



Shotton St Andrew's CofE Primary School

Inspection Report

Unique Reference Number 125646
LEA Warwickshire
Inspection number 281973
Inspection dates 23 February 2006 to 23 February 2006
Reporting inspector Malcolm Greenhalgh AI

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

Type of school	Primary	School address	Hathaway Lane
School category	Voluntary aided		Stratford-upon-Avon
Age range of pupils	7 to 11		Warwickshire CV37 9BL
Gender of pupils	Mixed	Telephone number	01789 551508
Number on roll	68	Fax number	01789 551509
Appropriate authority	The governing body	Chair of governors	Mrs Kay Sillitoe
Date of previous inspection	27 September 1999	Headteacher	Mrs Sarah Marshall

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is smaller than most schools. Pupils abilities are broadly average on entry to the school. The large majority are White British. There are a few pupils from minority ethnic backgrounds and nearly all speak English fluently. The proportion of pupils with learning difficulties and disabilities is above the national average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school that has a sound view of how to improve further. This matches the school's judgement of its overall effectiveness. Progress since the last inspection is satisfactory and all the issues identified then have been dealt with effectively. Pupils make satisfactory progress and their personal development is good. Standards are in line with national expectations at the end of the Foundation Stage, Key Stage 1 and Key Stage 2. The atmosphere around the school is calm and promotes good relationships and good attitudes to learning. The pupils feel safe and cared for. All members of staff know pupils well and provide additional and effective support where needed. The quality of teaching throughout the school is satisfactory. A strength is the way teachers and teaching assistants focus on what they expect different groups of pupils in their mixed age and mixed ability classes to learn. However, they do not always share with the pupils what it is they need to learn next to make good progress. The quality of the curriculum is good. It covers all requirements and is enhanced through links with the local authority's cultural service, the Royal Shakespeare Company and through a good range of additional activities at lunchtimes and after school. The quality of provision in the Foundation Stage is satisfactory. Leadership and management are satisfactory. All members of staff and the governing body work well as a team and are involved with school improvement. They contribute well to the key areas for improvement as identified in the school development plan, although the role of governors does not extend to challenging the school's judgements of itself. The school is quite rightly keen to develop more rigorous assessment and selfevaluation systems to ensure they have a better picture of how well pupils are doing and can help to ensure pupils make good progress. Overall, the school provides satisfactory value for money.

What the school should do to improve further

- Improve the rate of learning by giving pupils clear guidance about what they need to learn next.
- Implement more rigorous assessment procedures to give a clearer picture of how well pupils achieve.
- Ensure governors are fully involved in their role as critical friends.

Achievement and standards

Grade: 3

Pupils' attainment on entry to the school is broadly average and they make satisfactory progress. Standards are generally in line with the national expectation at the end of each key stage, although in 2005, standards in English at the end of Key Stage 2 were exceptionally high compared to the national average. Appropriately challenging targets for pupils meeting Level 4 and Level 5 were exceeded in English. In mathematics, they were exceeded at Level 5 but not met at Level 4. Standards in the tests at the end of Key Stage 1 in 2005 fell to below average for reading, writing and mathematics. However, the progress these pupils made was satisfactory when taking into account

their below average starting points. Pupils do not always have enough information about what they need to do to improve and this occasionally impacts on the pace of their learning. Effective additional support is given to boost the achievement of pupils who are finding work difficult and those with learning difficulties to ensure they make satisfactory progress. In addition to this, the support for the few pupils at the early stages of learning English ensures they are well catered for and make good progress in their English language acquisition.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Although attendance levels dropped last year they have generally been above the national average. The atmosphere around the school is calm and encourages the pupils' good relationships, behaviour and attitudes to learning. The pupils' spiritual development is good and is enhanced through the school's close relationship with the church and in assemblies. The pupils also have a good understanding of the arts and the influences of multicultural views and beliefs. The school council is proactive in how the school improves and is very supportive of what the school does for the pupils to ensure they are happy and work well. The council also leads the way so that pupils become involved in projects to raise awareness of the needs of those living in countries worse off than our own. The school has a strong focus on healthy lifestyles and being safe. Pupils respond well to this by thinking carefully about how they live their own lives. The school has a sound focus on information and communication technology and team building skills. Pupils' basic skills of literacy and numeracy are satisfactory.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. All teaching and support staff have a keen enthusiasm to improve and make learning better for the pupils. They work hard to ensure the work matches the range of ages and abilities of pupils in their classes and are beginning to develop good practices to involve the pupils more in knowing what they need to learn next. However, this is not yet well established in all lessons and is a key factor in why progress is often satisfactory rather than good. Pupils respond well to the teachers and assistants and are interested in their work. They work equally well in small groups or as a whole class. The overall judgement on teaching and learning is different to that made by the school because the school does not put enough weight on the impact the teaching has on learning.

