

Shrubland Street Community Primary School

Inspection report

Unique Reference Number	130951
Local Authority	Warwickshire
Inspection number	315673
Inspection dates	1–2 May 2008
Reporting inspector	Rodney Braithwaite

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	169
Appropriate authority	The governing body
Chair	Joy Evans
Headteacher	Pat Dorling
Date of previous school inspection	12 January 2004
School address	Shrubland Street Leamington Spa CV31 2AR
Telephone number	01926 426976
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Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Shrubland Street Community Primary School is a smaller than average school. The proportion of pupils who speak English as an additional language is higher than in most schools. The school has a higher than average number of pupils with learning difficulties and/or disabilities. Attainment on entry to the Nursery is well below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Shrubland Street Community Primary School provides a satisfactory education for its pupils. This is an improvement, as the school has worked determinedly to overcome recent staffing difficulties. Pupils are happy, well cared for, and safe, and are strongly supported by all staff. Consequently, they enjoy school and make good progress in their personal development. They are friendly with each other, have good relationships and are confident with adults. They show great enthusiasm for activities such as the trip to Cumbria, and their art and music contribute much to the bright and welcoming ethos in the school. Parents are overwhelmingly positive about the school and their communication with staff. They appreciate the care their children receive, one remarking, 'The head really cares about them.'

Children make a satisfactory start to their learning in the Nursery, and this continues into Reception, where progress gathers pace. By the end of Year 2, pupils are reaching mostly average standards. Standards when pupils leave the school have been average for some years, until 2007 when they fell considerably. The school has taken effective action to bring about the necessary improvements. Standards have risen and are now broadly average in English and mathematics, and above average in science. The school is aware that standards and achievement can only be sustained if this improvement continues. Pupils' progress is satisfactory, and most pupils are reaching the levels of which they are capable because teaching has improved across the school. The local authority has provided much appreciated and effective guidance and support to teachers.

Teaching is satisfactory, and sometimes good, but monitoring systems to raise the amount of good teaching are not yet fully effective. Learning is enhanced by effective teaching assistants, especially for pupils with learning difficulties and/or disabilities and those who speak English as an additional language. These pupils make satisfactory progress in their learning. Many pupils are clear about their targets for improvement and are helped by some marking, but not consistently so in all classes. The school sets challenging targets for all years, but until recent improvements in the use of tracking and assessment data were established, the targets were unrealistic. The curriculum meets learning needs satisfactorily, with strengths in the creative curriculum. Pupils have too few opportunities to be involved in a wide range of extra-curricular activities and the local community. The leadership and management of the school are satisfactory, and the senior leadership team has become much more involved in the day-to-day management of the school and is more proactive in making improvements than in the past. The governing body, which was under-strength for some time, is now making a satisfactory contribution to the management of the school, after gaining greater knowledge and confidence from focused training.

Effectiveness of the Foundation Stage

Grade: 3

The overall effectiveness of the Foundation Stage is satisfactory with good features. Children develop a positive attitude to their learning in the Nursery and Reception because they enjoy the activities offered to them and they respond well to adults. Behaviour is good. Children make sound gains in most areas of learning and good progress in their personal and social development, and most enter Year 1 with just below the expected levels. The outdoor area is used well to develop learning in the Reception class. More able children, for example, thoroughly enjoyed hunting outside for numbers which were more and less than the chosen number. They

improve their physical and mathematical skills by aiming balls at different numbers and shapes. The outdoor area in the Nursery is less well developed. In both classes, good teaching of phonics is helping to give children more confidence with their letters and sounds. Good support ensures that children who speak English as their second language and those with learning difficulties and/or disabilities make the same progress as other children. The tracking of children's progress in Reception is used well to plan work that closely matches their needs. Teaching is satisfactory overall, and often good in Reception.

What the school should do to improve further

- Ensure that recent improvements in standards and achievement are consistent and sustained throughout the school.
- Build on the monitoring and evaluation of teaching and learning, so that a higher proportion of teaching becomes good or better.
- Explore ways in which pupils can be given more opportunities to be involved in extra-curricular activities and in the local community.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before the next Section 5 inspection.

Achievement and standards

Grade: 3

Standards overall are average. In Year 6, they are slightly below average in English, average in mathematics, and above average in science. Progress throughout the school is satisfactory. In the Nursery, children make satisfactory progress in all areas of their development and this accelerates in the Reception class. Most pupils almost reach their learning goals by the time they enter Year 1. Standards in Years 1 and 2 have varied in the last few years and at present are broadly average in writing and mathematics, and slightly below average in reading. Most pupils make satisfactory progress, but a minority are now making good progress in each year.

After three years of mainly average standards and satisfactory progress in Years 3 to 6, standards fell in 2007 to well below average in English and mathematics and below average in science. Since this time, the school has taken effective action to bring about improvements and pupils are now making satisfactory progress. The improvement has been strongest in mathematics. Standards and rates of progress are now more consistent in all years. This is partly due to the guidance and support of several advisors from the local authority. Pupils with learning difficulties and/or disabilities and pupils who speak English as an additional language also make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils' personal development and their spiritual, moral, social and cultural development are good. Relationships are strong and pupils clearly know how to stay safe. Pupils are keen to learn and their behaviour has improved, and is now good, since the review of the school behaviour policy. Attendance is satisfactory. Many pupils are good attenders, but a small number are regularly absent, which slows their progress. Pupils develop confidence and competence while participating in school activities, especially the residential visit to Cumbria. They appreciate good opportunities to take part in problem-solving activities, archery and rock climbing which

one pupil said, 'taught me to be patient'. They have a satisfactory knowledge of leading a healthy lifestyle through their choice of food and regular physical activity. They know that the school council will respond to their views. Pupils make a satisfactory contribution to the school and local community. Through charity fundraising, they learn to consider the needs of others less fortunate than themselves, in supporting charities such as Children in Need, Shelter and the Salvation Army. Pupils develop confidence and social skills, for example through their involvement in annual productions written by a teacher. Preparation for adult life is satisfactory, as pupils develop sound skills in literacy, numeracy and information and communication technology (ICT).

