



# Shipston-on-Stour Primary School

Inspection Report

**Unique Reference Number** 125520  
**LEA** Warwickshire  
**Inspection number** 281950  
**Inspection dates** 28 November 2005 to 29 November 2005  
**Reporting inspector** Helen Barter RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	Station Road
<b>School category</b>	Foundation		Shipston-on-Stour
<b>Age range of pupils</b>	4 to 11		Warwickshire CV36 4BT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01608 661266
<b>Number on roll</b>	348	<b>Fax number</b>	01608 662780
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr David Hudson
<b>Date of previous inspection</b>	25 September 2000	<b>Headteacher</b>	Mrs Anastasia Griffith

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 28 November 2005 - 29 November 2005	<b>Inspection number</b> 281950
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

The school is in a small rural town in Warwickshire. Most pupils live in the town, although a few come from surrounding villages. Nearly all pupils are of white British heritage, although there are a small number from other backgrounds. The number of pupils entitled to claim free school meals is low. The number of pupils who have learning difficulties and disabilities is slightly above average. The school is part of the Warwickshire Health Promoting School Scheme. The headteacher was appointed to the school in September 2004.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to teaching and the pupils' achievement.

The school judges its effectiveness as satisfactory. However, the inspection judges it to be inadequate because, although standards are broadly average, many pupils do not do well enough and have not done so for several years. The school currently does not provide satisfactory value for money.

Teaching and learning are inadequate because the tracking of pupils' progress is ineffective. Teachers do not use information well enough to provide pupils with challenging work or help them understand how to improve. Pupils' personal development is good. Most behave well and contribute positively to the school and local community. The quality and standards in the Foundation Stage are satisfactory. Children settle well at school and make satisfactory progress. Pupils are well cared for and like the school. Although some parents have been unsettled by changes in leadership and staffing after a long period of stability, most are positive about the school.

Leadership and management are satisfactory. Since her appointment, the headteacher has worked hard with staff and governors to identify what needs to be done to help pupils reach their potential. There is a shared determination at all levels to improve the school which is beginning to bear fruit in improved standards of pupils' work. However, everyone realises that there is more to be done if pupils' underachievement is to be halted. Through newly developed self-evaluation processes, the school has identified clear priorities for improvement aimed at raising standards. As a result of improved professional support, staff are developing their monitoring and evaluation roles. These now require strengthening in order to raise pupils' achievement. Inspection findings of 'green shoots' of improvement in teaching, learning and pupils' achievement confirm that the school has the capacity to improve further.

### What the school should do to improve further

- Provide pupils with more challenging tasks so that they all achieve as well as they can.
- Further develop the use of pupil tracking procedures to identify more carefully where pupils are likely to underachieve.
- Strengthen the capacity of senior managers and subject leaders to monitor and evaluate standards and achievement in all subjects.

## Achievement and standards

### Grade: 4

Children start school in the Reception classes with the knowledge, skills and experience appropriate for their age. They make satisfactory progress and most meet the goals

they are expected to reach before they enter Year 1. By the end of Year 2, pupils attain broadly average standards. A sharp dip in standards in 2004 was redressed in 2005, particularly because the school focused on improving the quality of pupils' writing.

Although pupils reach broadly average standards by the end of Year 6, they do not achieve well enough given their starting points and capabilities. Standards in 2005 were lower than those in 2004, and girls and the more capable pupils did not perform as well as might be expected. Over several years, a significant number of pupils have underachieved and missed targets which, although challenging, should have been reached. There has been wide variation yearly with different groups of pupils achieving better or worse than others within different subjects.

Pupils who have learning difficulties and disabilities make satisfactory progress towards meeting their individual targets because they are assessed well and given work which meets their needs.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Their spiritual and moral awareness is developed well in assemblies. They learn to appreciate other cultures through their work in the curriculum. They have good social values and work and play together well. Pupils enjoy coming to school and most behave well. Pupils' attendance is satisfactory, although too many take term-time holidays, which the school discourages.

Pupils feel safe in school, and they report that bullying is dealt with well by adults. They say that the best thing about school is 'the teachers who help us and listen to us if we are worried'. Pupils are aware of the need to adopt healthy lifestyles and take part in physical activities. They enjoy school lunches and appreciate choices of fresh food. They contribute well to the school and to the wider community and willingly raise funds for charities. The school and class councils are active and help to improve the school, for example, suggesting ways to improve playtimes. The range of responsibilities taken on by pupils in the school, such as council representatives and peer mediators, prepares them well for later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

Teaching and learning are inadequate because information from assessment is not used well enough to provide pupils with suitably challenging activities. More capable pupils often finish work too quickly because it is easy. Teachers do not have high enough expectations of pupils and too much work is planned at a low level. The lack of systems to track pupils' progress has meant that staff have not been clearly aware which pupils are underachieving or why. Whilst there is good practice in some classes,

the use of marking is not sufficiently well developed to help pupils understand how to improve their work.

