



Shustoke CofE Primary School

Inspection Report - Amended

Unique Reference Number 125684
Local Authority Warwickshire
Inspection number 293330
Inspection date 27 September 2006
Reporting inspector Frances Gillam

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

Type of school	Primary	School address	Forge Road
School category	Voluntary controlled		Shustoke, Coleshill
Age range of pupils	4-11		Birmingham B46 2AU
Gender of pupils	Mixed	Telephone number	01675 481319
Number on roll (school)	167	Fax number	01675 481029
Appropriate authority	The governing body	Chair	Vacant Position
		Headteacher	Michelle Wall
Date of previous school inspection	28 January 2002		

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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Shustoke is slightly smaller than the average primary school. Almost all pupils come from a White British background. The proportion of pupils with learning difficulties and/or disabilities is average. A new headteacher was appointed in September 2006 and two new members of staff were appointed in the last year. At the time of the inspection, one class was being taught by a temporary supply teacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Parents say their 'children blossom at Shustoke and grow in confidence within the caring and warm school environment.' How right they are! The care, guidance and support pupils receive, and their personal development and well-being, are outstanding. Pupils feel safe and free from harm and they behave extremely well. Staff value pupils' efforts and treat them fairly. This is one of the main reasons why pupils enjoy school so much, are keen to learn and work so hard in lessons. The school's focus on healthy lifestyles and helping pupils to look after themselves is particularly successful. Pupils choose to take regular exercise and to eat fruit and vegetables, and show respect and care for themselves and others. Pupils of all ages have a say in how their school could be improved. They appreciate the way their ideas are taken seriously and are especially proud of how their views have brought about improvements to the outdoor environment. Many pupils take part in the wide range of exciting activities during and after school. These activities enrich the good curriculum and contribute well to pupils' achievement and enjoyment of school.

The school is led and managed well. The new headteacher is perceptive and has quickly gained an accurate view of the school's effectiveness. Governors and staff also share this view. Effective self-evaluation procedures ensure that priorities are securely based on improving pupils' achievements. The capacity to improve is good. Developments often lead to changes for the better, although senior managers acknowledge that boys' achievement in writing has not improved at the same rate as their achievements in mathematics and science. Governors fulfil their responsibilities extremely well. They put pupils first and have been the driving force behind improvements to the teaching environment.

Good quality provision in the Foundation Stage ensures that children get off to a good start; they achieve well and reach standards above those expected for their age by the end of the Reception Year. Predominantly good teaching in this stage of learning, and throughout the school, ensures that all pupils, including those with learning difficulties achieve well and this leads to above-average standards by Year 6. Pupils respond very well to challenging targets and understand how they can do even better. The pace of learning is often good but there are times when it is slower for some pupils in Years 1 to 3. This is sometimes due to the overuse of worksheets, which limits opportunities for pupils to develop their writing in other subjects. Also there are times when teachers in these year groups do not use assessment sufficiently well to adapt work for the different abilities in writing, particularly in subjects other than English. Pupils' progress throughout the school is good in reading, mathematics and science, where changes to teaching styles and the increased use of problem solving have heightened pupils' interest and improved their pace of learning. Throughout the school, the failure of some activities to motivate and engage boys leads to a slower rate of progress for them in writing.

What the school should do to improve further

- Develop better ways to motivate and engage boys in their learning in order to improve their achievement in writing.
- Make better use of assessments in writing in Years 1 to 3 to pitch work at the right level and provide better opportunities for writing in other subjects.

Achievement and standards

Grade: 2

Pupils achieve well and standards are above average by the time pupils leave the school. Children's attainment when they start school is broadly average. They make good progress and most meet or exceed the goals expected for their age by the time they enter Year 1.

Standards at the end of Year 2 have improved since the last inspection. Standards in reading, writing and mathematics are above average. Although standards by Year 6 are not as high as they were at the last inspection, pupils do well based on their starting point in Year 3. Test results in mathematics improved in 2006 as a result of targeted work for the more able. Standards by Year 6 are above average in English, mathematics and science.

Throughout the school, pupils of all abilities do well in reading and mathematics. Developments in these areas are working well and work builds effectively on what pupils have learned before. In writing, boys do not make the same good progress as girls because they are not motivated sufficiently well to produce good work in writing, and some younger more-able pupils are not always challenged to do their best. Good support and a clear focus on improvement targets ensure pupils who need extra help achieve well.

