

William Shrewsbury Primary School

Inspection report

Unique Reference Number	124132
Local Authority	Staffordshire
Inspection number	314817
Inspection dates	14–15 October 2008
Reporting inspector	Susan Walsh

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	668
Government funded early education provision for children aged 3 to the end of the EYFS	142
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Elizabeth Laughlin
Headteacher	Bernadette Hunter
Date of previous school inspection	4 October 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Church Road Stretton Burton-on-Trent DE13 0HE
Telephone number	01283 239131
Fax number	01283 239135

Age group	3–11
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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

The school is much larger than the average primary school and serves the local community, although some pupils come from further afield. The proportion of pupils with learning difficulties and/or disabilities is below average but the proportion can vary significantly between year groups and some children have complex needs. There are very few pupils from ethnic minority groups and the proportion of pupils known to be eligible for free school meals is well below average. The school provides for the Early Years Foundation Stage (EYFS). There are morning and afternoon Nursery sessions but a significant proportion of children join the Reception class after attending a range of other settings.

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 that successfully combines good academic achievement with warmth, kindness, care and an awful lot of fun. The majority of parents are very satisfied with what the school provides, typically commenting on how this very large school still provides a 'very friendly family type atmosphere'. Pupils say that they really enjoy school and parents confirm this, with many saying that their children go to school every morning with smiles on their faces. These high levels of enjoyment are reflected in pupils' good attendance. Not only are lessons interesting, lively and fun, but there is also a huge range of after-school clubs, visits and visitors that extend pupils' experiences. All this underpins the pupils' outstanding personal development. They are very proud of their school and very keen to make a worthwhile contribution. The excellent programme for personal, social and health education ensures that pupils are exceptionally well informed about how to keep healthy and safe. The school's commitment to community cohesion is outstanding. Not only do pupils learn about a broad range of cultures and religions in the good curriculum but they also have had the opportunity to form real friendships with pupils from a different ethnic background during a recent and very successful joint residential experience with another local school.

Children's standards are usually similar to national expectations when they start in the Nursery or Reception classes. They make good progress from their individual starting points and by the end of Year 6 they reach above average standards. Pupils with learning difficulties and/or disabilities make good progress, particularly in English, because support is good. However, the targets on their individual plans are sometimes too broad and there is little information about how pupils are expected to improve their mathematical skills. Pupils from a local special school have been welcomed into school and have been able to access a curriculum that meets their own individual needs.

The pupils' good achievement is the result of good teaching. Lessons are frequently exciting and helped to be even more enjoyable and relevant by improving links between subjects. Information and communication technology (ICT) is used well to support learning. Although many English and mathematics lessons are planned with different activities for pupils of different abilities there is still not always enough challenge for the most able within each set. Care, guidance and support are good. Relationships between staff and pupils are warm and supportive and as a result pupils feel safe and happy. All required safeguarding and child protection measures are in place. Although pupils' progress is carefully tracked, this information is not always used effectively to set individual learning targets for pupils, resulting in missed opportunities to further accelerate progress.

Leadership and management are good. Leaders have ensured that the school provides a sparkling learning environment where pupils are encouraged to do well academically whilst they grow into delightful, mature and considerate young people. Careful checks on the school's work have ensured that leaders and managers have a clear view of the school's strengths and weaknesses and are aware of where further improvements can be made. This, together with the sustaining of above average standards and significant recent improvements to provision in the EYFS, demonstrates the school's good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children get off to a good start in the EYFS; they make good progress because of good teaching and interesting activities that engage them. In 2008 children entered Year 1 with above average standards in all the areas of learning; progress has been accelerated by a programme that has helped them to make better links between sounds and letters and boosted their ability to read and write. The nursery provision has been enhanced by the appointment of appropriately qualified skilled teachers. The curriculum provides well for all areas of learning, and in particular there is an increasing understanding of how boys learn. Personal, social and emotional development is addressed particularly well; consequently pupils are happy and settled and have increasing levels of confidence and independence. The balance between adult-led and child-initiated activities is generally appropriate. In the Reception classes there are occasions when children spend too long on the carpet listening to their teacher and lose concentration. Assessment procedures have significantly improved since the previous inspection. Care, guidance and support are good and all welfare requirements are met. A good induction programme helps children to settle quickly. The staff work very well in partnership with parents, who say that the EYFS is a 'fun and caring place where children feel safe'.

What the school should do to improve further

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- Make better use of data relating to pupils' progress to set more effective and individual targets.
- Ensure that there is sufficient challenge for more able pupils within each ability set.

Achievement and standards

Grade: 2

Although pupils are now entering Year 1 with skills that are above national expectations, in the past their skills on entry were far more variable; skills in linking sounds and letters, reading, writing and calculation were sometimes below average. Pupils make consistently good progress in Key Stage 1 from their individual starting points. By the end of Year 2, standards are broadly in line with national averages. In 2008, standards in writing were above average and a good proportion reached the higher Level 3. However, the proportion of pupils who reached the higher levels was just below the national average in reading and in line in mathematics. Pupils continue to make good progress in Key Stage 2. Occasionally, in lessons the higher-attaining pupils in any ability set make slower progress than others.

