

Stratford-upon-Avon Primary School

Broad Street, Stratford-upon-Avon, CV37 6HN

Inspection dates

26-27 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires special measures.

- The school's work to keep pupils safe is inadequate.
- Leaders have not ensured that the required checks of staff have been undertaken and recorded in line with legislation. This is a serious failing.
- Leaders have not taken systematically robust action as a result of a previous serious safeguarding incident to establish a culture of safeguarding pupils that permeates all aspects of the school's work.
- Governors have failed to check, challenge and evaluate the school's actions and work related to the safeguarding of pupils. Statutory policies have not been put in place since the previous inspection.
- Governors do not have a good enough understanding of the impact of leaders' work or how additional funding has been spent.
- Despite high levels of attainment by the end of Year 6, the progress different groups of pupils make across the year groups is not consistently good.
- The headteacher and other leaders have not routinely checked the progress of different groups of pupils or the quality of teaching, since the last inspection. This means that they have been unable to intervene quickly enough to secure improvements.
- The information teachers have on how well pupils are achieving is not consistently reliable and this results in weaknesses in the levels of challenge for pupils, including the most able.
- The quality of marking and feedback to pupils is inconsistent and therefore pupils do not always improve their skills and understanding well enough.
- Expectations of what children in the early years can achieve are not high enough. There are some weaknesses in safety practices and leaders do not rigorously review the quality of teaching and children's achievement in this setting.

The school has the following strengths

- Staff, governors, parents and pupils are supportive of the headteacher's work.
- Pupils behave well, are happy, enjoy school and attend regularly. Despite the failings of the school's work, pupils say they feel safe.
- Pupils leave the school with high levels of skills in English and mathematics.
- Classroom and corridor displays celebrate pupils' achievement and provide a welcoming environment.

Information about this inspection

- Her Majesty's Inspectors visited this school under section 8 of the Education Act 2005 because of potential concerns about the school's arrangements for safeguarding pupils. As a result of the evidence gathered, this inspection was also deemed a section 5 inspection under the same Act.
- Inspectors met with the headteacher and other leaders, six members of the governing body and two representatives of the local authority. An inspector also had a telephone conversation with another representative of the local authority who has a specific role related to safeguarding children and young people in schools. The views of staff were gathered through discussion and from the 14 responses to Ofsted's staff questionnaire.
- The views of parents were gathered through discussion with parents in the playground on both days of the inspection. Responses to Parent View, Ofsted's online questionnaire were also taken into account. However, there had been no new responses recorded since the previous inspection.
- Inspectors observed the school's work, talked to pupils in lessons and at social times and reviewed a range of documentation including those related to safeguarding and pupils' achievement. The work of pupils was also looked at by inspectors and one of the inspectors listened to pupils reading books.

Inspection team

James McNeillie, Lead inspector

Her Majesty's Inspector

Jane Millward

Her Majesty's Inspector

Chris Chapman

Her Majesty's Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- The school is an average-sized primary school.
- Most pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs is well below average.
- The proportion of disadvantaged pupils who are supported by the pupil premium funding (additional government funding for pupils eligible for free school meals and those who are in the care of the local authority) is well below average.
- Children attend full-time in the early years Reception class.
- Over the last few years there have been a number of significant staffing changes to the senior leadership team and this has caused disruption for the school. The headteacher was appointed in September 2014 and the deputy headteacher in March 2015.
- The school meets the current government floor standards, which set minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Urgently ensure that all statutory requirements are met in relation to keeping pupils safe. In addition, leaders should ensure that a culture of safeguarding permeates all aspects of the school's work.
- Improve leadership and management by ensuring that:
 - leaders track the progress of different groups of pupils carefully and use the information gained to identify and support pupils who need to make quicker progress
 - leaders provide teachers with accurate and regular information about pupils' levels of skills and progress
 - leaders check that teachers' assessment of pupils' skills and abilities are accurate
 - all leaders are involved in checking of the quality of teaching so that areas for improvement can be quickly identified and areas of strength shared more widely
 - governors know and understand how well pupils are achieving and that they check, challenge and evaluate all of the school's actions, including those related to safeguarding and how well additional funding has been spent.
- Improve the quality of teaching so that all groups of pupils make good progress by ensuring that:
 - teachers use information about pupils' levels of skills and progress to plan work that is suitably challenging and helps pupils to excel in all year groups
 - teachers provide high quality feedback to pupils so that they understand what they need to do to improve
 - the good practice in teaching that exists in the school is shared more widely.
- Improve the Early Years Foundation Stage by ensuring that:
 - expectations of what children can do and learn are raised, including providing more opportunities for children to develop their skills in number
 - leaders of this area systematically review the quality of teaching and children's achievement and then use this information to make improvements
 - safe practices are consistently applied in classrooms.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved. An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

