

Inspection of a good school: Alveston CofE Primary School

Knights Lane, Tiddington, Stratford-upon-Avon, Warwickshire CV37 7BZ

Inspection dates:

2 and 3 November 2021

Outcome

Alveston CofE Primary School continues to be a good school.

What is it like to attend this school?

'I just love learning,' is a comment typical of pupils at Alveston. Teachers plan interesting lessons across a wide range of topics. They fire up pupils' curiosity so that pupils want to know more and learn more. There is a buzz of concentration in lessons. Pupils are keen to share what they have learned. For example, they explain in great detail how mountains are formed or what happened during the Great Fire of London. Pupils do well and learn a lot at this school.

Everyone has high expectations of what pupils can achieve. Leaders make sure that teaching and learning and pupils' well-being and personal development are the top priorities. They look continually to enhance the quality of education on offer.

Pupils behave very well. They show respect and kindness to all around them. They are especially good at encouraging each other. They value their differences and what makes each one of them unique. As a result, bullying is rare. When it does happen, leaders act quickly.

Leaders and staff work together to provide opportunities to develop pupils' confidence and self-esteem. For example, pupils participate in creative writing workshops, forest school activities and bell boating on the local river.

What does the school do well and what does it need to do better?

Leaders ensure that all pupils, including those with special educational needs and/or disabilities (SEND), study a rich and balanced curriculum. Pupils, and parents and carers, value the broad education on offer. Pupils talk enthusiastically about the work they do in different subjects, including science, computing and history. Leaders check the timetable to make sure that pupils have enough time to learn things in depth.

Over the last eighteen months, leaders and staff have worked together to refine curriculum plans. They have made sure that the curriculum begins in the early years. For

example, when studying the history theme of monarchy, pupils in Reception learn about the royal family. They plan celebrations for the Queen's birthday. Leaders consider what they want pupils to know and the order in which they will learn it. The COVID-19 pandemic hindered the implementation of some plans. Leaders know there is still some work to do in a few curriculum areas to ensure that new learning builds on what pupils know and can already do.

Leaders ensure that all staff are well trained and develop good subject knowledge. Staff value the opportunities to develop professionally and personally. Teachers look carefully at techniques to help pupils remember more. Pupils love songs that help them remember essential facts and subject-specific vocabulary, for example the water cycle rap in Year 4. Pupils use it to help them talk confidently about concepts such as precipitation, evaporation and accumulation.

Staff work together to ensure that pupils learn to read as soon as possible. They want every child to reach the required standard in phonics. Leaders trained all staff in a new way of teaching phonics during 2020. Although the pandemic hindered this, most staff teach early reading confidently. Pupils are making strong progress in learning their sounds. They read new books that match the sounds that they know. Adults patiently support pupils who need extra help. Leaders check how well older pupils are doing with their reading. They suggest books and encourage pupils to visit the library. Pupils across the school display a real love of reading.

Mathematics is well planned and taught. Teachers have good subject knowledge. Pupils say that mathematics makes them think and they have to work hard. Lessons always begin with a chance to recap what pupils already know and can do. From Reception onwards, pupils quickly secure their knowledge of number. Pupils explain what they are doing using subject-specific vocabulary accurately.

Pupils are passionate about their learning. They talk in detail about how to write a computer programme or about the Japanese artist who painted 'The Great Wave'. They work well together in lessons. Effective use is made of partner talk and pupils listen carefully to each other. They know what is expected of them. The school is calm and learning focused.

Pupils with SEND are well supported in school. Leaders listen to pupils' views and use this to provide bespoke support.

Leaders, staff and governors are deeply committed to ensuring that pupils, including those who are disadvantaged, develop skills that help them prepare for future life. Independence and self-assurance are encouraged from the moment pupils start school. Leaders look for ways to enhance the curriculum. After-school clubs in science, computing, German and netball are complemented by participation in local events. For example, pupils contribute to a literary festival and supported Stratford in bloom with their families.

Safeguarding

The arrangements for safeguarding are effective.

The culture of safeguarding is strong. Staff work closely together to ensure that pupils flourish in their care. Leaders have established appropriate procedures for keeping pupils safe. All staff are well trained and know how to report a concern. They are vigilant. Leaders work skilfully with families who need early help. Good use is made of external support when appropriate.

Pupils learn how to protect themselves and stay safe in different situations, such as when working online or crossing the road. They develop a 'network hand' of trusted adults who they know they can go to with any worry.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are working with staff to review all subjects in the curriculum, but due to the impact of the pandemic, not all foundation subjects have been fully reviewed or implemented yet. It is clear that leaders are already taking action to refine and develop curriculum plans in subjects such as design technology and modern foreign languages so that the essential knowledge they want pupils to learn is made clear. For this reason, the transitional arrangements have been applied.
- The new approach to teaching phonics is still in the early stages of implementation. Leaders should continue to support staff to deliver the phonics programme effectively and with confidence so that all pupils reach the ambitious targets set in reading.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in June 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	125623
Local authority	Warwickshire
Inspection number	10200232
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair of governing body	Alex Quinn
Headteacher	Anne Clewley
Website	www.alvestoncofeprimary.co.uk
Date of previous inspection	13 October 2016, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed in January 2019.
- A new senior leadership structure was put in place from September 2019, including the appointment of a deputy headteacher and two phase leaders. An experienced special educational needs coordinator joined the school in September 2020.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation.
- The inspector met with the headteacher, senior leaders, members of staff and the office manager. The inspector held a meeting with five governors, including the chair of the governing body.
- Deep dives in reading, mathematics and geography were carried out. These included discussions with subject leaders, visits to lessons and scrutiny of pupils' work. The

inspector also met with pupils to discuss their learning in these subjects and listened to pupils read.

- A range of documentation was scrutinised, including leaders' plans to improve the school, curriculum plans, reports from external advisors and the school's website.
- When inspecting safeguarding, the inspector considered the school's procedures for recruiting staff, the quality of staff's training and the school's procedures for keeping pupils safe.
- The inspector spoke to parents at the end of the first day and the morning of the second day of the inspection. She considered the 99 responses, including the 97 free-text comments, to Ofsted Parent View, the online questionnaire. The inspector considered the 17 responses to the staff questionnaire.

Inspection team

Nicola Harwood, lead inspector

Her Majesty's Inspector

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Piccadilly Gate
Store Street
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M1 2WD

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