



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR SHIPSTON-ON-STOUR PRIMARY SCHOOL

Name of School:	Shipston-on-Stour Primary School
Headteacher/Principal:	Glyn Roberts
Hub:	Coventry and Warks Hub
School phase:	Primary
MAT (if applicable):	The Stour Federation Multi Academy Trust

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	06/02/2023
Overall Estimate at last QA Review:	Effective
Date of last QA Review:	16/05/2022
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	20/06/2017

Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels	Leading
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Quality of provision and outcomes	Effective
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AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of excellence	Accredited
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Previously accredited valid areas of excellence	N/A
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Overall peer evaluation estimate	Effective
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*The Quality Assurance Review estimates are not equivalent to Ofsted grades.
The QA Review uses a different framework to Ofsted and the review is
developmental not judgmental.*

1. Context and character of the school

Shipston-on-Stour Primary school is a larger than average, two form entry school in South Warwickshire. The school is the largest alongside three other schools within The Stour Federation, a growing Multi Academy Trust. There is an executive headteacher who oversees three of the schools which each has a head of school. The schools work closely together, sharing expertise, developing training opportunities and creating coherent systems. There is a positive culture of collaboration within the school and across the Trust, exemplified in the statement 'working together we are stronger'.

The local demographic has changed significantly in recent years and there are now above average proportions of pupils who are disadvantaged or have special educational needs and/or disabilities (SEND). The school has responded proactively to the challenges this has brought. The aspirational ethos and ambition of the school is directly linked to the dedication and commitment of the whole staff team in ensuring pupils achieve and thrive. This is expressed in the collective vision of the Trust - 'Learn, Grow, Succeed Together'.

2.1 Leadership at all levels - What went well

- The executive headteacher has established a strong and cohesive leadership team. Leaders have carefully built over time a vibrant and inviting school environment where all staff share and pursue the school's vision and values.
- Pupils' attitudes and behaviour are excellent and, as a result, the atmosphere across school is purposeful and calm. Staff are positive and show genuine concern for the welfare of the pupils and each other. The school's respect code is understood by pupils. Leadership qualities are also aligned to the code.
- Leadership is insightful and forward thinking. The school is clear about the needs of pupils and how to act to drive further improvement. School priorities reflect leaders' knowledge and understanding of what will make a difference. There is a strong commitment to layering developments to enhance pupils' learning. For example work in oracy, begun two years ago, has impacted the ability of pupils to express ideas, seek clarification and explain understanding. In a Year 3 writing lesson, one pupil asked a question to understand a concept more clearly and then self-corrected his original answer.
- Leaders value the development of expertise and professional learning. This includes school and Trust based training which is also accessed by teaching assistants. Staff are encouraged to gain national accreditations and share expertise beyond the Trust. For example, the reading leader is an evidence

lead in education and has previously worked with the Billesley Research school. She has developed work on a range of pedagogical approaches that have benefitted all schools within the Trust. As a result, the school has built a skilled and ambitious workforce.

- The leader of the early years foundation stage (EYFS) brings a wealth of knowledge to the development of the provision. As a result, there are clearly defined areas that reflect both continuous provision and adult led activities. For example, children working in the construction area were building rockets of different heights and other children created shopping lists of items to take into space in the writing area.
- Leadership of English is a strength of the school. The highly capable writing leader has created a well thought out writing programme. This has significantly strengthened writing and is shared beyond the school. One Early Career Teacher (ECT) said, "I appreciate the structure, you can see the progression and how you build steps within the learning". The enthusiastic reading leader has ensured there is strong fidelity to the phonic programme. Pupils make strong progress in their early reading and all staff teach with confidence. The development of the 'Book Talk' approach has resulted in a rich reading culture, including a clear framework of high quality and inclusive texts.
- Middle leaders adopt strong collaborative practices. Phase teams work solidly together and hold each other to account well. Science leaders from across the Trust meet, utilising their combined insights to help all schools.

2.2 Leadership at all levels - Even better if...

...leaders clarified the rationale for developmental play from the EYFS through Key Stage 1.

3.1 Quality of provision and outcomes - What went well

- Pupils demonstrate excellent behaviours for learning. Pupils are polite, open, and articulate. The use of praise is a feature of lessons. This contributes to the calm and productive learning environment. Teachers have developed effective use of an online tool to extend and capture pupils' learning which is shared with parents.
- Across the school, teachers use clearly established and embedded routines which allow pupils to transition across different lesson segments and maximise learning time. For example, in Year 5 the teacher referenced prior learning and ensured pupil recall was sound before moving onto new learning.

- Staff use questioning effectively. This provides both challenge and support. In a Year 3 writing lesson, the teacher asked, 'how do you know?' and then followed this up by asking 'can you give me an example?'. Pupils responded enthusiastically.
- Pupils follow a clear writing process that helps to build and develop writing skills. For example, Year 3 pupils wrote about volcanoes incorporating descriptive phrases such as alliteration. Pupils later used this to create a visual poem and a recount based on Pompeii. Pupils are very proud of their work and understand the editing and publishing aspects. One pupil explained how they edited their work and why the published piece was of a high quality 'because people will see it and read it'. Writing is celebrated via the star writer class display and within newsletters. This reinforces the importance of writing and the value of presentation.
- Staff teach clearly sequenced phonic lessons. As a result, consistent practices, strategies, and resources are used effectively. For example, in a Year 2 phonic lesson the use of refrains, hand signals and familiar processes helped pupils to successfully sound out words. Staff conscientiously reinforce and check pupil knowledge before moving on.
- EYFS leaders, together with staff, have created a stimulating and well-planned environment for learning with a clear focus on quality talk and vocabulary development. Pupils talking about night and day shared their knowledge of which animals came out in the dark and could use the word 'nocturnal'. Classroom displays identified 'collector words' that the teacher referred to. For example, words from the book Owl Babies, such as swooping, were brought into discussions with pupils during wider activities.
- Teaching assistants are deployed effectively across the school. Within the classroom, staff have clear expectations and use dual coding techniques such as picture cues to adapt and support learning. They help pupils to identify appropriate behaviours and remain on task. For example, in Year 3 an assistant praised a pupil, 'well done - you were good at managing your distractions'.
- The school has strong relationships with the community and make good use of expertise to enrich and extend opportunities for pupils. Local experts visit school as part of curriculum enrichment activities. This includes allotment owners, a walnut farmer and professional opera singers. Pupils take part in local events such as the Victorian Evening, church festivals and Shipston Proms. The school shares its facilities with local organisations, for example