are inadequate

- Leaders, including governors, have failed to ensure that statutory requirements are met in relation to the school's arrangements to keep pupils safe. At the time of the inspection, there was no complete record of recruitment checks on staff. Leaders had not ensured that all staff had been subject to the recruitment checks required by law
- Leaders' actions after a previous serious safeguarding incident have not been robust or systematic. For example, there has been no substantial review of the impact of lessons learned and changes made as a result.
- The school's safeguarding policy was ratified by governors on the first day of the inspection. This was at a meeting of governors that had been already scheduled. The good practice identified in that policy, which only now reflects the guidance issued by the Government almost 12 months ago, is not embedded in the school's work.
- Leaders have not made sure that all staff have been given training on child protection issues when they joined the school. However, the teachers and support staff inspectors spoke with have at least a basic understanding of information on this aspect of the school's work.
- The headteacher and other leaders, including in the early years, do not have a good enough picture of the quality of teaching and there has been limited progress in addressing this issue that was identified at the previous inspection. Leaders also do not know how well groups of pupils achieve across the year groups and as such are unable to be secure about the extent to which all pupils have access to the same opportunities to learn well. For example, leaders were unable to say how well boys were achieving compared to girls, or know about the progress of pupils with different levels of ability since September 2014.
- Leaders have not evaluated how well the additional government funding for the very small number of disadvantaged pupils has been spent. Neither have they analysed the impact of the funding used to promote sport in primary schools. This means that they are unable to identify what has worked well and should be done more often, or to learn lessons for the future. Additional funding for disadvantaged pupils has been largely spent on staffing and small and individual group work.
- The leaders of English and mathematics have been involved in some evaluation of the impact of their work on improving teaching and pupils' achievement, but this is at an early stage and, therefore, is not good.
- The headteacher has started to tackle weaknesses in the accuracy of teachers' assessments of pupils' skills. For example, training sessions for teachers to work together to standardise assessments within school have taken place. However, at the moment, the headteacher does not have complete confidence in the accuracy of the data being used by teachers.
- The range of subjects and activities that pupils experience is good. Religious education lessons help pupils to understand different world faiths. They recognise that there are similar features of tolerance and respect between these faiths. Stimulating activities, such as visits by authors and other cultural experiences broaden pupils' understanding and helps promote their good spiritual, moral, social and cultural development. Pupils are adequately prepared for life in modern Britain. They are developing their understanding of democracy and what life is like in other parts of Britain, although some aspects of these are at an early stage of development since the previous inspection.
- The parents that inspectors spoke with on the playground were overwhelmingly positive about the clear sense of direction the headteacher has brought to the school's work since September 2014. Leaders have worked well with parents, and with pupils, to maintain good behaviour and conduct.
- The local authority has not provided systematic support and challenge to leaders and governors to ensure

that a school, where a serious safeguarding incident has occurred, meets statutory requirements. For example, there is no evidence since September 2014 that local authority officers asked school leaders about its work to keep pupils safe. The Chair of the Governing Body has been asked to supply a report to the Local Safeguarding Children's Board by July 2015 on the actions taken to keep pupils safe. This timescale does not provide a sense of urgency. The local authority provided well-received safeguarding training in May 2014. However, inspectors were provided with no evidence of any systematic review by the local authority of the impact of this work. Governors also spoke highly of the support received from the local authority immediately after the serious safeguarding incident that occurred.

- The school must not appoint newly qualified teachers.

■ The governance of the school:

- Governance is inadequate. Governors do not fulfil their statutory duties in relation to safeguarding. They do not check, challenge or evaluate how well leaders promote a culture of safeguarding in the school.
- Governors do not have a good enough understanding of the impact of the school's work, including in relation to how additional government funding has been spent and to the quality of teaching.
- Governors have only a basic overview of how well pupils achieve by the end of each key stage and in year groups. As a result, they are unaware of the inconsistency in the progress made by some pupils. The school's lack of systematic tracking of different groups of pupils means that governors do not have a full picture of pupils' achievement.
- Governors have supported the headteacher's increasingly rigorous approach to the management of teachers' performance and make decisions which link to how well pupils achieve at the end of each year. They understand the need to reward good teachers and challenge those that have less impact. However, governors have not insisted that they receive full details of the impact of teachers' work to make informed decisions.
- Discussions with the Chair of the Governing Body and other governors during the inspection resulted in them quickly accepting their failings in the oversight of the school's work. When specific issues were brought to their attention they took quick action. For example, a sub-committee of governors was established to focus on safeguarding. Governors want this to be a safe and successful school. However, there has been a worrying lack of urgency and some sense of complacency.

