

# Shipston-On-Stour Primary School

## Inspection report

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<b>Unique Reference Number</b>	125520
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	340785
<b>Inspection dates</b>	16–17 June 2010
<b>Reporting inspector</b>	Georgina Beasley

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

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	337
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephen Gray
<b>Headteacher</b>	Christian Hilton
<b>Date of previous school inspection</b>	17 January 2007
<b>School address</b>	Station Road Shipston-On-Stour Warwickshire
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## Introduction

This inspection was carried out by three additional inspectors. Twenty-one lessons were observed. Fifteen teachers were seen. Inspectors observed the school's work, and looked at individual education plans, assessment information, teachers' planning, pupils' work and key policies and procedures. Ninety-three questionnaires from parents and carers were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the learning and progress of girls and higher ability pupils in reading, writing, mathematics, science and information and communication technology (ICT)
- teachers' use of assessment to plan for successful learning
- the care, guidance and support for pupils with special educational needs and/or disabilities
- the accuracy of the school's self-evaluation and subsequent planning for improvement.

## Information about the school

Nearly all pupils who attend this large primary school are from White British backgrounds. The proportion of pupils who have special educational needs and/or disabilities is average. Most needs are for behaviour, learning and speech difficulties, and physical disabilities. Children start in the Reception Year in the September following their fourth birthday. The school has Healthy Schools status, an Eco- Schools Silver award and a dyslexia friendly mark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

### Main findings

This is an outstanding school. The headteacher's dynamic and inspirational leadership has resulted in a team of staff, pupils, governors and parents who are focused highly effectively on improving the quality of provision in order to raise pupils' academic and personal achievement. The infectious enthusiasm of the headteacher permeates the whole school. Morale is extremely high and every member of staff, every governor and every pupil feel they are making an important contribution because what they do is valued highly by the school's leadership. School self-evaluation is accurate. The governing body supports the school and ensures that statutory requirements are met and robustly monitored, but it has not fully developed its role in school self-evaluation and development planning. Staff take full responsibility to lead aspects of school development and are fully involved in evaluating the success of initiatives and adjusting actions to target and accelerate improvement. Consequently, improvement strategies have been highly effective in bringing about rapid improvement in every aspect of the school's work. This demonstrates the school's excellent capacity for sustained improvement.

Attainment is above average and pupils make good progress from their starting points. Nearly every lesson observed included at least one element of outstanding practice and so learning and progress in lessons are securely good. In some lessons, pupils' learning and progress are excellent. The reference to 'learning muscles' in lessons gives equal focus to the development of learning and subject skills. Pupils use the checklists to assess their own work and to identify next learning steps. By Year 6, most know how to improve their work. However, this stronger use of assessment as a tool to support learning is not consistent across the school to ensure that every pupil is clear about how well they are doing. Children in the Reception classes get off to an excellent start due to outstanding practices in planning for successful learning through a rich and highly relevant curriculum. The learning and progress of pupils with special educational needs and/or disabilities are excellent. Focused support has enabled them to catch up on previous underachievement and almost all reach expected levels by the end of Year 6 and some pupils exceed these.

Pupils enjoy school immensely. The breadth and richness of the curriculum and the care, guidance and support pupils receive are outstanding. As a result of these and consistently good teaching, pupil outcomes are excellent. While achievement in English, mathematics and science is good overall, achievement in ICT and personal development are excellent. Pupils follow the school's 'Respect' code conscientiously and their behaviour is extremely good. They have a very strong understanding of how to stay safe and keep healthy because as they say, 'We are shown how and then we carry it out on

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our own.' Their contribution to the school, town, and wider United Kingdom and global communities is exemplary. Pupils have a deep sense of fairness and an astute understanding of their own and others' place in the world. They talk confidently about their learning and express themselves maturely when talking about social and moral issues. High attendance and punctuality, good key skills, the ability to work as leaders and as part of a team, and to consider the needs of others, together ensure pupils have excellent skills for their future economic well-being.

**What does the school need to do to improve further?**

- Ensure every pupil knows how well they are doing by embedding the school's use of assessment to the same high standard in all classes.
  - Increase the governing body's involvement in the school's self-evaluation process.