Curriculum and other activities

Grade: 2

The curriculum the school provides for its pupils is good. It has improved since the last inspection when insufficient time was allocated to lessons and when the provision for personal, social and health education needed further development. The school plans the curriculum carefully to meet the needs of the different ages in each class, including the Foundation Stage. It also ensures that the basic curriculum is supplemented by a good range of popular additional activities offered to the pupils during lunchtimes and after school. As well as providing a sound coverage of basic literacy and numeracy skills, there is a strong emphasis on developing the arts. There are effective links with the Royal Shakespeare Company and the local authority's inter-cultural service that enhance the teaching of the arts. The award of a Gold Artsmark is good testimony to the school's commitment to this.

Care, guidance and support

Grade: 2

The school provides good care, guidance and support for individual pupils' personal development. Provision for assessing the pupils' academic development is satisfactory and improving although the school recognises that more work is needed. The recently implemented assessment procedures in the Foundation Stage ensure a good link between the Foundation Stage expectations and those of the National Curriculum. Much emphasis is placed on health and safety and child protection procedures to ensure the pupils feel safe and secure. As a result, the pupils are confident and articulate. Members of staff know their pupils well and good additional support is given to those who are in need of extra help to ensure they make at least satisfactory progress. The 'family' assemblies are a good example of how the school emphasises the Christian faith and how this can be used to guide the way pupils behave in everyday life. These assemblies are well attended by parents and carers and underline the importance of family values.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher ensures there is a good team spirit amongst the small group of teachers, other staff and governors. This has instilled a sense of community and a consistently positive and supportive atmosphere around the school. This has helped the school to make reasonable progress since the last inspection and has ensured it is in a satisfactory position to improve further. The school's improvement planning is sound and the school development plan provides clarity on what the school wants to improve next. The school quite rightly assessed that the key management area for development is the system for collecting and analysing the information about the progress pupils make. At present, it is not robust enough to provide a precise view of whether pupils make satisfactory or better progress. All teachers are involved in contributing to how the school improves and the governors

are very supportive of this work. Nevertheless, the governors do not sufficiently challenge the headteacher and staff to ensure the judgements the school has come to about its work are accurate. Parents and pupils are much involved in the process of improvement and their views are regularly sought and acted upon. The school council is a particularly active group of pupils who articulate their opinions and desires very well. The budget is well managed. Good use is made of all resources and there are good financial links with the key priorities for development.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	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	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	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

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Dear Children It was a pleasure for us to spend time with you during the inspection. You made us feel very welcome and this helped us to do our job. A special thank you to the school council who spent some of their lunchtime telling us how they felt about school and others that we spoke to as we came to classes and walked around the school. We feel that you are lucky to attend a school where everybody works very hard to make your time in school an enjoyable experience. What we liked best

- The way you enjoy your work and the relationships you have with each other
- The way the staff ensure you are safe and the support they give you, especially when you need more help and guidance
- The number of opportunities you have to learn different things whilst you are in school
- The work you do in the art, dance and drama.

What the school can do next

- Improve how well teachers share with you what they want you to learn next
- Develop better ways of identifying how well all pupils are doing
- Make sure the governors are fully involved in judging how well the school is doing.

We wish you every success in the future. Yours sincerely Malcolm Greenhalgh Lead inspector