

Shrewton CofE Primary School

Inspection report

Unique Reference Number	126357
Local Authority	Wiltshire
Inspection number	315515
Inspection date	15 July 2008
Reporting inspector	Gavin Jones

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	123
Appropriate authority	The governing body
Chair	Christine Chisholm
Headteacher	Mark Bartlett
Date of previous school inspection	1 March 2004
School address	High Street Shrewton Salisbury SP3 4DB
Telephone number	01980 620362
Fax number	01980 620362

Age group	4-11
Inspection date	15 July 2008
Inspection number	315515

© Crown copyright 2008

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 two Additional Inspectors.

Description of the school

This smaller than average primary school is situated in the heart of the village of Shrewton. It is on two sides of a busy road, causing some problems of movement between sites. Nearly all pupils are of White British heritage. The percentage with learning difficulties and/or disabilities is a little above average in the school as a whole, although it is high in some year groups. There have been significant staff changes and absences over the last two years. The current headteacher has been in post for two years.

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. It takes children into the Reception Year with overall attainment that is often lower than expected at this age. Within their first year they make good and sometimes very good progress. By the time they leave the school they have achieved above average standards, in spite of slightly higher than average levels of learning difficulties and with some tailback to weaker language and literacy skills on entry to the school. However, progress is not as significant in Years 1 and 2 as in other years and currently no pupils are working at the higher level for their age in writing in Year 2. Pupils make good progress overall because of good and improving teaching over the recent past and because the curriculum is exciting and interesting.

The school has created a happy balance between academic rigour and the development of the whole child, resulting in pupils' personal development being good. Pupils greatly enjoy school, behave well, have healthy lifestyles and are engaged in their own community and that of the village. Their attendance is excellent. Their good literacy and numeracy standards help prepare them well for the next stage of their education. These elements have been well developed because of the good way in which the school cares for its pupils and supports them.

The school is in the process of adopting a new system for tracking pupils' progress. It knows that, through more systematic and accurate tracking of progress, it should be better placed to plan lessons and activities to even more effectively take account of pupils' learning needs and to provide them with clear guidance on how to improve their work.

Leadership and management are good. The headteacher provides a clear educational direction based on accurate self-evaluation. Following some significant disruption over the recent past, with changes in staff and staff illness, the school recognises that the time is now right to develop the role of subject leaders, so that they have a clear understanding of the strengths and areas for development in their subjects and promote further improvements in standards and provision. Currently, too much of the responsibility for monitoring and evaluating the effectiveness of provision and pupils' performance rests with the headteacher. The school's recent track record of development shows that it is well placed to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Skills on entry to Reception are lower than those expected for this age. This is especially so for many children in language and communication skills and in personal and social development. Children settle quickly because most are familiar with the school, as the pre-school is adjacent to it. This year has been disturbed by staff absence, but children have made a good start and have progressed well in all areas of learning. Children are well cared for and feel safe and secure. They enjoy their work and play happily together and with the older pupils in their class who are in Year 1. By the time these children move into Year 1 they have gained good independence and are confident. They have developed well in early literacy and numeracy skills, using 'sounding out' methods effectively to spell words. Teaching and learning are good and help provide a well-balanced range of child-selected and adult-led activities. Indoor and outdoor learning spaces are well equipped and provide good learning opportunities. Children enter Year 1 with skills that are broadly average for their age, but with some deficit still in language and communication.

What the school should do to improve further

- Accelerate pupils' progress in Years 1 and 2 and help the more able pupils to get to the higher level for their age in writing by the end of Year 2.
- Implement systematic and accurate tracking of pupils' progress and use the information gained to support teaching and the curriculum and to give pupils clear guidance on how to improve their work.
- Ensure all subject leaders monitor and evaluate pupils' performance and the effectiveness of provision to raise standards further in all subjects.

Achievement and standards

Grade: 2

Standards are above average by the end of Year 6. Pupils make good progress overall from the start of Year 1 to the end of Year 6, building on their strong start in Reception. The most significant gains are made in Years 3 to 6, and particularly in Years 5 and 6, with satisfactory progress in Years 1 and 2. One parent commented, 'My child has achieved her best and is a valued member of the school.'

By the end of Year 2, standards are broadly average. Standards last year in writing were below average. The school recognised that there were issues with writing, and through topic work teachers have tried to capture pupils' imagination more and encourage them to write more regularly. There has been an improvement this year, although there are still no pupils reaching levels above those expected for them nationally. However, more pupils have reached the expected level. Some good progress is evident in reading, and writing taking into account the slightly above average percentage of pupils with learning difficulties and/or disabilities. All pupils make at least the progress predicted for them by the end of Year 6, including the most able, with a good number making even better progress. Pupils with specific learning needs make good progress, with many achieving the levels expected nationally for their age.

Personal development and well-being

Grade: 2

Personal development is good. Relatively low-level social skills on entry improve quickly so that when they leave Year 6, pupils are mature, confident learners. Older pupils take responsibility well, for instance in leading play activities at lunchtimes. They are keen to act as school councillors, showing good awareness of the school as a community and of their contributions to it. They enter into village activities and show an understanding for the needs of those not as fortunate as themselves. Behaviour is good in lessons and around the school. Pupils feel safe and behave responsibly when crossing the road between the two sites. They enjoy lessons and say that one of the best things about the school is the fun their teachers provide. Pupils are fit and healthy, understanding what creates a healthy lifestyle. They find particular pleasure in the opportunities they get to swim. Their knowledge of life in more ethnically diverse societies within Britain is limited by few opportunities to experience this.

