

Shrubland Street Community Primary School

Shrubland Street, Leamington Spa, CV31 2AR

Inspection dates 3–4 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
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 achieve well; they consistently make good and often rapid progress as they move through the school, especially in Key Stage 2.
- Disabled pupils and those with special educational needs make good progress as a result of additional support that is closely tailored to their individual needs.
- Most pupils supported by the pupil premium achieve as well as their peers.
- Teachers mark pupils' work regularly and with very helpful written comments, which enable pupils to improve their work.
- Teachers have good subject knowledge and enthuse their pupils in their specialist subjects.
- Teachers question pupils well and encourage them to think carefully about the reasons for their answers.
- Pupils' behaviour is good. They feel safe in school, are polite to adults and each other and show respect for their environment.
- Leaders and governors monitor the quality of teaching and learning closely and demand the highest standards of teaching from all staff.
- Governors and school leaders have high aspirations for this good school and ensure that it continues to improve.

It is not yet an outstanding school because

- The most able pupils do not always complete their work as quickly as they could, or to the best of their ability and this sometimes restricts their progress.
- Pupils do not know how to select the most appropriate method to use when faced with complex mathematical problems.
- School leaders and governors do not analyse the impact of the pupil premium and sports funding, and the school's spending on other resources, in sufficient depth.

Information about this inspection

- Inspectors observed 13 lessons and one assembly. In addition, inspectors observed pupils working in small groups, and made several other short visits to lessons and listened to some pupils read. Two lessons were observed jointly with the headteacher.
- A wide range of documentation relating to the school’s work was looked at. This included information relating to safeguarding, pupils’ attainment and progress, monitoring of teaching and performance management records, the school’s plan for improvement, and governing body minutes.
- Discussions were held with pupils, both informally and formally, and a range of pupils’ work was looked at.
- Conversations were held with senior and subject leaders, a representative from the local authority and with two governors, including the Chair of Governors.
- The views of parents were taken into account through the 16 responses to the Parent View website, and discussions with parents in the playground at the start of the school day.

Inspection team

Clare Saunders, Lead inspector

Additional Inspector

Justine Lomas

Additional Inspector

Full report

Information about this school

- This is a smaller than the average-sized primary school, where most pupils are from a White British background.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is above average. The proportion of these pupils supported at school action plus or with a statement of special educational needs is below average.
- An above-average number of pupils join or leave the school at times other than the usual times of entry or leaving. In addition, not all children from the Nursery enter Reception, and not all children in Reception have been in the school's Nursery.
- The proportion of pupils supported by the pupil premium is above average. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after by the local authority.
- The governing body manages a breakfast and afterschool club.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of teaching that is outstanding so that all pupils rapidly learn new skills and acquire understanding in depth in all subjects by:
 - raising teachers' expectations of how quickly the most able pupils can complete the learning activities set in lessons and making these expectations very clear to the pupils themselves
 - ensuring pupils are given regular opportunities to practise different methods for tackling mathematical problems so that they are able to select the one that is the most appropriate for a particular task.
- Refine the system used by leaders and governors to track pupil progress so that leaders and governors are better able to identify the impact of particular initiatives, particularly those supported by the pupil premium and the additional funding for sport.

