

Shustoke CofE Primary School

Inspection report

Unique Reference Number	125684
Local Authority	Warwickshire
Inspection number	381108
Inspection dates	7–8 November 2011
Reporting inspector	Mike Thompson

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 of pupils on the school roll	168
Appropriate authority	The governing body
Chair	Nicholas Edge
Headteacher	Michele Wall
Date of previous school inspection	27 September 2006
School address	Forge Road Shustoke Birmingham B46 2AU
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed eight teachers and visited 14 lessons. They held meetings with the headteacher, members of the teaching staff, representatives of the governing body, and pupils. They looked at a range of information, including data showing the progress made by pupils and samples of their work. Inspectors analysed questionnaires returned by 69 parents or carers, 85 pupils and 15 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- To what extent is the school able to demonstrate that all groups of pupils make good progress?
- How effective has the school been in ensuring that teaching provides good levels of challenge in developing pupils' learning, particularly in writing?
- How skilled are leaders at all levels in monitoring and evaluating, and what is their impact on pupils' achievement?

Information about the school

This is a smaller than average-sized, rural primary school. Almost all of the pupils are White British. There are very few pupils who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is about average. A few of these pupils have acute needs, but most have general learning difficulties. There are very few pupils eligible for free school meals.

On-site childcare is provided before and after school for pupils in all year groups. This is independent of the school and is inspected separately.

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?

2

The school's capacity for sustained improvement

2

Main findings

The school provides a good education for its pupils. Their outstanding behaviour contributes strongly to the culture for learning that is a feature of all classes. Pupils work and play together very well. The strong family feel that permeates all aspects of the school's work stems from the very effective promotion of pupils' social awareness. A key factor in the school's success is its excellent partnership with parents and carers. Most of those who returned the inspection questionnaire had positive views about all aspects of the school's performance. Many questionnaires had appreciative comments appended, particularly with regard to the excellent quality of the pastoral care provided. Typical of these was, 'The school has a very warm and welcoming air about it. The staff are all very supportive and my child loves coming here.'

When children join the Reception class, many have skills that are similar to those expected for their age. By the end of Year 6, their attainment is above average. Pupils make good progress because they are taught well and benefit from a well-planned curriculum, enhanced by a wide range of activities that help enrich their learning. The teachers are particularly adept at providing pupils with lessons designed to capture their imaginations and which give them plenty of practice in developing their skills in writing and mathematics. Teachers successfully ensure that pupils have tasks that are challenging, but achievable, because their assessments of pupils' learning are accurate. However, the targets set for pupils to achieve are sometimes not crisp enough because they are not linked closely to National Curriculum levels. While almost all groups of pupils make good progress in writing and mathematics, progress in reading is not quite as good. This is because of the way in which guided reading sessions are organised. In these lessons, the groups of pupils receiving direct tuition from adults make rapid gains in their learning, but those expected to work independently make only satisfactory progress.

The school is at the heart of its community, and pupils contribute to school and village life with enthusiasm. They play an important part in moulding the decisions made by school leaders through their discussions in school council meetings. Pupils' good understanding of how to live healthily is recognised by the school having gained National Healthy School status. Pupils feel extremely safe in school.

The leadership and management of the school are good at all levels. The school's evaluation of its own effectiveness is accurate. This is based on detailed and regular monitoring of pupils' progress, which provides the basis for clear plans of action to

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secure further improvement. The school's success in addressing issues for improvement from the previous inspection demonstrate its good capacity for sustained improvement. These issues related to the pitch of work provided for pupils and opportunities to develop pupils' skills in writing.

What does the school need to do to improve further?

- Align curriculum targets more closely with National Curriculum levels in order to provide sharply focused challenges for pupils.
- Ensure that arrangements for guided reading sessions enable all pupils to make good or better progress in their learning.

Outcomes for individuals and groups of pupils**2**

It was clear from the lessons observed that all groups of pupils, regardless of gender, ability or background, learn well. Some of the pupils with special educational needs and/or disabilities have difficulty in concentrating while others have limited understanding because of their lack of vocabulary. However, in all instances observed, these barriers to learning were successfully countered through good quality individual support. The very few pupils who speak English as an additional language demonstrate skills in literacy similar to those of their classmates. An analysis of data shows that standards at the end of Year 6 dropped in 2011. Current records, confirmed through observations of lessons and work in pupils' books, indicate that attainment is set to rise to the above average levels that typified the school's performance in previous years. In a Year 6 English lesson, for example, pupils were highly motivated, sustained high levels of concentration, and contributed well to discussions as they refined their descriptions of the Snow Queen. Typical of the many examples of high quality writing produced was: 'Intensely, with her diadem upon her head, rushing wind wrapped around her...'