Personal development and well-being

Grade: 1

Very high quality assemblies make a particularly strong contribution to pupils' outstanding spiritual, moral, social and cultural development. Pupils are encouraged to reflect upon their place in the world and develop empathy and understanding for others, including children from different backgrounds and cultures. Pupils work extremely well together, willingly collaborating and supporting each other. They diligently apply themselves to their work. They apply the same high standards to the way they work to support the school community, acting as prefects, play leaders and peer mediators, and in the wider community through recycling activities and extensive fund raising. They are very keen to keep fit and healthy and are also concerned that others should do the same. For example, the eco committee encouraged parents to walk or

cycle to school on sports day. They say, 'We are really energetic here!' Behaviour is good, particularly in lessons. There are a small number of boys who can exhibit obtrusive behaviour which can limit their own learning but which is not allowed to impact the learning of others. Pupils say that there is very little bullying and when it does happen they are confident that teachers will nip it in the bud. The pupils have excellent attitudes to work and a commitment to teamwork and collaboration. Together with above average basic skills, including confidence in the use of ICT, this results in pupils being well prepared for future economic success.

Quality of provision

Teaching and learning

Grade: 2

Lessons move along at a brisk pace and keep pupils interested and involved. Activities are well sequenced so that pupils effectively build on what has gone before. Interactive whiteboards are used well to support learning. Relationships between teachers and pupils are very good indeed and provide a good basis for very effective behaviour management. These good relationships also give pupils the confidence to ask questions and to develop their learning. Teachers provide ample opportunities for pupils to work together, supporting pupils' excellent personal development. Pupils are actively encouraged to share their ideas and they are starting to evaluate each other's work. Although many lessons are planned with different activities for pupils of different abilities within each ability set, there is not always enough challenge for the most able within each set.

Curriculum and other activities

Grade: 2

Pupils study a good variety of subjects and the quality and breadth of this good curriculum is reflected in a plethora of external awards. These include recognition in a wide range of subjects, inclusion, health and the environment. The curriculum is particularly successful at promoting pupils' excellent personal development and broadening their horizons. Although enrichment opportunities and the provision for pupils' personal social and health education are outstanding, the curriculum is not always tailored closely enough to meet individual needs. Occasionally there is insufficient challenge for more able pupils and sometimes the needs of the least able are not fully considered, particularly in mathematics. New initiatives, including work on developing pupils' understanding of the links between sounds and letters in Key Stage 1 and the greater opportunities to write at length in Key Stage 2, are beginning to boost achievement in writing.

Care, guidance and support

Grade: 2

High standards of pastoral care ensure that pupils really enjoy their education and feel respected and valued. This underpins pupils' good academic achievement and their outstanding personal development. Pupils feel safe and well cared for and say that there is always someone to talk to if they have any problems. 'Staff are very approachable and concerns are dealt with,' was a typical parent comment. Support for vulnerable pupils is central to the school's work. This includes access to expert counselling within school and very good partnerships with external agencies. Pupils receive good advice in lessons about how to make their work better. However,

the quality of marking is variable in Key Stage 2. It sometimes does not tell pupils how to improve their work and occasionally important mistakes are missed.

Leadership and management

Grade: 2

The headteacher is a strong leader who has successfully established a vibrant learning environment where pupils have the opportunity to flourish. A very competent leadership team ably supports her. The school's self-evaluation is accurate because it is based on effective monitoring and evaluation of teaching and learning and analysis of data. Subject leaders have made a valuable contribution to this. However, target setting procedures have focused on maintaining above average standards and have not helped to stretch performance, particularly of the more able pupils. Governors are very supportive but they are also able to offer effective challenge when needed. They have helped to develop the school's partnerships, including those that have endorsed the school's outstanding commitment to community cohesion.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
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 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

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

16 October 2008

Dear Pupils

Inspection of William Shrewsbury Primary School, Burton-on-Trent DE13 0HE

It was a delight and a privilege to visit your school. The inspection team really enjoyed talking to you all and listened very carefully to what you had to say.

You are right to be proud of your school because you go to a good school that has some outstanding features. It's clear that you have a great time at school because of all the exciting things you have to do. We noticed that there are lots of clubs – the table tennis looked great fun and we liked seeing Year 3 starting to learn to play the violin. We thought you were very well informed about how to keep healthy and safe. We also noticed your good behaviour and the way you respect and value each other. You certainly grow into very sensible, mature young people. We thought that last weekend's residential visit with a neighbouring school sounded terrific. We heard that you made lots of new friends! We were very impressed by the way you work hard to make things better in school. Well done to all the members of the school council, the eco committee, play leaders and the peer mediators and to everyone else who does jobs around school!

You told us that your teachers look after you well and that they always try to help you. You are making good progress and by the end of Year 6 reach standards that are above those reached by children nationally. Your teachers work very hard to make sure that teaching is good, but you also help because you work very hard in lessons too. However, sometimes the more able in each of the English and mathematics sets could be given harder work. We noticed that teachers often tell you in class how to improve your work but you are not always given clear individual targets for improvement. We are asking the school to work on these two things. The leaders and managers in your school are doing a good job, which is why your school is such a super place to be.

Thank you again for being such good company. I wish you well for the future.

Yours sincerely

Susan Walsh Lead inspector