The behaviour and safety of pupils

are inadequate

Behaviour

- The behaviour of pupils is good. Pupils are polite and courteous and get on well together in lessons and break times. Staff, governors and parents agree. Pupils have a good sense of what is right and wrong.
- Pupils take pride in their school and this is shown in their smart uniforms and their keenness to tell inspectors about their learning. Their enjoyment of school is reflected in pupils' high levels of attendance.
- Pupils pay good care and attention to the standard of their written work and this is reflected in their books, but also in the many displays in classrooms and corridors that celebrate their achievements. They enjoy and respond well to receiving house points.
- In lessons, pupils have good and sometimes outstanding attitudes to learning. They listen carefully to teachers and support staff, help their classmates when it is needed and persevere with tasks. There is an 'excited buzz' in many classrooms that indicates pupils enjoy their learning in school. In a few instances, a small number of pupils do not concentrate on the task in hand as well as they could.

Safety

- The school's work to keep pupils safe and secure is inadequate. This is because leaders have failed to fulfil their statutory responsibilities to keep pupils safe. They have also not ensured that they have provided all staff with training at this school on child protection issues.
- Despite the failings of leadership, pupils describe feeling safe in school and their parents agree. Pupils attribute this to the fact that there is always a member of staff to help when they need it and that their teachers and other staff in the school know them well. They also describe that there are few incidents of

bullying, and the school's records from September 2014 confirm this. No records were available to inspectors prior to this.

- A project-based course that pupils began to follow in January 2015 has helped them to know what to do when they are worried about themselves or other pupils. A strong focus of this has been to help them understand what their rights are, which include the right to be safe and to have privacy. As a result, the pupils inspectors spoke to were able to describe their 'network' of friends, family and teachers that they would tell if they were worried about anything.
- Lessons and assemblies have helped pupils understand how to keep themselves safe when using the internet.
- Leaders take appropriate action when there are concerns raised about pupils' wellbeing and quickly involve external agencies when necessary.

The quality of teaching

requires improvement

- Teaching in a range of classes, including in the early years, has not been good enough to help all groups of pupils make good progress from their typically very strong starting points when they join the school. The good practice in teaching that exists, particularly in Years 2 and 6 is not shared widely enough.
- Teachers do not plan work that challenges and supports pupils, and particularly the most able, to excel. This was seen in lessons and also evident in a review of pupils' workbooks in year groups other than Years 2 and 6. For example, there was limited evidence of pupils' having the opportunity to complete extended writing in some years. In part, this lack of challenge is because teachers do not have a good enough grasp of what pupils can already do. Teachers do not have a detailed analysis of the skills and abilities of different pupils and groups of pupils.
- In some lessons, all pupils complete the same work at the same time. This means that the most able pupils sometimes finish their work ahead of their classmates and learning time is wasted when they have to wait to be given the next activity. On other occasions, teachers and teaching assistants do not spot quickly enough when pupils are struggling with misconceptions related to fractions, which means that good learning does not take place.
- The quality of written marking is variable. Inspectors saw examples where pupils have acted on their teachers' advice, such as remembering to use capital letters correctly, and as a result these pupils are writing more accurately. However, there are also other examples when teachers do not give precise enough points for improvement or give pupils opportunities to rehearse accurate spelling strategies, or when teachers make spelling mistakes in their written feedback to pupils.
- Other strategies to assess pupils and then provide feedback are also variable in their effectiveness. For example, some teachers choose only those pupils who volunteer to answer questions. While this means that these pupils' understanding can be checked, it also means that teachers do not have a clear enough picture of how well other pupils understand or have developed skills and so cannot take action to remedy any misunderstanding.
- Good teaching in the school ignites pupils' excitement and motivates them to enjoy their learning. In part, this is to do with teachers' good subject knowledge, as well as the positive attitudes that pupils have.
- In some cases, teaching is very effective and enables pupils to make excellent progress. For example, in a Year 6 lesson, the teacher's high expectations of what pupils of different levels of ability could achieve resulted in pupils making excellent progress in developing their descriptive writing. Lower ability pupils made similarly quick progress as a result of the good level of support and challenge they received from a teaching assistant. A review of pupils' books in this year group indicated that the progress pupils made was similarly strong in a range of subjects.
- Teachers help pupils to develop good reading habits and a love of reading. They provide pupils with the

skills needed to decode words and to read and understand a range of texts.

