

Ettington CofE Primary School

Inspection report

Unique Reference Number	125631
Local Authority	Warwickshire
Inspection number	359915
Inspection dates	7–8 March 2011
Reporting inspector	David Shears

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	163
Appropriate authority	The governing body
Chair	Karen Kingham
Headteacher	Rosemary Edwards
Date of previous school inspection	2 October 2007
School address	Churchill Close Ettington, Stratford-upon-Avon CV37 7SP
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons taught by seven different teachers, and held meetings with representative members of the governing body, staff and groups of pupils. They observed the school's work and looked at policies, planning documentation, assessment data and pupils' work. They analysed the questionnaires returned by 129 parents and carers, eight members of staff and 88 pupils.

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

- How consistently do teaching and learning help all pupils, including those with special educational needs and/or disabilities and more-able pupils, to make good progress, particularly in mathematics at Key Stage 2?
- How effective is the curriculum in supporting the development of core skills?
- How effectively do leaders and managers identify, monitor and evaluate specific areas of development to ensure better progress?
- How effectively are children learning in the Early Years Foundation Stage, particularly in the outdoor provision?

Information about the school

Ettington is a smaller-than-average sized primary school. The overwhelming majority of pupils are of White British backgrounds. The proportion of pupils who have special educational needs and/or disabilities is lower than the national average; their needs are mostly moderate learning difficulties. The proportions of pupils who speak English as an additional language and those known to be eligible for free school meals are well below average. The school has a breakfast and after-school club for pupils at the school, which is run by the governing body. Pre-school provision operates next to the school, although this is externally managed and is, therefore, subject to separate inspection. The school has achieved Healthy Schools status.

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

Ettington Primary is a good school. It has made rapid progress since the last inspection when its overall effectiveness was satisfactory. In particular, the quality of teaching and learning has improved at Key Stage 1, resulting in a clear upward trend in the attainment of pupils. The underachievement that was identified at the time of the last inspection has been addressed throughout Key Stage 2 so that pupils in 2010 left with attainment that was significantly above the national average. Moreover, the current Year 6 pupils are on track to match this.

Leaders and managers have a good understanding of the strengths and areas for development in the school and these are clearly written and displayed so that all can see what the school is trying to achieve over the current year. The structure of leadership has changed so that all staff are involved in teams, having a positive effect, especially on the quality of the curriculum. In particular, pupils are excited by the wide variety of experiences they have to enrich their learning, this aspect being outstanding. Through effective self-evaluation the school demonstrates a good capacity to improve.

Pupils make good progress in each key stage because staff are working well as a team to provide a consistent approach to learning. There are occasions, however, where this is less secure, resulting in pupils making satisfactory progress. When this happens, pupils are not fully challenged throughout lessons. Marking is effective, particularly in English, but there are not enough comments to help pupils know the next steps in learning in mathematics. Teaching assistants are very supportive and give good support when pupils are working individually, although they are not always fully utilised at the beginning and end of lessons. Teachers do not always check during lessons whether all pupils are making good progress.

Leaders and managers spend much time monitoring the learning and attainment of pupils to ensure that they are making good progress. However, there are occasions when this can be over-loaded so that the same priority is analysed too often, detracting from a clear overall analysis of the school's effectiveness.

Pupils enjoy coming to school and have good attitudes towards their learning. This is because there are good relationships between staff and pupils. The standard of care is good and pupils say that they feel safe, both in lessons and on the playground. Parents agree, the overwhelming majority who returned a questionnaire saying that their children are kept safe in school. Consequently, the pupils' positive perception of keeping safe is outstanding. For example, they have an excellent understanding of how to stay safe in a wide range of circumstances, such as stranger danger, misuse of drugs, road safety, including safe cycling, and the dangers of the internet. Because pupils enjoy school, this has a positive impact on their attendance, which is now high.

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What does the school need to do to improve further?

- Raise the quality of teaching and learning so that it is consistently good or better, enabling all pupils to make good or better progress, by ensuring that:
 - all pupils are constantly challenged throughout lessons
 - marking helps pupils to know their next steps in learning, particularly in mathematics
 - teaching assistants are deployed more effectively at the beginning and end of lessons
 - ongoing assessments are used to reshape tasks to ensure that pupils of all abilities make good progress.
- Improve the effectiveness of leaders and managers by simplifying assessment and monitoring activities in English and mathematics so that information about the progress and attainment of pupils is more readily accessible to all and demonstrates a clear impact on their learning.

