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20 October 2015

Sarah Marshall
Headteacher
Shottery St Andrew's C of E Primary School
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CV37 9BL

Dear Mrs Marshall

Short inspection of Shottery St Andrew's C of E Primary School

Following my visit to the school on 22 September 2015 I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in May 2012.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You and your colleagues have a clear understanding of the strengths and weaknesses of the school and are quick to take action to bring about improvements when they are needed. As a result of effective teaching pupils achieve well.

The culture of the school is firmly based on ensuring that every pupil is known as an individual and is supported to achieve their best. This is summed up in your school motto: 'care for and inspire, care about and achieve', which is held dear by members of the school community.

At the previous inspection, inspectors commented on pupils' excellent behaviour and very positive attitudes. These continue to be strengths in the school as a result of the consistently high expectations that all staff have of pupils and the high standards of care provided.

In May 2012 inspectors also identified that teaching could be improved still further, particularly in writing. There have been a number of changes of teaching staff since the previous inspection. You have provided very clear guidance for teachers new to the school and make careful checks on their work. As a result, teachers draw out the best in their pupils, for example through skilful questioning and very helpful marking. The quality of teaching has been enhanced.

You were quick to respond to a dip in standards in reading, writing and mathematics in 2013. The strategies to improve the progress that pupils make, in particular the revision of the curriculum to provide more opportunities for pupils to write, have been successful. Pupils at Shottery now make progress that at least matches, and sometimes exceeds, the national average. There is still work to be done in improving mathematics where the rates of progress, though improving, do not yet match those in reading and writing.

Safeguarding is effective.

Leaders and governors are continuing to keep pupils safe. Safeguarding is embedded in the school's caring culture. Leaders have ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. When required, the school is tenacious in following up concerns about pupils' safety and well-being, working well with other agencies to support pupils and their families. Pupils display a good understanding of how to keep themselves safe when using the internet following a series of lessons on this. The school's work to raise pupils' awareness of a wider range of risks, such as those associated with extremism, is at an early stage of development. Leaders recognise the importance of developing this aspect further.

The pupils that I spoke to told me that they feel very safe in school because everybody knows them well and 'we look out for each other'. Parents value what the school does to keep children safe. For example, parents of the children that have just started in the Reception class appreciate that their children wear high-visibility jackets when playing on the playground. Older pupils are consequently very conscious of not playing too boisterously around these children and also check that they are safe and happy.

Inspection findings

- You have a passionate commitment to ensuring that every pupil in the school receives personal and academic support to help them excel. You make careful checks on the quality of teaching and how well pupils are learning. Teachers receive well-judged support and guidance on how to develop.
- Leaders, teachers and governors know the school well. The school responded swiftly to the drop in standards in 2013 and put in place a range of effective strategies to improve the progress that pupils make. The strong spirit of teamwork among staff means that they all take responsibility for bringing about the necessary improvements and support one another. This all leads to consistently high expectations about pupils' learning and behaviour.
- Governors are committed to supporting the school's continued improvement. They are well informed about the progress that pupils are making and the quality of teaching. Governors use this information to challenge leaders, insisting that they are provided with evidence to verify that the improvements required are taking place.

- Teaching at Shottery St Andrew's is characterised by the high expectations that teachers have of their pupils. In their lessons pupils display exemplary attitudes to their learning, taking pride in their work. Pupils work hard and, as a result, achieve well.
- Pupils told me how much they value the comments that their teachers make when marking their books. These comments are precise and it is evident from the books I looked at that they are helping pupils to improve.
- Teachers have become skilled in their use of questioning, which helps pupils to understand what they are expected to do and encourages them to extend and improve their work. As a result, standards are rising, particularly in reading and writing.
- The school's most recent assessment information shows that by the time pupils leave school at the end of Year 6 most have made at least the progress expected of them in reading and writing, and many have made even better progress. Disadvantaged pupils, disabled pupils and those who have special educational needs achieve equally well. This reflects a sustained improvement in reading and writing following the drop in standards in 2013 and comes as a result of the improvements in teaching.
- In mathematics the proportion of pupils making expected progress has improved consistently over three years to match the national average. However, not enough pupils make more than expected progress. At times pupils spend too long practising mathematical operations that they have already grasped. This means that pupils do not have sufficient opportunities to develop their mathematical reasoning and understanding through the application of these skills. The school has recognised this as an area for further improvement and has put in place strategies to address it. Daily 'maths meetings' take place in addition to a mathematics lesson. The most-able pupils in Key Stage 2 take part in extra lessons. However, it is too soon to judge the impact of these strategies.
- Progress for children in the early years was hampered by staffing changes during the last school year. Despite the best efforts of leaders to manage these changes, the lack of continuity resulted in a decline in progress. Too few children achieved a good level of development at the end of the Reception year. There was a particular weakness in writing. Activities planned for the youngest children do not always provide sufficient focus and challenge to encourage children to extend their learning. There is now an established team in place for these pupils and this team has an accurate view of how to improve the provision. The classroom and outside learning space have been transformed and provide a rich and stimulating learning environment.
- Leaders have been successful in maintaining the exemplary behaviour and attitudes of pupils noted at the previous inspection. During the inspection we observed pupils behaving sensibly and considerately in classrooms, around the school and on the playground. Pupils' positive attitudes contribute very significantly to the successful ethos of the school.

- Parents think highly of the school. They value the individual care and attention that their children receive. Leaders and teachers provide parents with termly updates on how well pupils are achieving and attending school.

Next steps for the school

Leaders and governors should ensure that:

- the progress that pupils make in mathematics continues to improve by providing more opportunities for pupils to develop their mathematical reasoning and understanding
- provision for children in the early years provides sufficient opportunities for children to extend their learning, particularly in writing, so that more children achieve a good level of development by the end of Reception.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Warwickshire. This letter will be published on the Ofsted website.

Yours sincerely

Mitchell Moore
Her Majesty's Inspector

Information about the inspection

During the inspection, I met you and three governors, including the Chair of the Governing Body. You and I visited classrooms together to observe pupils in their lessons and look at their work. I spoke with a number of pupils in classrooms and on the playground at breaktime. I met with a group of teachers. I evaluated school assessment information and other records, including those related to keeping children safe. I considered the views of 13 parents as recorded on Parent View and also met with parents on the playground as they brought their children to school at the start of the day.