Personal development and well-being

Grade: 1

Pupils enjoy school and their attendance rate is high. They find lessons exciting, commenting that 'there is never a dull moment and always lots of things for us to do.' Pupils lead active healthy lifestyles, choosing to participate in the many sporting activities on offer and learning to care for themselves. They act sensibly and move safely in and around school. They take on responsibility willingly and behave extremely well. The school council is influential and has been instrumental in a number of improvements such as the introduction of litter bins and seating areas in the playground. Pupils' spiritual, moral, social and cultural development is outstanding. They have a good understanding of their own and different cultures and treat each other with respect and a high level of care. They make a very good contribution to the community by raising substantial funds for charity and taking part in local events. Pupils' ability to work together and their well-developed literacy and numeracy skills create a firm foundation for their future.

Quality of provision

Teaching and learning

Grade: 2

Children in the Reception class have a positive start to school. Adults provide a very good balance between explaining things to children and encouraging them to talk. The skills of reading, writing and mathematics are taught well and this is effective in preparing children for their next stage of learning. In other classes, teachers build well on most pupils' experiences, encouraging them to work effectively on their own and to take responsibility for their learning. Teaching is lively and tasks challenge pupils' thinking and encourage them to explore their ideas. In an effort to continually improve, senior managers are working with staff to always ensure they use assessment information effectively to meet the different needs of the pupils in their class. This is successful in reading and mathematics but as yet is not totally effective for all younger pupils in writing. During the past year, the school has introduced a number of different ways to motivate pupils and encourage them to do even better in their work. This is working really well in science and mathematics, where pupils respond very well to opportunities to investigate and solve problems. Although teachers are using drama and providing more opportunities for speaking, they are not yet motivating boys sufficiently well in writing.

Curriculum and other activities

Grade: 2

A rich and varied range of experiences in the Reception class ensures that children are interested in and focused on what they are learning. Children soon settle into school and grow in confidence because adults pay good attention to their personal needs. Activities are relevant; children find them interesting and they build well on what they have done before. Throughout the school, pupils experience many exciting activities, some of which contribute very well to their personal development and well-being. These include an extensive range of out-of-school activities and the opportunity to work with other schools and the local community. Work is underway to increase the opportunities for writing across the curriculum, but this is not yet fully in place.

Care, guidance and support

Grade: 1

Pupils say they 'feel very safe and well cared for'. All staff are vigilant and they pay very careful attention to health and safety issues and child protection. Pupils say they are treated fairly and that any worries they may have are dealt with promptly. Pupils have very clear information about how well they are doing and how they can do even better. This is a very good incentive for pupils and contributes very well to their personal and academic development. Pupils commented, 'we really like a challenge,' and one said, 'I was determined to do better. My work is now much better in mathematics.' Good support for pupils who may need it ensures they do well. They are fully involved

in lessons and teaching assistants are quick to respond to any pupil who may be struggling.

Leadership and management

Grade: 2

Senior managers and governors know what they need to do to improve the school's effectiveness. This is because regular observation of lessons, tracking of pupils' progress and careful examination of the school's performance identify relevant priorities for development and focus strongly on improving pupils' achievements. Governors are very well informed; they are fully involved in the life of the school and contribute extremely well to school improvement. Action to bring about change for the better is successful and is evident in the improved provision and progress in mathematics, reading and science. Senior managers know that they have yet to take successful action to improve aspects of writing so that pupils' achievements match those in other subjects. The school is in a good position to improve and do even better.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	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	2

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	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
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?	1

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.

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	2
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	1
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

Thank you for making me feel so welcome when I came to visit your school. I really enjoyed seeing all the exciting things you were doing.

What a good school you have! It certainly is a happy place to be. Many of you do well and standards are above average by the time you leave school. Your teachers and other adults care for you very much. They treat you fairly and make sure you are safe and free from harm. You behave extremely well; you are very polite and take careful notice of what is said to you. You do a very good job of helping to improve your school. I know you enjoy playtimes much more now that you have some quiet places to sit and think. You are healthy and fit because you eat plenty of fruit and get lots of exercise. The curriculum is exciting, with many interesting activities for you to do. You make good use of out-of-school clubs.

Many of you say that your lessons are exciting and that you enjoy the challenge of solving problems. Your teachers do a good job. They set challenging targets for you and help you to do even better in your work. This is helping you to become good readers, mathematicians and scientists but some of you could do better in writing. This is mainly the boys and some children in Years 1 to 3. You can all help by trying extra hard with your work and making sure you always try your very best.

The people in charge of your school and your teachers make good decisions about how to help you, and the governors work extremely hard to make your school a better place.

With best wishes for the future,