

Shobnall Primary School

Inspection report - amended

| | |
|--------------------------------|-----------------|
| Unique Reference Number | 124037 |
| Local Authority | Staffordshire |
| Inspection number | 292867 |
| Inspection dates | 13–14 June 2007 |
| Reporting inspector | John Eadie |

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

| | |
|---|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 251 |
| Appropriate authority | The governing body |
| Chair | Pat Taylor |
| Headteacher | Bernadette Roobottom |
| Date of previous school inspection | 29 April 2002 |
| School address | Shobnall Road Burton-on-Trent DE14 2BB |
| Telephone number | 01283 239100 |
| Fax number | 01283 239105 |

| | |
|--------------------------|-----------------|
| Age group | 3–11 |
| Inspection dates | 13–14 June 2007 |
| Inspection number | 292867 |

Amended Report Addendum

Report amended due to administration error

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This average sized primary school serves an area on the edge of the town. Nearly half of the pupils come from outside the catchment area for the school. Most pupils are White British, the remainder representing a wide range of other backgrounds. Very few do not speak English at home but these pupils cope comfortably with the demands of school life in English. The proportion of pupils with learning difficulties is increasing and is now broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Parents are extremely enthusiastic about this school, which has a long waiting list. This is hardly surprising as it is a good school with some outstanding features. Parents say such things as, 'My child absolutely loves school and the school has given her a firm foundation for a bright future.' Pupils confirm this view of thoroughly enjoying school and many said such things as, 'This school is a fun place to learn'.

The ethos of the school is centred on pupils' development, academic and particularly personal, and this results in pupils' outstanding personal development. Pupils are extremely polite and well behaved and care for each other very well, talking of the school being 'like one big family'. Parents are very impressed with the way that all children are respected and valued and this is due to the extremely caring manner of all staff, and particularly the headteacher. Care, guidance and support are good, as although pastoral care is outstanding, targets for pupils' progress from year to year are not sufficiently challenging and almost all pupils comfortably surpass them.

The heart of the success of the school is its good leadership and management. The headteacher and leadership team provide the school with an extremely clear direction. This is communicated very well to all staff and governors and there is a unity of purpose and common drive forward. Leaders are good at analysing strengths and identifying where work needs to be done. This has resulted in successful initiatives, for example in raising standards of pupils' writing and mathematics.

Pupils achieve well. They make good progress in the Nursery and Reception classes because there is a well planned programme of interesting and stimulating activities for them. This good progress continues through the rest of the school and, by the time they leave, pupils reach above average standards. Pupils with learning difficulties make excellent progress because plans for their learning are updated regularly on the basis of very careful assessments of what they have already learnt. They are also supported extremely well by teaching assistants, who play a large part in enabling their outstanding progress. Some more able pupils, although their progress is good, are not always challenged sufficiently in lessons and so do not make the best possible progress.

Pupils' good progress is due to good teaching. Teachers use a wide variety of methods so that pupils' interest and enthusiasm is maintained. However, this is not always possible in two particularly small classrooms where more active work is constrained. A common feature is the excellent relationships between adults and pupils. This results in pupils' very positive attitudes to their work. Pupils are also interested by the good curriculum, which is reviewed regularly to ensure it suits the pupils' needs and is enjoyable. There is an extensive range of very well attended lunchtime and after school clubs. The school has a small hall, which means that it is almost impossible to deliver the full physical education (PE) programme.

Good progress has been made since the previous inspection, for example in raising standards in science. Bearing this good progress in mind, along with the accurate assessment of the school's strengths and weaknesses and the clear drive to raise standards, the school is well placed to continue on its upward path.

What the school should do to improve further

- Ensure that all pupils are challenged consistently in lessons.

- Set more challenging targets for pupils for their progress from year to year.
- Work together with the local authority to improve accommodation.

Achievement and standards

Grade: 2

Pupils achieve well through the school. When children start in the Nursery, they have levels of skills and knowledge below those expected of children of this age. They make good progress through the Nursery and Reception classes and, by the time they start in Year 1, they are not far behind expected levels. Good progress continues through the rest of the school and, by the time they leave, pupils reach above average standards. There are some differences from the overall pattern. For example, pupils with learning difficulties make outstanding progress. This is because their needs are identified early and they are supported very well. Plans made for their progress are updated very regularly after each step in learning so that the work they are given meets their needs precisely. The most able benefit from extra challenges and work at a local secondary school. However, there are times in lessons when they and some other more able pupils do not make the best possible progress as they are not always given challenging enough work.

Personal development and well-being

Grade: 1

Pupils are generous in their support for each other as well as contributing enthusiastically to community events. Their spiritual, moral, social and cultural development is outstanding, with, for example, pupils taking the excellent opportunities to develop their understanding of other cultures. Social development is enhanced by the wide range of activities such as musical performances of shows, for example, the recent very popular production of *The Sound of Music*. Pupils are very willing to accept their various responsibilities and carry these out very efficiently. The school council is very successful and influential in making decisions in the school, such as those related to the buddy system and spending funds raised by the Parents' and Friends' Association. Pupils state that they feel very safe and that they do not have problems with bullying. They have an excellent understanding of the ingredients of a healthy diet and take part very enthusiastically in the many sport and exercise activities. Pupils' good acquisition of a range of skills ensures a good foundation for success in their future lives.