the Stour Singers and flower club. This reflects its shared close-knit community values.

- Pupils are given opportunities to take on leadership roles as digital leaders, reading buddies, school councillors and lead weekly assemblies. Staff ensure that all pupils represent the school in some form by Year 6.

3.2 Quality of provision and outcomes - Even better if...

...teachers provided enhanced opportunities for pupils to collaborate and share their thinking.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- Leaders of the social and emotional Thrive Approach show passion and enthusiasm. This has enabled strong relationships to be built to support identified pupils. Data from the comprehensive assessment and tracking documents show that pupils have made significant improvements over time. Carefully planned activities, resources and creative opportunities enable pupils to strengthen their confidence and ability to work with others. For example, work with animal puppets enabled pupils to address and name emotions.
- Family Thrive workshops have been successful in supporting parents. A parent of a Year 5 pupil who struggled to attend school frequently, increased her understanding about her child's needs and how to communicate more effectively with him. This has significantly improved his attendance.
- The vulnerable team are effective in identifying pupils with SEND early and provide appropriate and well-planned interventions. One member of staff commented that they are committed to ensuring 'no child is lost'. Leaders have appreciated the support from outside agencies to complete cognitive screening.
- The school is proud of its thoughtful inclusive practice. The Head of School, who is acting leader for SEND, has carefully tracked and monitored progress and ensured that pupil passports are clear to all staff. Leaders have provided training in breaking down barriers and supporting pupils effectively within the classroom. A teacher described the value of Thrive activities for a pupil in her

class. He had benefitted from weekly sessions and this helped him to identify his emotions with the teacher supporting his self-regulation. He is able to remain safely in class and continues to access learning.

- Pupil Premium money is targeted appropriately. For example, all disadvantaged pupils in Year 5 and 6 were able to attend a residential trip. Pupils receive additional support to allow them to catch up, for example in writing.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...leaders ensured that all stakeholders had a deeper understanding of the Thrive Approach and knowledge of key practices.

5. Area of Excellence

Writing

Accredited

5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?

The Trust writing leader has developed a comprehensive writing process for all year groups. Pupils are encouraged to see themselves as authors and, as a result, they take pride in their work. Staff have received substantial training and development.

Evidence in books and the day-to-day pedagogy of writing lessons is of high quality. The writing process is clearly articulated, evidence informed and fully embedded. Examples of greater depth writing are of a particularly high standard throughout the school. EYFS staff follow a writing process which reflects child development principles and understandings. Oracy is strong across the school with vocabulary taught to allow pupils to access the full curriculum and to express ideas coherently. The writing curriculum is intertwined with the reading curriculum. Pupils see themselves as writers and benefit from a wide range of high-quality texts to enrich their studies. Spelling, grammar and handwriting are taught as tools to develop skills to be effective writers. As part of the process pupils are encouraged to edit and

publish their work. As a result, presentation is of a high standard, reflecting pupils' commitment and pride in their work.

Leaders have ensured that all staff receive regular and comprehensive training and development. The school is committed to growing staff and, in particular, future leaders. ECTs have identified support with writing as being significant in their development as teachers.

The school offers professional development whole day opportunities to see 'Writing in Action' for staff across the Trust and region. This includes a clear rationale and outline of the writing process within all key writing areas. Learning explorations are followed by evaluative discussions. Moderation, exemplification resources, planning and assessment procedures are shared with participants.

Leaders are well-placed to support and develop staff within and beyond the school. The Trust writing leader works with the reading leader and evidence leader in education. They are highly reflective and utilise national research and best practice evidence.

5.2 What evidence is there of the impact on pupils' outcomes?

Shipston-on-Stour Primary School has shown a strong trend from 2017 in securing above national standards in writing and above local consortium standards. Progress of pupils in 2019 shows that writing was significantly above national standards and in the top 20% of all schools. The school has above average numbers of disadvantaged pupils and those with SEND. Disadvantaged pupils performed significantly higher than their national peers and pupils with SEND outperformed the national standards.

The comparative judgement writing tasks from 2018-2022 demonstrates the attainment and progress of each cohort from low starting points in Year 1 to significantly above the national comparison samples in Year 6. The same trend applies for disadvantaged pupils.

In 2022, writing results were above national averages with disadvantaged and pupils with SEND performing higher than national. Boys did especially well with 71% achieving expected standard compared to the national figure of 63%. Grammar,

punctuation and spelling outcomes were also above national and had a progress score of 107. Year 1 phonics results were above national.

5.3 What is the name, job title and email address of the staff lead in this area?

Name: Alice Phillips

Title: Trust Writing Lead

Email address: Phillips.a@welearn365.com

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report

(<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)