Through the recent introduction of good procedures to identify groups of pupils who need targeted support, teachers are increasingly aware of what they need to do to improve pupils' achievement. Improvements in the use of assessment are leading pupils to be better challenged with their work and making better progress this term than has been evident for a number of years. In all classes, teachers support pupils' personal development well. Relationships between adults and pupils are good and pupils who have significant behavioural difficulties are well managed. Teaching assistants support teachers and pupils well.

## **Curriculum and other activities**

### **Grade: 3**

Pupils are provided with a broad range of subjects, including French, which they enjoy. Parents value the school's wide-ranging extra-curricular activities which they view as an important part of their children's education. Pupils support clubs and residential visits with enthusiasm. The school has a long-standing tradition of good music provision. Many pupils play instruments and all have regular opportunities to sing and perform which parents really enjoy. The use of information and communication technology to support learning in other subjects is satisfactory and a focus for continued development. Pupils' personal and social skills, including their understanding of a need for safe and healthy lifestyles, are developed well through planned provision for personal, social and health education. Pupils who have learning difficulties and disabilities are identified well and provided with planned programmes which meet their needs. The Foundation Stage curriculum for children in the Reception classes is satisfactory. The use of the outdoor environment to promote children's physical development has improved since the last inspection.

## **Care, guidance and support**

### **Grade: 3**

The pastoral care for pupils is good. Pupils are confident that they have an adult to turn to if they are worried because they have good relationships with them. They like putting their concerns into confidential boxes because they know that staff take them seriously and deal properly with them. Child protection procedures are secure. The support for pupils who have learning difficulties and disabilities enables them to make satisfactory progress. Staff are sensitive to pupils' medical difficulties and firm and caring of those who have significant behavioural problems. They ensure that pupils work in a safe environment and understand the importance of the need to take care of themselves in everyday life.

Pupils do not receive enough academic support and guidance in their work to ensure that they achieve as well as they can. Teachers are beginning to develop their marking to guide pupils in what they need to do next to improve and to set them targets to work towards. However, the quality of this work varies in different classes. Discussions

with pupils show that they are not always clear about what they need to do to make better progress.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher's leadership is a considerable strength. Since her appointment, she has carefully maintained the school's traditions and ethos, while working with staff, some of whom are new, to understand the need to improve the school. She has high aspirations, believes in her staff's potential to improve pupils' achievement and values the support given to the school by parents and the community. Through improved self-evaluation processes, she has helped staff to be more perceptive in analysing the school's strengths and weaknesses. Some good progress has already been made. The introduction of systems to regularly assess pupils' work and to identify groups of pupils who need targeted support is beginning to show in improved work in pupils' books. Good performance management systems are helping staff to better understand their roles and responsibilities to raise pupils' achievement, including improved support for pupils who have learning difficulties and disabilities.

Nevertheless, there is more to do to improve pupils' achievement. In the past, senior staff and subject leaders have not had enough professional support and training to help them carry out their leadership and management responsibilities effectively. Through the headteacher's leadership, they are improving their skills in monitoring and evaluation to analyse standards in subjects and to identify gaps in pupils' learning. However, their expertise in the use of data to identify underachievement still requires further development.

Governance is satisfactory. Governors understand that there has been long-standing underachievement and are fully supportive of the headteacher in her drive towards improvement. The demonstrable improvements already made linked to the key priorities in the school improvement plan, and the determination of the headteacher and staff to help pupils achieve as well as they can, indicate that the school has the capacity to improve further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

The Pupils Shipston-on-Stour Primary School Station Road Shipston Warwickshire CV36 4BT

1 December 2005

Dear Pupils

Thank you for making us welcome when we came to visit your school this week to see how you are doing. We are writing to you to tell you what we found out about your school and what we think needs to be improved.

These are the things we liked the most:

- most of you behave well and really help to make your school a happy place
- you are sensible at making decisions about how to improve your school in your class and school councils
- you learn lots of interesting things, like French and music, and you really enjoy all the extra activities and clubs that go on in and out of school
- your headteacher and teachers care about you and are working hard together to make your school as good as it should be
- you know it is important to eat healthily; thank you for reminding inspectors that eating too much cake is not good for them.

However, we think that many of you do not do as well as you could do in your work and so we have asked the school to improve these things:

- make sure that all of you learn as well as you can in every subject, but especially in English, mathematics and science
- give you work that makes you think hard
- help you to understand what to do next so that you learn as quickly as possible.

We know that you will help your teachers and will work hard to do your very best.

Yours sincerely

Helen Barter Lead Inspector