

Shottery St Andrew's CofE Primary School

Inspection report

Unique Reference Number	125646
Local Authority	Warwickshire
Inspection number	328373
Inspection dates	26–27 February 2009
Reporting inspector	Paul Edwards

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	68
Appropriate authority	The governing body
Chair	Kay Stillitoe
Headteacher	Sarah Marshall
Date of previous school inspection	23 February 2006
School address	Hathaway Lane Shottery Stratford-upon-Avon Warwickshire CV37 9BL
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Introduction

This pilot inspection was carried out by one Additional Inspector. The inspector visited 12 lessons and held meetings with governors, staff and groups of pupils. He observed the school's work and looked at the school's development planning, records, tracking information of pupils' progress, individual education plans of a number of pupils with learning difficulties and/or disabilities, and just under 30 parental questionnaires.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- the progress pupils make in science at both key stages
- boys' progress, particularly in Key Stage 1
- the provision for pupils with learning difficulties and/or disabilities
- the pupils' awareness of growing up in a multicultural society.

Information about the school

Shottery St Andrew's is a small primary school situated a short distance from Stratford-upon-Avon. There are three classes; the Early Years Foundation Stage comprising a Reception class combined with pupils from Years 1 and 2, a Year 3 and 4 class, and a Year 5 and 6 class. Most pupils are from White British ethnic backgrounds. The proportion of pupils with learning difficulties and/or disabilities is much higher than seen nationally. The number of pupils eligible for free school meals is lower than average. With such small cohorts, the attainment on entry varies considerably from year to year but is average for its current intake. The school has gained a number of awards, including a gold Artsmark and a bronze ECO award.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

Main findings

Shottery St Andrew's provides a good education for its pupils. Standards at the end of Year 6 in English and mathematics are above average and rising. Although standards are not quite as high in science, they are improving. Assessment procedures to track pupils' progress are much better than they were and governors are now effective in challenging the school to improve further. The leadership team has developed accurate self-evaluation processes and this has helped to drive up standards. The school's leadership has successfully addressed the key issues arising from the last inspection. However, there is no complacency and progress to date shows a good capacity for further improvement.

Pupils are provided with a rich diet of curricular experiences that ensure they leave the school with good basic skills and they also enjoy many creative activities. Excellent links with other schools, professional theatre and musical groups, provide numerous opportunities for pupils to develop a wide range of skills. As the pupils really enjoy the activities, they behave exceptionally well and attend school regularly.

Good progress is maintained throughout the school. At the end of both Key Stage 1 and Key Stage 2, standards in English and mathematics are much better than those seen nationally. Whilst standards in science at the end of Key Stage 2 are also above the national average, the proportion of pupils attaining the higher level is not as high. Effective teaching ensures pupils do well and relationships between staff and pupils are very strong. Well directed support ensures pupils with learning difficulties and/or disabilities progress at least as well as their classmates. Whilst teachers pitch work at the right level, they occasionally miss opportunities to accelerate the progress of some more able pupils more rapidly.

The pupils' excellent moral and social development stands them in good stead for the future. They have a satisfactory understanding of different cultures and religions but the school's plan to embed their awareness of the lifestyle and social backgrounds of people from different cultures is at an early stage of implementation.

What does the school need to do to improve further?

- Raise the proportion of pupils attaining the higher Level 5 in science by:
 - working together as a team to manage the curriculum in an innovative way to monitor and evaluate the science provision
 - increasing the opportunities for pupils to link and extend their science learning in other areas of the curriculum
 - ensuring that the teaching gives more able pupils greater opportunities to undertake Level 5 work and that they understand the level they are working at.
- Accelerate the progress of more able pupils in lessons by encouraging them to get on with the activity without necessarily having to listen to all of the teachers' introductions.
- Produce a clear and manageable plan to increase pupils' awareness of the cultural and social diversity of the society in which they live.

How good is the overall outcome for individuals and groups of pupils?