Outcomes for individuals and groups of pupils

2

Children start school with skills and experiences that are generally higher than expected nationally, especially in their personal and social skills. However, their early writing skills are less well developed. They make good progress in the Early Years Foundation Stage so that, by the end of Reception, their writing skills are in line with their above average attainment. Pupils continue to make good progress in Years 1 to 6, leaving with attainment that is often significantly above average overall. Pupils with special educational needs and/ or disabilities are given good support in their learning, ensuring that they make good progress throughout the school. For example, in one lesson where pupils were learning to solve number problems, these pupils developed their counting skills systematically, relating this to addition. As a result of effective adult support, they made good progress in the lesson. Similarly in the best lessons, more-able pupils are challenged well. In another lesson, where pupils were calculating the cost of items after a given percentage discount, more- able pupils were given the final cost to work out what the percentage discount was. Overall, girls make similar progress to boys, although in some year groups there are variations; where these occur the school is quick to identify the cause and take steps to close the gap.

Pupils behave well both in class and on the playground. They have good social skills, being both polite and helpful. They look after each other well. For example, pupils in Year 6 look forward to helping the new Reception children, such as walking with them to the local church. The way that pupils care for others extends out of school. For example, the school orchestra plays locally and many charities are supported, such as raising money for endangered species of penguins. Pupils have a good knowledge of how to keep healthy. They know which foods are healthy and most attend a sports activity regularly. They often learn about healthy choices through science. The social and moral development of pupils is good. They have a clear understanding of right and wrong and a keen sense of fairness. There are good opportunities to develop their spiritual awareness. For example, pupils were encouraged to contribute requests for prayer during collective worship. All pupils took the opportunity to reflect and pray individually and the worship leader expertly

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brought these together in an effective corporate prayer, and their singing was both lively and enthusiastic. The school is currently focusing on extending the cultural development of pupils and this is having a positive effect on their understanding of different cultures, opinions and beliefs.

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	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The effective teaching is characterised by good relationships that exist in all classes. Staff respect pupils and this is reciprocated. Teachers plan interesting lessons that appeal to pupils, all of whom want to learn. Good use is made of information and communication technology, such as interactive whiteboards and visualisers, to enhance the teaching and give good visual support to the learning. Staff have good subject knowledge and are able to confidently extend pupils' learning. Assessment is used well to plan activities that will meet the needs of pupils, although this is not always refined well enough during lessons. The use of learning objectives and strategies to help pupils know how to learn well are used consistently through the school. Teaching assistants are deployed effectively in supporting groups of pupils, although they are sometimes not involved sufficiently at other points of the lesson. Although there are times when learning slows because teaching is not as effective, there are others where teaching and learning are both outstanding.

The school has worked well in developing a creative curriculum that brings learning to life and where pupils can see the links between subjects. Topics are studied in imaginative

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ways and these change each year to keep the curriculum fresh for both teachers and pupils. Pupils have good opportunities to practise their literacy and mathematical skills. The curriculum is adapted well to meet the needs of more-able pupils, such as when these pupils were challenged to tackle mathematical problems in a logical way. Those with special educational needs and/or disabilities are supported well. There are many enrichment activities and special weeks to focus on particular areas, such as developing pupils' awareness of other cultures. The tracking of skills in each subject is developing, although this is not yet consistent across all curriculum areas.

Pupils are looked after well in school. There are good induction arrangements in place and care is taken to support pupils when they transfer to secondary school. The few pupils whose circumstances make them vulnerable are well supported and monitored both by the school and outside agencies. For example, staff are trained to administer specific medication when needed. A breakfast and after-school club caters well for the needs of pupils at the beginning and end of the day. Activities are arranged that help develop the pupils' skills of relating to and working with others. There are strong links with the pre-school that meets on the school site.

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	2

How effective are leadership and management?

Senior leaders and managers embed ambition and drive improvement well. This is because they involve all teaching staff in the implementation of the school development plan through teams. Together, under the clear leadership of the headteacher, they identify areas of concern and bring about improvements to address them. This has already resulted in improvements to the provision at Key Stage 1 and the development of the creative curriculum. They have rightly identified mathematics at Key Stage 2 as needing further improvement and initiatives are already beginning to show positive results, with the current Year 6 pupils on track to reverse the beginnings of a decline in attainment. Governors have a good knowledge and understanding of the school's strengths and development areas. They are fully involved in the life of the school and provide a good level of challenge.

Relationships with parents are positive. The school listens to their opinions and takes these into account when making decisions. Pupil progress meetings are regularly held and any pupils at risk of underachievement are identified and supported. The school makes good use of outside agencies to provide advice where needed, such as the physiotherapist and the educational psychologist. The school tackles discrimination well and works hard to promote equality of opportunity. Where it identifies groups of pupils making different

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levels of progress, measures are promptly put in place to close the gap. The school's good attention to safeguarding ensures that pupils are safe both in school and out on trips. Regular health and safety checks are carried out and any identified concerns addressed. In particular, the attention paid to the procedures for first aid and support for pupils with medical needs is a strong feature.