Inspection judgements

The achievement of pupils is good

- Children enter the Foundation Stage with skills, knowledge and understanding well below those typically seen at their age. They make good progress, especially in the development of their understanding of the world, and by the time they move to Year 1 they are working at standards that are much closer to age-related expectations.
- The standards that pupils reach by the end of Key Stage 1 are improving steadily, and pupils currently in Year 2 are on track to reach standards in reading, writing and mathematics that are broadly average. This reflects the increasingly good progress that pupils make in their learning and this demonstrates an improvement since the previous inspection.
- The results that pupils achieve by the time they leave the school in Year 6 are also increasing, and pupils enter secondary school with standards that are at least in line with the national average in reading and mathematics and increasingly good in writing. Individual pupils often make excellent progress as they move through Key Stage 2, although the most able pupils do not always complete their work as quickly or as well as they could and this restricts their progress. The proportion of pupils achieving Level 5 in 2013, for example, was below the national average in mathematics and reading.
- Pupils enjoy reading and can use their knowledge of phonics (the sounds that letters and sounds make) to read unfamiliar words. They like to read regularly at home, and can talk with confidence about the meaning of the texts they are reading. School leaders encourage pupils' love of books and arrange for each class to visit a local bookshop each year so pupils can choose and buy a book for themselves.
- Pupils who are supported by additional funding from the pupil premium achieved results that were equal to or slightly better than their peers in reading and writing last year, but were four months behind in mathematics. These pupils all made better progress than their peers in reading, writing and mathematics. Eligible pupils currently in the school are achieving in line with, or better than their peers in the majority of cases. This is due to the good use of the additional staffing and resources funded by the pupil premium, which allows these pupils to learn in small groups and benefit from additional support when required.
- Disabled pupils and those with special educational needs make good progress in their reading, writing and mathematics. They receive small group and individual tuition when needed, and school leaders follow their progress closely and arrange for additional help when needed.
- The additional funding for physical education is used to extend the opportunities in sport. Pupils now enjoy opportunities to take part in a range of sports including cricket coaching, dance and cheerleading from an expert coach, and additional activities offered at lunchtimes, such as skipping workshops. The effect of this coaching is that many pupils compete at county level as well as within local school group competitions, and most pupils take part in additional clubs.
- School leaders ensure that all pupils have the same opportunities to achieve well and to engage fully in all the activities the school offers. Consequently, pupils make good progress in their learning and well-being throughout the school.

The quality of teaching is good

- The quality of teaching is consistently good with some that is outstanding. This is an improvement since the previous inspection.
- The consistency and quality of teachers' marking throughout the school are strengths that are having a positive effect on pupils' learning and progress. Teachers clearly identify good work and write detailed comments on what could be improved. These comments are carefully tailored to reflect the particular strengths and weaknesses of individual pupils. Pupils respond eagerly to their teachers' guidance, showing that they fully understand its importance, and can explain how their written comments have helped their learning. As a result, each pupil knows what to do to improve their work.
- Teachers' subject knowledge is good and they are enthusiastic about their subject specialisms. This stimulates pupils' interest and eagerness to learn. For example, pupils enjoyed taking part in a science fair organised by the science subject leader, building on their knowledge of science that they learned in the school's science laboratory. Year 5 pupils spoke enthusiastically and knowledgeably to inspectors about a science-based fiction book they had been given to read. In another example of effective teaching, in a Year 3 Spanish lesson, pupils were working together to find out the names of parts of the body, and became competent in singing 'head, shoulders, knees and toes' in Spanish by the end of the lesson.
- Teachers ensure pupils think about their answers to questions before saying them and insist pupils explain fully the reasons for their answers. Teachers quickly pick up on any misunderstanding and adapt activities to make sure all understand what they are required to do. For some high ability pupils, however, teachers' expectations of the level of detail their answers and work should contain are not made clear enough, and these pupils are capable of achieving more than they sometimes do in lessons.
- Teachers have a good knowledge of the ability and previous work of each pupil in their class. Lessons are planned to take this into account, and as a result all pupils, including those new to the school within the school year, develop their knowledge and understanding well.
- Teaching assistants work closely with teachers and are constantly aware of when pupils need additional help with their work. They help pupils within the class and in small groups. For example, a teaching assistant worked with a small group of pupils to develop their reading and writing skills, and encouraged pupils to have a go at increasingly difficult reading tasks.
- This year, teachers have focussed on finding effective ways to help pupils develop the skills to solve mathematical problems. For example, pupils recently investigated which minutes in football games yielded the most goals. To an extent they have been successful; however, inspectors noted examples of pupils who were unsure which method to use to tackle particular problems they had been set in lessons, and this remains a priority for the school to resolve.