**Outcomes for individuals and groups of pupils****1**

Attainment is above average in English, mathematics and science. Attainment in ICT is high. Pupils' attainment in writing has improved tremendously. A detailed analysis of pupils' attainment last year identified a possible issue with girls' achievement. The school's actions have ensured that boys and girls now achieve equally well. Learning and progress are good overall but are excellent in some lessons. More challenging work for higher ability pupils has increased the proportion reaching higher levels again this year. Excellent support for pupils with special educational needs and/or disabilities ensures their full involvement in lessons and excellent progress.

Pupils say that the school provides 'a healthy and sporty environment where you can learn'. They choose to eat healthy foods for lunch and snacks because they fully understand the importance of the school's 'healthy body, healthy mind' mantra and what this means. Participation in after-school sports is high and pupils choose to be active at playtimes. When asked if they feel safe, the response is an overwhelming 'yes'. There are very few occasions when pupils have to be reminded about their behaviour, and they say that 'falling out' has virtually disappeared. Good literacy and numeracy and excellent speaking and ICT skills, extensive opportunities to work in teams and take part in enterprise initiatives, and outstanding commitment and attitudes to learning help secure the excellent skills pupils will need in later life.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Teachers use a varied range of teaching methods that keep pupils fully engaged in lessons and instil an enjoyment of learning. The 'Building Learning Power' process is beginning to give pupils a secure understanding of what they are learning and why. Teachers' feedback and pupils' regular involvement in assessing their own and others' learning are helping them to know how to improve their work. Some pupils are still not precisely clear about how well they are doing over time, however. Sometimes teachers spend too long reviewing work in lessons and so do not give enough quality time for pupils to record their ideas and work. Every member of the teaching team is involved in planning and assessing pupils' learning and so support in class enables good achievement. Extremely focused and targeted support in lessons for pupils with special educational needs and/or disabilities ensures they make excellent progress.

The curriculum makes an outstanding contribution to pupils' enjoyment of learning, their personal achievements and their understanding of how to stay safe and keep healthy. Learning is extremely well planned and organised to meet the pupils' academic needs and interests. Knowledge and skills learned in one subject are applied and practised in another and so are constantly strengthened. Numerous clubs and community events including Maypole dancing, the Shipston Proms, visits and visitors from Cycling Proficiency and cooking with Chef Idris enrich personal and academic achievements. Particularly impressive is the opportunity to become 'young fire-fighters' in the town and to learn first aid. Partnerships with local pre-school settings and the high school have strengthened considerably so the transition into and out of school is extremely smooth, especially for pupils with special educational needs and/or disabilities. Outstanding care,

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support and guidance for pupils' personal and emotional needs ensure excellent behaviour, high attendance and excellent achievement of pupils with a particular need.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher presented a very clear vision of what the school was going to look like in five years and how this was going to happen. This vision was quickly embraced by every member of the school community. The team's drive for success has resulted in everyone working towards the same goal. Relationships are very professional and extremely positive and so every member of staff feels involved and feels that their contribution is valued. School self-evaluation is highly effective. Focused meetings that last just seven minutes, so everyone stays on task, give everyone in the teaching team a strong voice and the opportunity for staff to feed back strengths and development points from the monitoring of learning. As a result, the quality of teaching is consistently good and continues to improve. Regular discussions with the governing body keep governors informed about the school's work. In particular, the robust monitoring of safeguarding arrangements ensures pupils' safety and well-being.

Partnerships with parents and also with local and wider community groups promote pupils' learning and well-being extremely well. The highly positive partnerships with local schools and the local and global community groups ensure everyone involved learns from these experiences. As a result of a detailed analysis of the school's circumstances, leaders actively sought curriculum partnerships with schools both in this country and abroad that have very different religious, ethnic and socio-economic characteristics. The subsequent learning partnerships have made an outstanding contribution to pupils' excellent knowledge of different communities and deep respect for different cultures. Pupils challenge discrimination of any kind through curriculum activities, in assemblies and through day-to-day dealings with each other. Pupils have a keen sense of fairness and challenge any situation that they perceive to be unfair whether it directly affects them or others. The school ensures equal opportunities and access to learning and the curriculum.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

There have been considerable improvements since the previous inspection. The leadership and management have shared high aspirations for the children's learning and put the necessary processes into place to make this happen. The children make excellent progress and surpass the expected goals in their personal and creative development, in their communication skills, and in their knowledge and understanding of the world. They all reach the expected goals in literacy and numeracy. The children consider their own and others' safety carefully when negotiating the small space outside, when using resources and when walking to swimming. They have a very good understanding of how to keep fit and healthy. The children make an excellent contribution to the school community. Their involvement in curriculum planning and self-assessment and in the daily evaluation of learning gives them a secure knowledge and understanding of what they are learning and why. They enjoy and fully understand the role of being 'learning detectives', and asked their teacher if inspectors were 'adult learning detectives'. Subsequent notes written by the children themselves as well as by adults inform the next day's learning and the adults' roles as play partners.