Quality of provision

Teaching and learning

Grade: 2

Pupils learn well overall during their time in the school because most teaching is good. Relationships between adults and pupils are good, so learning takes place in a harmonious atmosphere with few disruptions. Teachers use their assistants well in lessons, giving support to pupils with learning difficulties and helping them to make the same progress as others. Teachers use questioning well to determine how much pupils know and how well they are learning. The pace of learning is brisk, with time checks given to pupils so that they can see how quickly they must work. Work and questioning is often different for the two year groups in the class, thus challenging all pupils. Although the school recognises that more needs to be done to stretch gifted and talented pupils, teaching is ensuring that many able pupils achieve the challenging targets set for them at the end of Year 6. Most teaching is well matched to pupils' needs, particularly in Years 3 to 6.

Oral and written comments from staff are generally helpful and give pupils encouragement and pride in their work. Although pupils know the learning objectives in their lessons, they do not always understand how they will know that they have reached those objectives, especially in different groups within the class.

Curriculum and other activities

Grade: 2

The school provides an interesting and stimulating curriculum enriched with a good number of out-of-class activities. Recent changes have brought a much stronger focus on the development of skills, which can then be applied across a range of subjects. This is bedding in well and teachers choose exciting topics which cover a wide range of interests. These topics act as good vehicles for the use of literacy and numeracy skills and are increasing pupils' rate of progress. Small changes in the English curriculum, widening the range of reading material, selecting writing opportunities that appeal to both boys and girls, have all helped raise the quality of writing in Years 3 to 6.

A comprehensive programme of personal, social and health education results in pupils having a clear picture of what constitutes healthy living and becoming responsible citizens. Many parents very much appreciate this, with one noting, 'My child has been very well supported.' The planning of learning opportunities to challenge the most able pupils, including in writing in Years 1 and 2, is not as well developed as it should be and is not clearly based on assessment information. The school has started to take action to deal with this. Enrichment of the curriculum is noted in special weeks and events, together with a range of club activities and a residential visit for pupils in Year 6.

Care, guidance and support

Grade: 2

Good care, guidance and support underpin an ethos in which pupils achieve well and enjoy their education. Those with learning difficulties receive work well matched to their needs. The good support they receive in lessons helps them to make the same progress as others. The school places importance on promoting healthy lifestyles, helping to shape pupils' attitudes towards sport and diet. As a result of its provision in this area, the school has just received a

further Healthy School award. Guidance to prepare pupils for the move into secondary school is good, with most pupils saying that they have accessed the places they prefer and are looking forward to the new challenges ahead. Arrangements for safeguarding pupils and risk assessments are very secure.

Academic guidance is satisfactory, with new procedures ready to be introduced at the start of next term. Older pupils know their targets, but do not always have clear written guidance about how to improve in all subjects.

Leadership and management

Grade: 2

The headteacher has a clear picture of the school's strengths and areas for development. Based on good evaluation of the school's effectiveness, the headteacher has put into place a range of initiatives. Staffing issues last academic year, and for part of the current year, have slowed down the progress of initiatives, although improvements to teaching and the development of the curriculum have both been successful.

The development of the role of subject leaders has been delayed until staffing issues are on a more even keel. The school realises that subject leaders' roles require development now to not only maintain the momentum of improvement but also to move the school forward even more quickly. Action for improvement is already building well on and developing the teamwork in the school. For example, the school development plan has been explored in a meeting between governors and teachers, which both describe as a good way to get the parties working more closely together. Governors have a secure strategic view of the school because of this and receive other useful information from their visits to school, discussions with subject leaders and written information from the headteacher. As a result, they know the school well and fulfil their roles well.

The priorities of teaching, the curriculum, standards and the very involved outline plans for a possible new school building have taken a great deal of the headteacher's time. Partly because of this, a group of parents have felt that communication with the headteacher has not been as positive as it might have been.

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

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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
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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	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 disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	1
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
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	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

16 July 2008

Dear Pupils

Inspection of Shrewton C of E Primary School, Salisbury SP3 4DB

Thank you all for making us welcome and helping us when we visited your school. I was really pleased to see how happy you are in school and how much you enjoy being there. I'm sure that is why your attendance figures are excellent. Keep it up!

Your school is providing you with a good education. You reach above average standards by the end of Year 6 and make good progress during your time in school. You do well because the teaching is good. You say that teachers make learning fun and the way they present topics makes learning interesting. Those of you who need extra help get good support and because of this, you are able to make similar progress to everyone else.

Your teachers help you not only to do well in lessons but also help you to understand what a healthy lifestyle is. You understand the differences between right and wrong and know that there are people in the world who are much worse off than you are and deserve your help.

Your headteacher has helped with improvements to teaching and to the way your work is planned. He is also very busy sorting out plans for the new school. We have asked him if he will help teachers who look after particular subjects in the school to check on how well you work in their subjects. We have also asked the adults to carefully track your progress across the school and provide you with challenging work and clear advice about how to make your work better. Although you do well by the end of Year 6, we have asked the adults to help those of you who can do so to reach higher levels for your age in writing much earlier on.

You too can help by continuing your excellent attendance, working hard in lessons and behaving well.

Thank you again for a most interesting day at your school.

With best wishes

Gavin Jones Lead Inspector