Quality of provision

Teaching and learning

Grade: 3

Lessons are well organised and pupils make satisfactory gains in their learning. Strong relationships and good attitudes and behaviour contribute to a positive climate for learning. All teachers share lesson objectives with pupils clearly and there are good opportunities to review learning at the end of lessons. In the better lessons, teachers are enthusiastic and determined to improve standards, which results in a brisk pace to learning where tasks are well matched to different abilities. In a Year 2 English class, for example, pupils learned well because they were challenged to identify the main characters in the story and tasks were well matched to ability. In some lessons, however, tasks are not always closely matched to ability. In a few lessons, too many worksheets are used, which limits opportunities for writing. Teaching assistants support well those who need extra help. The quality of marking is satisfactory but varies between subjects and classes, and it does not always offer guidance on how pupils can improve. The use of homework to enhance learning is inconsistent.

Curriculum and other activities

Grade: 3

The school provides a satisfactory and broad curriculum, with some good features. There is a consistency of approach in providing an enjoyable curriculum in the Foundation Stage and Years 1 and 2, which is exemplified by pupils' enthusiastic practical learning about the seaside. Music and art are promoted particularly successfully throughout the school. Joyful singing and vibrant art displays are evident everywhere. There are a few after-school clubs and a sporting link with the local high school, although this is an area which the school recognises could be improved. Pupils' interest in the new clubs provided is not always sustained. There is a growing focus in the school on the use of ICT, literacy and numeracy across the school, which is beginning to have a positive impact on learning. The school has made a satisfactory start to the complex curriculum planning necessary for mixed-age classes in Years 3 to 6.

Care, guidance and support

Grade: 2

Good relationships ensure pupils enjoy their work and develop the confidence to make progress in all aspects of their school life. Pastoral support is strong because pupils experience good levels of care, and staff understand the needs of those who require extra support. The school enjoys good partnerships with outside agencies such as social and child protection services. This is much appreciated and readily acknowledged by parents. Procedures to improve

attendance are satisfactory, although a small number of parents often fail to respond to the school's efforts to raise attendance. Pupils who speak English as a second language, those with learning difficulties and/or disabilities, and vulnerable pupils receive good support, which contributes to their growing confidence. Procedures to promote pupils' welfare and safety are robust. Academic guidance and procedures to track academic progress are good. Improvement targets are set and most pupils know them. Pupils new to the school soon settle well because of effective induction processes.

Leadership and management

Grade: 3

The quality of leadership and management is satisfactory. The headteacher has a good knowledge of the strengths and priorities for improvement in the school. She is highly respected amongst parents and the whole school community for her care and concern for the well-being of all pupils. Senior leaders are enthused by the drive for improvement after satisfactorily overcoming recent staffing problems. This is a clear indication that the school has the capacity to continue improvement. The school self-evaluation is mostly accurate in its judgements. Sometimes however, leaders merely describe what has been done or is planned, without analysing clearly the expected or actual outcomes of their actions. The school is beginning to set more realistic and challenging targets for pupils, after making both over- and under-estimations of pupil capabilities in recent times. Inclusion and equal opportunity are promoted well but are not yet fully effective, because some pupils are not always given learning tasks which match their abilities. Governors provide satisfactory support to the school management, and a number of them are taking up extensive training opportunities.

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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?	3
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	3
The capacity to make any necessary improvements	3

Achievement and standards

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

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	3
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
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?	3
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	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

6 May 2008

Dear Pupils

Inspection of Shrubland Street Community Primary School, Leamington Spa CV31 2AR

Firstly, very many thanks to you all for welcoming us so cheerfully to your school last week. We were pleased to hear about all the things you enjoy at school like the pantomime, and your trip to Cumbria, which you found so exciting. You are very well cared for in school, and you also care for each other, and other living things, like the boy who was so worried about the bird's nest which fell out of a tree. This shows how well you are developing as good citizens of the world. Your artwork around the school makes it seem like a really good art gallery, and your singing is a pleasure to hear. Your parents are pleased with the school, especially how well you are looked after. We would like all parents, with your help, to try to make sure that you all come to school as often as possible.

You work hard and behave well, and your standards in reading, writing and mathematics are improving, so that most of you are reaching what you should do for your age. You are making satisfactory progress, and we are asking the school to make sure that this continues and improves, every year if possible, so that you get even better. Most of you know your learning targets, so try to make sure you achieve them. We also think that teachers can help you by making even more of their teaching good instead of satisfactory. You are lucky to have some exciting after-school clubs and sometimes visits to interesting places in your local community. We are suggesting to the school that you could have even more of these opportunities. Try to play your part when your school organises a new club, by not giving it up after only two or three weeks. You are in a satisfactory school at present, but it looks to us that you and your teachers and leaders have begun to improve it.

Keep enjoying your school and good luck in your national tests. Try your best!

Best wishes

Rod Braithwaite Lead inspector

Annex B

6 May 2008

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Rod Braithwaite
Lead inspector