2

Pupils are enthusiastic learners and their enjoyment and excellent behaviour are contributory factors to the progress they make. In the lessons observed, the pupils made consistently good progress. The pupils need little encouragement to get on in lessons and overall, the amount of work produced is good. There is very little difference, at both key stages, in the progress made by boys and girls. Pupils' speaking skills are good, the result of many opportunities to respond at length to carefully chosen questions. The early identification of pupils with learning difficulties and/or disabilities, and particularly good intervention strategies, ensure these pupils do well.

Over the last three years, standards at Key Stage 1 have risen steadily and in the 2008 national assessments, pupils attained standards that were much better than seen nationally in reading, writing and mathematics and science. The 2008 unvalidated national test results at the end of Year 6 show that, as in the previous four years, standards remain above the national average in English, mathematics and science. There are missed opportunities to further develop the pupils' scientific skills and understanding and the school recognises the need to increase the number of pupils attaining Level 5 in this subject.

Pupils say they feel very safe in school with the very rare occurrences of bullying being dealt with swiftly and effectively. They are very proud of their involvement with the school council and how the older pupils support others through acting as buddies. Their work on recycling has contributed to an ECO award and they were inspired by a geography topic to sponsor a small portion of the rainforest. They support charitable activities both locally and further afield. Pupils understand the importance of eating a healthy diet and taking plenty of exercise but they acknowledge they should do more exercise to keep themselves 'really fit'. Their understanding of different faiths and cultures is reasonably good but their

understanding of how these fit into the changing society is less secure.

These are the grades for pupils' outcomes

Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	1
How well do pupils behave?	1
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	1
Pupils' attendance	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	2

The quality of the school's work

The quality of teachers' assessment continues to improve and the very good procedures seen in the Early Years Foundation Stage are beginning to be used throughout the rest of the school. Consequently, teachers now have a very clear picture of how well individuals are doing and what they might do to improve. Teachers use this information effectively, planning work for different ability groups. They provide very clear instructions for pupils and their use of 'learning intentions' helps them to assess their own work. However, pupils are not always clear of the National Curriculum levels at which they are working and what they need to do to attain the next level.

The excellent links with a range of organisations supports the school's drive to create a rich and varied curriculum. Gifted and talented pupils are provided with good opportunities to fulfil their potential and the school makes good use of specialist teaching for the teaching of French and science. The school acknowledges that it has not resolved how to extend learning opportunities in science on the days when the specialist teachers are not in school. There is a very wide range of visits, visitors and clubs that provide significant enrichment to the very well balanced curriculum. The school is rightly proud of the opportunities provided for pupils to demonstrate their many music and drama skills, not least when they perform the plays and poems they have written with established actors at the theatres in Stratford-upon-Avon.

These are the grades for the quality of provision

High quality teaching and purposeful learning	2
Effective assessment	2

¹ Grades for attainment are: 1 is high; 2 is above average; 3 is broadly average; 4 is low

An appropriate curriculum which meets pupils' needs, including, where relevant, provision through partnership with other organisations	1
Support, guidance and care	1

How effective are leadership and management?

Governors are supportive and have developed their evaluative skills well, challenging the school to improve its performance since the previous inspection. They now expect more information on the quality of teaching and pupils' progress. They are regular visitors, are perceptive and know how the school can get better. The senior leadership team has produced a clear, achievable improvement plan. The headteacher's reorganisation of the leadership team has provided added impetus to improve provision and there is a clear focus on raising standards further. However, there is a need to ensure that leadership responsibilities are firmly embedded to maintain the rate of improvement. The development of much better assessment procedures and increased monitoring of teaching and learning has helped to ensure pupils of all abilities make better progress. The effective marking policy now engages pupils in assessing their own work.

In their drive to ensure equality, the staff examine the progress of individuals. An analysis of books shows that teachers are using this information effectively, for example to ensure boys' progress accelerates in writing where there has been a danger of them underachieving. The school works hard to make pupils aware of the different world cultures and faiths through visits and visitors. However, the leadership has not yet developed an effective plan to ensure that the pupils have a good understanding of the diverse nature of the society in which they live.