The good levels of punctuality and above average attendance rates reflect pupils' enjoyment of school. Pupils have an excellent understanding of what constitutes unsafe situations. While they clearly know what they need to do to keep fit and healthy, pupils are the first to admit that they do not always put their learning into practice by helping promote healthy lifestyles. Pupils are proud of their school and thrive on the many opportunities to take responsibility. For instance, members of the eco council organise recycling activities and conduct energy-saving checks. Recently, the school council produced its own personnel specification when the school was recruiting a new midday supervisor. A very clear moral code permeates all aspects of school life. Pupils are unfailingly polite and well mannered. They are well prepared for life as future citizens. Their excellent social skills are evident in their ability to work readily with others. Pupils' spiritual awareness, as seen in their understanding of their own development and appreciation of that of others, is excellent. Their awareness of other cultural traditions is satisfactory and improving as the school seeks to develop links with other schools in order to broaden pupils' horizons.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Most of the teaching is good and some is outstanding. There are many good features of teaching in all classes. Teachers have good skills in managing and organising their pupils, and ensure that lessons proceed at a good pace. They are skilled in giving clear explanations about new concepts because their subject knowledge is secure. Teaching assistants work well in partnership with the teachers. Pupils with severe learning difficulties and/or disabilities benefit from good quality individual help which enables them to participate well. Although teachers challenge their pupils well, they do not make enough reference to the National Curriculum level descriptors when setting targets for pupils to achieve. A scrutiny of pupils' books also showed that the quality of marking varies from class to class. The comments made by teachers do not always result in improvements being made where they are needed.

The curriculum is strongly based on first-hand experiences. Regular enrichment through a range of visits and visitors adds an extra dimension to pupils' learning. For example, during the course of the inspection, pupils in Years 1 and 5 visited both the local church and a mosque to look at different beliefs and ways of worship. There are good opportunities for pupils to practise and develop their skills in numeracy and literacy through cross-curricular topics, and pupils are often highly motivated by the activities provided for them. For instance, during a Year 4 topic about Ancient Egypt, pupils greatly enjoyed a 'code-breaking' session in which they identified their own names written in hieroglyphics. Almost all of the satisfactory teaching observed was

¹ 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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in guided reading sessions. Teachers’ skills in teaching reading are secure, but the way in which these sessions are organised makes it difficult to ensure that pupils sustain consistently good levels of learning. This is because the comprehension activities provided for pupils who are not receiving reading tuition are generally unsupported. The school has invested heavily in information and communication technology, and ensures that pupils use this regularly as part of their learning.

An outstanding feature of provision is the quality of day-to-day pastoral guidance and support provided for pupils. The needs of individuals are well known to all staff, and pupils feel valued members of the school ‘family’. There are excellent, well-established arrangements to induct pupils into school and to ensure a smooth transition as they move on to the secondary phase of their education.

These are the grades for the quality of provision

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

How effective are leadership and management?

All of the pupils surveyed felt that the headteacher and senior staff are doing a good job. This reflects pupils’ appreciation that this is a very inclusive school in which discrimination has no place and which gives them a sense of belonging. The clear direction provided in embedding ambition and driving improvement stems from the good partnership between the headteacher, staff and the governing body. The governing body is well organised and its effectiveness is good. Its members know the school well and closely monitor its performance. The governing body is motivated to improve further and is working towards the Governor Mark accreditation. School leaders closely track pupils’ progress, although there is inconsistency in the way in which data is presented. The inspection survey of staff views showed that staff have unanimously positive views about all aspects of the school’s performance, including their involvement in helping the school to run smoothly and the opportunities provided for their professional development.