Quality of provision

Teaching and learning

Grade: 2

Teachers have high expectations, so pupils work hard to do their best. Good planning helps match work to pupils' needs, particularly for those with learning difficulties, although on occasions some of the more able pupils could be challenged to achieve more. There is an increasing emphasis on developing pupils' independent learning skills and this helps pupils of all ages and abilities to achieve well as they strive to meet the targets set in lessons. Good assessment helps teachers to adjust planning, build on prior learning, and ensure well focused teaching. The use of the 'skills ladder' in setting targets helps in this process. Teaching assistants provide excellent support for all learners. However, there are times during whole-class teaching when they sit passively and are not given clear guidance on what their role is.

Curriculum and other activities

Grade: 2

The curriculum provides a wide range of stimulating and exciting activities which meet the needs of all pupils. In the Nursery and Reception classes, the curriculum is creatively planned and delivered giving extensive opportunities for active learning both indoors and outdoors. This was particularly apparent in the enthusiasm shown by children who talked excitedly about the number of teddy bears on the disco mat.

The curriculum is enriched by the use of specialist teachers in areas such as music, PE and drama and this ensures pupils achieve well in these subjects. The good reputation of the school leads to requests from the community for external performances such as the recent musical production. The particularly wide range of lunchtime and after-school clubs includes a number of sports, ballroom dancing and study groups. The vast majority of pupils regularly attend two clubs of their choice. The school has a small hall, but uses its own outdoor space and local community spaces creatively to cover most aspects of the PE curriculum. However, the lack of space limits opportunities for gymnastics and dance. The noise created in the hall is also disruptive to the pupils in the adjacent classroom.

Care, guidance and support

Grade: 2

The good care and support contribute significantly to pupils' personal development and their enjoyment of school. The range of responsibilities given to pupils helps them to develop independence and to support their classmates. Staff have good knowledge of pupils' academic and social development, and identify what they need to do to improve. Vulnerable pupils are quickly identified and extremely well supported so that they make outstanding progress in developing social skills. Warm relationships are evident through the school, and pupils know that their views are respected and acted upon. The tracking of pupils' academic progress has improved considerably in the last year and helps determine the specific support offered to each pupil. However, the targets set for the annual progress of the majority of pupils are not sufficiently challenging. The improvements in assessment have led to increasingly accurate and helpful guidance to pupils on what they need to learn next, which is contributing to improved achievement. Marking is generally good and helps pupils to raise their standards. However, on a few occasions, comments are brief and still focus on praise rather than how to improve.

Leadership and management

Grade: 2

Systems for evaluating the effectiveness of the school are thorough and parents and the local community have a valid input into this process. A wide range of interviews and questionnaires enables pupils to have their say. The role of governors in this process is particularly well developed and they have a very clear knowledge of the school. School leaders also carry out extensive monitoring. However, some of the systems for evaluating pupils' progress do not provide a sufficiently broad overview. These systems are very effective in checking on the progress of individual pupils and therefore allowing pupils at risk of falling behind to be given extra help. However, they do not provide information on progress for year groups so that this can be used as a management tool.

Self-evaluation has led to good and effective plans made to take the school forward. For instance, the school recognised that standards in mathematics were not rising as fast as those in English. A good range of initiatives has ensured that this was addressed and standards in mathematics now match those in English. Particularly effective have been the programmes put in place to help those in danger of falling behind. These plans have been extremely effective and many of these pupils make exceptional progress.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

| | |
|--|-----------------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall |
|--|-----------------------|

Overall effectiveness

| | |
|--|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The quality and standards in the Foundation Stage | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| The capacity to make any necessary improvements | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |

Achievement and standards

| | |
|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 2 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress | 1 |

Personal development and well-being

| | |
|---|---|
| How good is the overall personal development and well-being of the learners? | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 1 |
| The behaviour of learners | 1 |
| The attendance of learners | 2 |
| How well learners enjoy their education | 1 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners make a positive contribution to the community | 1 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

The quality of provision

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

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

Annex A

Leadership and management

| | |
|--|-----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 2 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Text from letter to pupils explaining the findings of the inspection

15 June 2007

Dear Pupils

Inspection of Shobnall Primary School, Burton-on-Trent, DE14 2BB

Thank you so much for welcoming us to your school this week. We really enjoyed our time with you and, particularly, hearing you tell us about all the interesting things you do and how much you enjoy school. We were very impressed with how polite and well mannered you are. Many of you told us how proud you are of your school. You are right to be proud as it is a good school with some outstanding features.

These are the things we thought were best about your school.

- You are extremely well behaved, take very good care of one another and are growing up into very responsible young people.
- You are making good progress because teaching is good.
- Those of you who find work difficult are making excellent progress because very good plans are made for you and teaching assistants help you learn very well.
- All adults take very good care of you and you feel very safe.
- All staff and governors, and particularly your headteacher, know very clearly how they want to make the school even better.

We have suggested that the headteacher and staff should do the following things to improve the school.

- Make sure that those of you who find work quite easy always have tasks that help you make the best possible progress.
- When they set the targets for what levels you should reach at the end of each year, make sure that these targets are really challenging.
- Try hard to improve the accommodation so that you have a bigger hall and some bigger classrooms.

We are sure that you will do all you can to help make the school even better by continuing to work hard and do your best. Keep up the good work!

Yours sincerely

John D Eadie Lead inspector