At the time of the inspection, the school's procedures to ensure pupils are safe were rigorous and very well implemented.

These are the grades for leadership and management

Communicating ambition and driving improvement	2
Promoting equality of opportunity and tackling discrimination	2
Ensuring that safeguarding procedures are effective	1
Ensuring that the governing body provides effective challenge and support so that weaknesses are tackled decisively and statutory responsibilities are met	2
Promoting the school's relationship with parents and carers, including their involvement in decision making about matters relating to learning and well-being	2
Developing partnerships with other providers, organisations and services	1
Ensuring the school contributes to community cohesion	3
Deploying resources to achieve value for money	2

Early Years Foundation Stage

The staff in the Early Years Foundation Stage ensure children are provided with a well balanced range of activities that match their age and maturity. A key feature and strength of the provision is the high quality assessment that ensures all staff have a very clear picture of the children's achievements. The effective leadership of the provision ensures staff are well deployed and support the children very well. As a result of consistently good teaching, children progress well and standards are above average on entry to Year 1 in all areas of learning. A good range of activities ensures their basic skills develop well. There are opportunities for children to work with older pupils in the mixed Year 1 and 2 class, where appropriate, but the staff ensure that there are ample opportunities for children to work at their own level of maturity. The outside learning environment for the children has been developed well and provides good opportunities for children to improve their learning. Unfortunately, the location of the indoor classroom inhibits opportunities for children to have free and independent access to the outdoor provision, although the school is considering how this might be improved.

How good are the outcomes for children in the Early Years Foundation Stage?	2
What is the quality of provision in the Early Years Foundation Stage?	2
How effectively is the provision in the Early Years Foundation Stage led and managed?	2
Overall effectiveness: how well does the setting/school meet the needs of children in the Early Years Foundation Stage?	2

Views of parents and carers

The overwhelming majority of the parental questionnaires returned were positive. Parents are pleased with the high level of care provided for their children, commenting particularly upon their children's enjoyment of school and the good progress they make. A very small number indicated they would like more information about events and activities. The school is already seeking to improve the communication with parents/carers further through the use of its website.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007/8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007/8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007/8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007/8, 5% of schools were judged inadequate.

Common terminology used by inspectors

- Attainment:** the standard of the pupils' work shown by test and examination results and in lessons.
- Progress:** the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
- Achievement:** an overall measure of the pupils' success in their academic learning. The term combines attainment and progress. Pupils might make good progress, for example, but if their attainment remains low, inspectors may judge that their achievement is only satisfactory.
- Capacity to improve:** the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
- Leadership and management:** the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



28 February 2009

Dear Pupils

Inspection of Shottery St Andrew's C of E Primary School,
Stratford-upon-Avon, CV37 9BL

Thank you for making me so welcome when I visited your school recently. It was super talking to you about your work. You are right to be proud of your school because it is a good school.

These are some of the good things about your school:

- You make good progress throughout the school.
- Your behaviour is exceptionally good and you are very polite and sensible.
- You really enjoy your work and are keen to come to school.
- Adults look after you very well and give you excellent support and guidance.
- You are provided with a wonderful range of learning opportunities and teachers work hard to help you do your best.
- The school is very good at teaching you about the importance of staying safe, and I am pleased that you do your best to follow a healthy lifestyle.
- Those in charge of the school are working hard to make it even better.

This is what the school needs to do now:

- Help more of you to do better in science and to attain the higher Level 5.
- Ensure those of you who find work a little easy make quicker progress in lessons.
- Provide you with more opportunities to learn about the different cultures and backgrounds of the society in which you live.

It was super talking to you about your work and watching you learn. Please try to help your teachers by continuing to work hard.

Yours sincerely

Mr Paul Edwards
Lead inspector

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