The school has completed an audit for community cohesion and an action plan is supporting improvements. In particular, the school's own community is very strong. Pupils play a large part in supporting each other. Links with the local community are well developed, such as those with the local church and village. The school has raised money to allow children in Romania to attend a summer camp and is currently forging new links with a school in Australia. The school has identified the need to focus on the national aspect of community cohesion and plans are already in place to link with a school in Birmingham. Pupils have already been exploring what they think life might be like for a pupil in a Birmingham school, prior to visits taking place later this term and in the summer term.

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	2
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 settle happily into the Early Years Foundation Stage because of the good induction system. Visits are made to the pre-school setting on the site, where most of the children attend. Children learn to play well together and have good relationships with adults. They make good progress because the teaching is good. In particular, the teaching that occurs in small groups is very effective. The broad range of exciting activities that children can choose to explore and play is stimulating and children learn well at these times, particularly as the adults skilfully intervene to move their learning forward. Observations of children's learning are recorded but these are not consistently used to

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assess their ability and identify their next steps in learning. The curriculum in the Early Years Foundation Stage is good because it is creative and exciting, engaging children effectively. The outdoor environment is safe and used well, with a covered area to allow access at all times. However, the school has identified the need to update some of the resources in this area to make it more inviting. The children are looked after well and good use is made of support agencies to help pupils who have been identified as having special educational needs and/or disabilities. There is a common sense of purpose between adults and a clear focus on helping children to make good progress, demonstrating good leadership and management of the Early Years Foundation Stage. Communication with parents is good and some volunteer as helpers on a regular basis. These volunteers provide good support for learning, such as listening to children read.

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 very large majority of parents and carers who responded to the inspection questionnaire were positive in their views about the school. A few parents and carers felt that the school did not support them enough with their child's learning or take account of their concerns. Inspectors found that there was a range of opportunities for parents to find out how their children were progressing and how they could support them. Although a few parents were concerned about the management of unacceptable behaviour, inspectors found that pupils responded quickly to the expectations of staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ettington 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 129 completed questionnaires by the end of the on-site inspection. In total, there are 163 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	64	42	33	5	4	0	0
The school keeps my child safe	93	72	35	27	1	1	0	0
My school informs me about my child's progress	55	43	66	51	7	5	1	1
My child is making enough progress at this school	57	44	60	47	11	9	1	1
The teaching is good at this school	72	56	47	36	8	6	0	0
The school helps me to support my child's learning	56	43	55	43	17	13	0	0
The school helps my child to have a healthy lifestyle	72	56	50	39	4	3	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)	48	37	59	46	7	5	0	0
The school meets my child's particular needs	60	47	53	41	10	8	2	2
The school deals effectively with unacceptable behaviour	54	42	55	43	11	9	4	3
The school takes account of my suggestions and concerns	48	37	63	49	11	9	3	2
The school is led and managed effectively	71	55	52	40	6	5	0	0
Overall, I am happy with my child's experience at this school	78	60	42	33	7	5	2	2

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 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 2009/10 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 March 2011

Dear Pupils

Inspection of Ettington CofE Primary School, Stratford-upon-Avon, CV37 7SP

Thank you for the welcome that we received when we visited your school recently. It was lovely to meet you all and find out about your good school. You told us that you enjoy coming to school and that you learn a lot. We found that your teachers work very hard to make the work exciting in lots of subjects. You told us that you feel that the adults in the school care well for you and that helps you to feel safe. We were very impressed with how well you look after each other and take responsibilities in school. We were particularly pleased with your knowledge of how to keep safe and that your attendance is excellent.

Although you make good progress overall, we have asked your teachers to make sure that this happens all of the time. To help this happen we have asked them to let you know what you need to do to improve when they mark your work, particularly in mathematics. We have asked that your teaching assistants get more involved in every part of each lesson. We have asked your teachers to make sure that you are all challenged enough and that they check in lessons that you are making good progress. You can help by letting your teacher know if you are finding the work too easy or too hard.

Your school leaders keep lots of information about your progress and check what is happening in lessons. However, there is so much that it is sometimes hard to bring the information together to see a big picture of how the school is doing. We have asked them to simplify their systems so that it is easy to see how well teachers are helping you to make good progress.

Thank you again for a lovely two days. We wish you all the very best in your future lives.

Yours sincerely

David Shears

Lead inspector

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