The school’s partnerships with local schools and professional agencies have a positive impact on pupils’ learning. The sharing of expertise among local schools contributes strongly to good outcomes for pupils in areas that the school alone could not provide. For example, instrumental tuition is available for pupils from Year 2, and links with a local secondary school have helped develop provision in history. Support from a local trust has helped develop provision in information and communication technology. The high level of satisfaction with all aspects of the school, expressed by parents and carers, is a strong indicator of their excellent engagement with the

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school. Parents are kept very well informed. For instance, the end of year reports are of high quality. All of those who returned the inspection questionnaires felt that the school is good at ensuring their children are kept safe and inspection evidence endorses this. Pupils’ safety and well-being are given the highest priority, and all of the required checks on adults who have contact with children are securely in place. The school’s promotion of community cohesion is good. The school knows its own community very well and works effectively to meet the needs of pupils and parents who live some distance away. It makes good use of links with the local ‘cluster’ of schools to help widen pupils’ perspectives, for example through an inter-cultural festival and links with a group of schools in Malawi.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children in the Reception class enjoy school and each other’s company. They join the class from a wide range of pre-school settings, and their attainment at this point varies considerably but is broadly in line with national expectations. In some areas of learning, attainment on entry is above average, but there are consistent weaknesses in children’s emerging knowledge of letter sounds and in their early skills as writers, both of which are below expectations for children of this age. As a result of effective leadership, the children make good progress in all areas of learning. They share resources amicably, respect others and behave exceptionally well. The children have ready access to a wide range of exciting activities, both indoors and out. These cover all areas of learning while capturing children’s imaginations and encouraging initiative. For example, role-play in the ‘Shustoke Forge Veterinary Practice’ provides good opportunities for social interaction as well as practical problem solving, such as how to bandage an injured cat! There is a very clear learning purpose to all activities. For instance, children’s outdoor play with wheeled vehicles is used effectively to

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develop their understanding of positional language such as ‘in front of’, ‘around’ and ‘between’. Adults have a good understanding of the learning needs of young children. The teacher’s expectations of what children can achieve are consistently high. An activity led by the teacher to develop children’s skills in making ‘number sentences’ (setting out simple additions) placed great demands on children, to which they responded well. All adults place a strong emphasis on ensuring the welfare and safety of the children and keep a careful check on their progress so that provision can be suitably adjusted in response to what is learned. However, the day-to-day written assessments on which some of the monitoring is based are sometimes too descriptive. They lack detailed evaluation of precisely how well the children have achieved their tasks and make few suggestions about the next steps in learning for each individual. As a result of the good provision, children have been moving from Reception to Year 1 over the past few years with above average levels of attainment.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The rate of response to the inspection questionnaire was higher than generally found. Inspection findings confirm the positive views expressed by the very large majority of parents and carers in all areas surveyed. There is no pattern to the very few negative comments made.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shustoke CofE 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 168 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	77	14	20	1	1	0	0
The school keeps my child safe	49	71	20	29	0	0	0	0
The school informs me about my child’s progress	32	46	35	51	1	1	0	0
My child is making enough progress at this school	45	65	21	30	1	1	0	0
The teaching is good at this school	47	68	18	26	0	0	0	0
The school helps me to support my child’s learning	42	61	25	36	2	3	0	0
The school helps my child to have a healthy lifestyle	49	71	19	28	1	1	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)	33	48	27	39	1	1	0	0
The school meets my child’s particular needs	43	62	25	36	1	1	0	0
The school deals effectively with unacceptable behaviour	37	54	22	32	2	3	0	0
The school takes account of my suggestions and concerns	36	52	26	38	3	4	0	0
The school is led and managed effectively	47	68	15	22	0	0	1	1
Overall, I am happy with my child’s experience at this school	52	75	17	25	0	0	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



9 November 2011

Dear Pupils

Inspection of Shustoke CofE Primary School, Birmingham, B46 2AU

On behalf of the inspectors, I would like to thank you very much for being so helpful when we came to visit your school and for sharing your views with us. We really enjoyed meeting you and looking at your work. You told us that you go to a good school, and we agree.

Here is a list of some of the things that your school does best.

- You learn well in lessons and make good progress because you are taught well.
- You develop your personal skills well. This is important in helping you to become good citizens in the future. You know how to keep yourselves healthy. You do a lot for your school and for the local community. Your behaviour is excellent. Well done!
- You told us that you enjoy and learn a lot from the interesting and exciting activities your teachers plan for you.
- You also said that you feel safe. This is because all of the adults in your school look after you extremely well.
- The people who run your school are doing a good job.

Every school has something that could be improved, and this is what we have asked your school to do to help you to make even more progress.

- We would like your teachers to make sure that the targets that they set for you are much more precise, so that it is easier for you to know when you have achieved them.
- We have asked your headteacher and senior managers to think of a better way of planning your guided reading lessons, so that you have more opportunities to learn reading skills.

I would like you to play your part in helping the school to become even better. The best way for you to do this is to do your very best to achieve the targets your teachers set for you. This also means making sure that you always do your corrections!

Yours sincerely

Mike Thompson
Lead inspector

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