The achievement of pupils

requires improvement

- Pupils, including those in the early years, have not made, and do not currently make, consistently good progress. For example, published data in 2014 indicate a decline from the previous year in the progress pupils made by the end of Key Stage 2. From their above-average starting points at the end of Key Stage 1, pupils do not excel in all year groups. This is despite pupils achieving above average test results.
- The work in pupils' books across the year groups also shows that the progress they make requires improvement. This is because there is not a consistently high level of challenge in the work set by teachers, particularly for the most able pupils. For example, while most pupils, and groups of pupils, continue to develop their skills during Key Stage 2, they do not do so at a quick enough pace given their high starting points at the end of Key Stage 1.
- Leaders do not track the progress of different groups of pupils currently in the school, and instead check how well each class is doing as a whole. This lack of analysis means that leaders and teachers are unable to use a detailed level of information about pupils' progress to inform learning, planning or strategic direction.
- The school's records suggest that the progress of pupils currently in the school is slower during the early years, but also in other year groups across the key stages. This is also reflected in the quality of learning as seen in pupils' work books. For example, in Year 3, some pupils continue to make mistakes in relation to multiplication and fractions. Inspectors also observed variable quality of work in pupils' 'topic' books in some classes. For example, poorer presentation and weaker use of spelling, punctuation and grammar in these books than was the case in the same pupils' English books.
- The small number of disabled pupils and those who have special educational needs do not make good progress overall.
- It is not possible to evaluate the achievement of the very small number of disadvantaged pupils without the risk of identifying individual pupils. Leaders track the progress of these individual pupils in Key Stage 1 and 2 but do not evaluate well enough the impact of how this additional government funding is spent.
- The most able pupils (that is those who attained at least a Level 3 at the end of Key Stage 1) made quickest progress in writing and mathematics, as shown in the 2014 test results. Leaders are unable to be secure how well the most able pupils currently in the school are achieving, despite this being the largest group of pupils in the school. However, observations of learning and a review of pupils' work books indicate that their progress requires improvement. These pupils make the quickest progress in Year 6. However, the teaching in other year groups does not always provide a sufficiently high level of challenge to help the most able pupils reach the levels they are capable of.
- Pupils are supported well to develop good reading skills and habits from an early age, and this is reflected in the above average results for the phonics screening tests in Year 1. Pupils who struggle with reading use the skills they have been taught well, for example in being able to decode words.
- Pupils have made the most progress in English, mathematics and other subjects in Years 2 and 6 and this is reflected in the above average levels of attainment that pupils reach by the end of Key Stages 1 and 2.
- Most pupils can use their well-developed literacy skills in a range of subjects which means they are able to express their knowledge, understanding and ideas in an accurate and coherent way. Pupils have very good speaking and listening skills.

The early years provision**requires improvement**

- Children do not make consistently good progress in the early years. Inspectors had to complete their own analyses of children's progress since September 2014, based on the school's records. This analysis showed that while some children were making good progress in reading, over half were making slow progress in their understanding of numbers and about a third were making slow progress in writing.
- A check of children's learning journeys confirmed that progress was no better than requiring improvement. Despite this, because of their high levels of skills on entry to the early years, children are still well-prepared to start Year 1.
- Leadership of the early years requires improvement. Leaders have some awareness of the strengths and weaknesses but there has been a lack of analysis of how well pupils are learning which means leaders are unable to identify quickly what extra support needs to be given.
- Teaching requires improvement. Expectations have not been high enough. For example, the number line that was used in class went from zero to 20 when many children could count to at least 50. These lower expectations are partly due to the fact that teachers do not have a good enough understanding of how well children are learning and so cannot plan accordingly.
- An inspector observed, jointly with the headteacher, some safety concerns in a classroom. For example, one child was running in the classroom with scissors and another had a table cloth wrapped around her neck that could have caused injury.
- There is a breadth across the different areas of learning but there are fewer opportunities for pupils to develop their skills in number and this is reflected in the slower progress children make in this area.
- Children are motivated, enthusiastic and show good attitudes to their learning. They mix and get on well together.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125524
Local authority	Warwickshire
Inspection number	463249

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	219
Appropriate authority	The governing body
Chair	Chris Cond
Headteacher	Emma Cox
Date of previous school inspection	9 October 2014
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