

Inspection of a good school: Quinton Primary School

Lower Quinton, Stratford-upon-Avon, Warwickshire CV37 8SA

Inspection dates: 14 and 15 June 2022

Outcome

Quinton Primary School continues to be a good school.

What is it like to attend this school?

Pupils at this school are well cared for. Staff want the very best for pupils and they often go beyond what is expected to support them. There is a strong sense of community here, appreciated by many.

Pupils enjoy a rich and exciting curriculum that includes visits to places in the local area. This helps them to learn about the area they live in. Other topics in the curriculum also help pupils to learn about places further afield. Pupils really enjoy using virtual reality to explore countries such as Greece.

Staff have high expectations of all pupils. They insist pupils work hard and do their best. Pupils rise to this challenge. In lessons, they respond positively to the work set. From the early years, children work well collaboratively and independently. This continues as pupils move through the school.

Most pupils say they are happy at school and feel safe. Pupils' behaviour actively demonstrates the code of conduct: 'Be ready, be respectful, be safe.' Pupils are polite and respectful to staff, each other and visitors. Bullying does sometimes happen. Pupils spoken to say this is always dealt with by staff. Leaders' records support this view.

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

Leaders, including governors, have a clear vision for all pupils to reach their full potential. They aim to prepare pupils to play their part in the local and global community. They have designed an engaging and ambitious curriculum to achieve this. Leaders have identified the knowledge they want pupils to know and remember in each subject. They have carefully considered how to build and connect learning across the curriculum from early years to Year 6.

Quality texts complement and enhance the curriculum. This is not only to widen pupils' vocabulary, but to encourage a love of books and reading. Pupils speak with enthusiasm

about books and authors. Leaders understand that learning to read as soon as possible is essential. Phonics starts as soon as children join the school. There is a consistent programme in place. Assessment is used well to identify gaps in pupils' knowledge. Pupils receive extra support to ensure they keep up with the programme. The books pupils read are matched to the letter sounds they should know. Staff hear pupils read regularly. For most pupils, this is helping to make sure they read with confidence and fluency.

The curriculum in mathematics is well planned and sequenced. Assessment is used to target gaps in knowledge and address those gaps through additional work. In early years, children explore number in a variety of ways to secure their understanding. The children in the Reception class could instantly recognise when the kangaroo took four from 10 to leave six. Pupils have regular opportunities to use reasoning. In all year groups, staff challenge pupils to explain their thinking in writing. As a result, pupils remember what they have been learning.

The rest of the curriculum has been well considered and learning is sequenced year on year to build pupils' knowledge and skills over time. In art, for example, pupils explore a range of artists and techniques. They gain the knowledge and skills they need to produce creative and individual responses to a stimulus. In geography, pupils grow their understanding of their location and where in the world they live. They develop their knowledge of the wider world through the study of a range of different places. Pupils remember much of what they have learned in different subjects. In some, however, their knowledge is not as strong. The work they sometimes do in subjects such as history is more focused on writing skills than the subject content. This does not help them to recall and use key knowledge.

Leaders are ambitious for all pupils, including the disadvantaged and those with special educational needs and/or disabilities (SEND). They work with a range of agencies and provide well-chosen additional resources to meet pupils' needs. Many pupils can access the curriculum because of this support. There are some, however, who are not making as much progress as they could with their reading. They do not always get the right support to do so.

There are a variety of opportunities for pupils to develop their talents and interests beyond the curriculum. There is a capable choir, a range of musicians and several sports played at the school. Pupils are proud of their involvement with the local community Jubilee celebrations, which the school was at the heart of.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make appropriate checks on all the staff who work on the school site. Staff complete regular and thorough training to ensure they can identify when a child might be at risk. Staff understand and use the systems for reporting concerns. Leaders respond quickly to any concerns raised. They work closely with a range of agencies to make sure that children are safe and that families are suitably supported.

Pupils know how to stay safe online and in other situations. Partnerships with parents and the local community keep leaders alert to the risks in the local area.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of pupils with SEND do not receive the quality support they need to learn to read. As a result, they do not make as much progress as they could. Leaders should ensure that these pupils receive the support they need to enable them to read fluently and confidently, and understand what they have read.
- In some subjects, the work pupils are given does not support their learning of the intended curriculum in that subject. As a result, they do not always know and remember what they should. Leaders should ensure that the work given in the different subjects supports the curriculum delivery and pupils' learning in that subject.

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 2013.

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	125519
Local authority	Warwickshire
Inspection number	10212480
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair of governing body	Trevor Davies
Headteacher	David Skelcher
Website	www.quintonprimaryschool.co.uk
Date of previous inspection	7 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school uses an alternative provider for one of its pupils.
- The school runs a before-school club.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The lead inspector reviewed documents on the school's website, as well as published information about the school's performance.
- The lead inspector had discussions with the headteacher, the associate headteacher, the special educational needs coordinator, the early years leader, subject leaders, governors, including the chair of the governing body, and a representative of the local authority.
- The lead inspector carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, the lead inspector met with subject leaders, visited

lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The lead inspector spoke to leaders about the curriculum in other subjects, including geography and history.
- The lead inspector met with the headteacher, who is the designated safeguarding lead, and the associate headteacher. Pupils' case files were reviewed. The single central record of the checks on staff's suitability to work with children was scrutinised.
- The lead inspector met with staff, including early years teachers, to discuss their workload and the support they receive to carry out their roles.
- The lead inspector spoke to pupils about how safe they feel in school and how they learn to keep themselves safe.
- The lead inspector observed pupils' behaviour in lessons and around school, including at lunchtime. The lead inspector also met with groups of pupils to discuss their views of the school and personal development opportunities.
- The lead inspector considered the responses to Ofsted Parent View, and the staff questionnaire.

Inspection team

Helen Forrest, lead inspector

Her Majesty's Inspector

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