The behaviour and safety of pupils are good

- Pupils are considerate and respectful of others in their conduct in and around school. Their behaviour is good. They show respect for their school environment and equipment, and play well together at lunchtimes and playtimes. They understand that each individual has a responsibility to themselves and to each other to behave well and listened attentively to an assembly on this theme by the headteacher.
- Pupils enjoy coming to school. Their attendance has improved and is now above the national

average, as a result of school leaders' efforts in making sure parents and pupils understand the importance of regular attendance. Pupils particularly enjoy the trip to the cinema they get for high attendance.

- Pupils speak highly of the various trips they go on which are linked to their studies and to developing their well-being. For example, Reception children visited the seaside during the inspection, and pupils in Years 1-6 talked animatedly about residential trips they could go on.
- Teachers show a consistent approach to encouraging good behaviour through merit awards and stickers, and to ensuring that pupils know the standards of behaviour expected of them. There are very few pupils who need an adult to remind them to concentrate on their work rather than be distracted in class.
- The school's work to keep the pupils safe and secure is good. Incidents of bullying are rare and are dealt with quickly by staff. Pupils feel there is always someone to talk to if needed, and this includes younger pupils talking to older pupils within the school.
- Pupils have a good understanding of the importance of keeping themselves safe online and elsewhere. They undertake a cycling awareness course, and can speak about measures they take to protect their identity whilst using the internet. Pupils in Year 6 have all completed a recognised First Aid course.
- The school council actively seeks the opinions of all pupils in the school, and has brought about improvements in the environment for the benefit of the school community, for example in the playground.
- The breakfast and after school club offers a calm and orderly start or finish to the school day.
- In their responses to inspectors, parents and carers readily confirmed that behaviour and safety in the school are good.

The leadership and management are good

- The highly effective headteacher, supported by equally effective senior and subject leaders, has developed a culture of high aspirations for all the school's pupils. The headteacher expects only the best from pupils and teachers and, consequently, both achievement and teaching are good and have improved since the previous inspection. There are clear plans for continued improvement.
- There are rigorous systems in place for monitoring the quality of teaching and linking this with the management of performance of teachers. Regular observations, discussions about pupils' achievement through half-termly meetings with subject leaders and teaching staff and regular scrutiny of pupils' work are used to determine training needs and priorities for further development. School leaders and governors have made it very clear to staff that underperformance is not tolerated, and that only good performance will be rewarded.
- The curriculum is organised so that teachers make the most of their specialist areas, and that each teacher leads on a particular subject. This has been very successful in raising the profile of subjects with pupils, as reflected by their enthusiasm, for example, for science and Spanish. The science subject leader has been instrumental in developing a specialist science laboratory and making links with other schools.

- School leaders have ensured that all staff have the opportunity to work with other schools to develop their practice. This includes working with the local Teaching School and with a Teaching School from another local authority, that is in a similar social and economic area to the school.
- The local authority has provided effective support for school leaders, especially in analysing and understanding pupils' progress information. Recently the local authority has reduced the support offered to the school, in recognition of the good leadership.
- School leaders follow the progress of each pupil closely, and each groups of pupils, such as those who join the school part way through the school year. Pupil premium and sport funding is used to provide additional tuition and resources, such as sports equipment, and as a result pupils have benefited from this additional funding. However school leaders do not yet track the impact of resources including the pupil premium and sport funding in sufficient detail and leaders and governors do not always know exactly what impact these have had on pupils' achievement and why.
- **The governance of the school:**
 - Governors are well-trained and have very detailed knowledge about pupils' achievement in reading, writing and mathematics in each year group, and also of the quality of teaching throughout the school. They encourage regular discussion between teachers and governors through regular visits as well as inviting subject leaders to talk to the governing body. They hold school leaders to account at every level and manage the performance management process rigorously. They have high expectations for the future of the school and their highly accurate self-evaluation ensures they know what needs to improve. Governors maintain a rigorous oversight of the school's finances and ensure all statutory duties, including those relating to safeguarding, are met in full.

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

Unique reference number	130951
Local authority	Warwickshire
Inspection number	442558

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	190
Appropriate authority	The local authority
Chair	Ruth Skidmore
Headteacher	David Farrar
Date of previous school inspection	5 December 2012
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