The quality of teaching is consistently good and often excellent. Planning is extremely thorough, involves the children's ideas and responds to their interests exceptionally well. As a result, the children greatly enjoy learning and are inquisitive and enthusiastic learners. They persevere when solving problems, such as when building a working drawbridge for the dragon's castle. The outdoor environment is small but stimulates learning, especially the children's early scientific learning, and their imaginations and communication skills. Literacy and numeracy are taught more often in small adult-led groups. There are fewer planned opportunities for adult interventions during literacy and



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numeracy activities that the children initiate.

Meetings with local pre-school settings ensure support for children with special educational needs and/or disabilities is in place the minute the children start school. As a result, they make immediate excellent progress, particularly in their personal, social and emotional development. Family picnics support both parents, carers and children in building very positive relationships with the school and each other. Parents, carers and the school share information about the children's achievements and so are equal partners in supporting the children's learning in school and at home.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

**Views of parents and carers**

Parents and carers who returned questionnaires and who spoke to inspectors are extremely pleased with the school. Inspectors agree with the overwhelming majority of parents who think that their children enjoy school, that the school keeps their children safe and helps them to lead healthy lifestyles, and that teaching is good and meets their children's particular needs. A small number expressed concerns about the behaviour of a few pupils in a couple of year groups. Inspectors agree a very small number of pupils sometimes forget to follow the 'Respect' code but respond very well to reminders. A few parents and carers would value more information about how the school plans to respond to feedback from school surveys. Newsletters and the school's website are both good vehicles through which parents and carers are kept well informed about school's work.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shipston-On-Stour Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 93 completed questionnaires by the end of the on-site inspection. In total, there are 337 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	49	45	48	0	0	0	0
The school keeps my child safe	45	48	47	51	0	0	0	0
The school informs me about my child's progress	29	31	61	66	2	2	0	0
My child is making enough progress at this school	33	35	53	57	4	4	0	0
The teaching is good at this school	40	43	52	56	0	0	0	0
The school helps me to support my child's learning	38	41	54	58	1	1	0	0
The school helps my child to have a healthy lifestyle	40	43	50	54	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	29	57	61	4	4	0	0
The school meets my child's particular needs	30	32	60	65	3	3	0	0
The school deals effectively with unacceptable behaviour	30	32	55	59	3	3	1	1
The school takes account of my suggestions and concerns	27	29	60	65	3	3	0	0
The school is led and managed effectively	47	51	46	49	0	0	0	0
Overall, I am happy with my child's experience at this school	48	52	44	47	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 June 2010

Dear Pupils,

Inspection of Shipston-On-Stour Primary School, Shipston-On-Stour, CV36 4BT

Thank you for your warm welcome when we visited your school recently. Thank you to all of you who told us so much about your school.

The school is outstanding. It is a very different place to three years ago because the headteacher and all of the staff have worked hard to make it an excellent place to learn. Teachers plan lessons that help you to achieve well. You enjoy immensely the rich and exciting curriculum opportunities. We were impressed with your behaviour and good manners. You are all excellent ambassadors for the school. You are all extremely polite and follow the 'Respect' code extremely well. We were particularly impressed with the considerable number of events in which you are involved, in school and in Shipston and through the partnerships with other schools in Britain and in other countries. Those of you who take on responsibilities such as being prefects, manning the office at lunchtimes or being part of the school council carry these out extremely well. You all make good progress in your literacy, mathematics and science. Your computer skills are impressive. You all know how to stay safe and have an excellent understanding of how to keep yourselves healthy.

There are two things we have asked the school to improve.

Some of you told us that you are not always clear about how well you are doing in lessons and so we have asked your school to ensure that you are given even more information about why you have been successful.

There have been considerable improvements over the last two years. We have asked the governing body to be more involved in checking that the changes are really working and making as big a difference as possible to your learning and progress.

You can all help by asking teachers to tell you why a particular piece of work is good. You can ask questions too about why the school is doing what it is doing and how it will know changes are making as big a difference as it thinks they will. I know the adults in school will listen and give you reasons for their actions. Thank you again for your welcome.

Yours sincerely

Georgina Beasley

Lead inspector

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