own and other pupils' learning. Much learning is based on helping pupils to solve problems and find things out for themselves. Pupils therefore become increasingly confident to float ideas, ask questions and make suggestions.
- Where teaching is good rather than outstanding, it is usually because staff direct pupils' learning a little too much in the main body of the lesson. This means that pupils sometimes do not have the time and space they need to work independently and learn even faster.

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

- The pupils' exemplary attitudes to learning contribute greatly to their good progress. They get straight down to learning when they arrive, work hard throughout the day, and show excellent ability to carry on learning even when not working directly with an adult.
- Pupils engage well with their teachers in setting targets, and help to set the criteria against which their learning will be assessed. They follow the good example set by their teachers when they mark their own or each other's work, and understand the importance of striving for further improvement.
- Pupils readily accept others, regardless of background or ability. For example, they described how the displays around the school are 'dyslexia friendly' with bright colours and much visual representation, and are proud that the school's dyslexia-friendly status has been renewed.

- Pupils are proud to take responsibility; for example, as perfect pals, play leaders, school councillors, members of the pupils' health and safety committee and computer experts. They know that they and their views are valued, and appreciate the wide range of well-attended out-of-school activities that enrich their learning and personal development.
- Parents say the school is 'fantastic', they 'feel privileged' to have their children there, that behaviour is good and their children are safe and cared for well.
- Pupils have an excellent understanding of different forms of bullying and what to do should they know of any. They trust the staff implicitly to help them with any concerns. Though they acknowledge that there has been a very small amount of bullying, pupils say it was dealt with quickly. The school is vigilant in teaching pupils how to keep themselves safe at all times, including, for example, when using the various forms of modern technology.
- The breakfast club provides pupils with a good start to their day. It has successfully improved attendance and punctuality. Similarly, the after-school club ends the day in a relaxed way for the pupils while they wait for their parents to pick them up. Pupils from different age groups mix well together in both these settings.

### **The leadership and management** are good

- Senior leaders' relentless determination to improve all aspects of pupils' learning and personal development manifests itself in clear strategic thinking and a well-focused school improvement plan that arises out of robust and accurate self-evaluation.
- The rigorous implementation of the plan has led to better teaching and learning. It has resulted in an upward trend in attainment in Year 6 and has halted the previous downward trend in Year 2. It remains for the school to raise teaching and achievement to outstanding in order to realise its ambition to become an outstanding school.
- Progress towards the school's stated priorities is rigorously monitored and evaluated to ensure improvement. Staff performance is managed well. Best practice is consistently modelled through opportunities for staff to observe and learn from each other and to engage in well-considered professional development opportunities.
- Excellent teamwork throughout the school contributes greatly to the outcomes for the pupils, as does the very attractive learning environment in which they work and play. The school makes good use of the Co-operative Trust, to which it belongs, to help it improve teaching and learning.
- The teams that manage different subjects and aspects of the school's work understand and fulfil their roles well. The management of the provision for children in Nursery and Reception is good, as is the management of the provision for disabled pupils and those who have special educational needs.
- Pupils understand how what they learn in one subject can help in another because subjects are planned and brought together in topics that make learning exciting for them. The topics promote basic skills well and include many opportunities for pupils to learn about different faiths, cultures and ways of life in Britain and abroad.
- The school promotes equality of opportunity well, for example, by teaching pupils that having

rights brings responsibilities and that it is important to avoid discriminatory language or behaviour of any kind.

- The local authority provides light-touch support for the school, which it considers to be good and improving.
- Improvement since the previous inspection and the pupils' continuing good progress all show that the school has strong capacity for further improvement.
- Safeguarding procedures, including those for child protection, meet the government's current requirements, and all training, including for child protection, is up to date.

■ **The governance of the school:**

- The governing body has an in-depth understanding of how well the school is doing. Governors support school leaders well but do not shirk from challenging them robustly to ensure that everything possible is done to improve pupils' progress. Governors also have an excellent understanding of data and regularly join senior staff in lesson observations. They receive presentations from staff to ensure that priorities are being met. Governors also seek the views of staff, parents and pupils to gauge their satisfaction with the school. Governors assist the headteacher in making decisions about pay increases, ensuring that only good performance is rewarded. They make sure that pupil premium funding is properly allocated and that its use is closing gaps in learning and personal development for the eligible pupils. They manage finances well and attend relevant training to ensure that they fulfil their roles as best they can.

## 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>	124132
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	412930

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	658
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dan Beard
<b>Headteacher</b>	Bernadette Hunter
<b>Date of previous school inspection</b>	14 October 2008
<b>Telephone number</b>	01283 239131
<b>Fax number</b>	01283 239134
<b>Email address</b>	office@williamshrewsbury.staffs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto:enquiries@ofsted.gov.uk).



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 and as part of the inspection.

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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

