

# Shipham C of E First School

Turnpike Lane, Shipham, Somerset, BS25 1TX

**Inspection dates** 16–17 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well during their time in this school, including in the Early Years Foundation Stage. Attainment in reading, writing and mathematics is above that expected when pupils leave the school at age nine.
- Behaviour and safety over time are outstanding. Pupils feel extremely secure and know how to stay safe. They say that the school is a good place in which to learn.
- A large majority of teaching and learning is good and improving rapidly because realistic and challenging targets are set for teachers. Teaching in Year 4 is outstanding.
- Links with parents and carers are excellent.
- Leadership and management are good. They have improved significantly in the last few years. The governing body is working closely with the headteacher to drive school improvement through challenging the school and holds it to account for the standards attained.
- The school has an accurate view of its strengths and areas for improvement and uses this effectively in the school development plan.
- Thorough and effective monitoring of teaching identifies strengths and areas for improvement that form the basis for school development planning. As a result, strengths are maintained and improvement is continuing.

### It is not yet an outstanding school because:

- Teaching in mathematics has not been consistently good enough in Years 1 and 2. As a result attainment in mathematics by the age of seven is not as good as in reading and writing. More-able pupils are not consistently given tasks that challenge them to the best of their ability; too few opportunities are taken to develop mathematics in other subjects and marking does not consistently make the next steps clear to pupils.
- A very small number with special educational needs do not make the accelerated progress in Years 1 and 2 necessary to close the gap between their attainment and that of others in mathematics.

## Information about this inspection

- The inspector observed three teachers and two higher-level teaching assistants in the course of visiting 10 lessons or parts of lessons, including short visits to observe the provision for teaching reading.
- Discussions were held with staff and groups of pupils, representatives of the governing body and a representative of the local authority.
- The responses of the 20 parents and carers who filled in the online questionnaire, Parent View, were considered. Parents and carers were spoken to at the start of the school day and a parent or carer who requested a meeting was spoken to during the day. Questionnaires from nine staff were also analysed.
- Documentation studied included: the school's own self-evaluation; the school development plan; the school's records on pupils' attainment and progress; reports on pupils with special educational needs; documents relating to safeguarding and child protection; and the minutes of the governing body.
- The work in pupils' books and folders was examined in partnership with the headteacher.

## Inspection team

Stephen Lake, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average size primary school.
- Almost all pupils are of White British origin. Very few have English as an additional language.
- The proportions of disabled pupils and those with special educational needs who are supported at school action and school action plus are below average. The most common needs are moderate learning difficulties. There are no pupils who have statements of special educational needs.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in local authority care, children of service families and those known to be eligible for free school meals, is well below the national average.
- The school shares the site with an independent pre-school which is subject to a separate inspection.

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

- Improve the quality of teaching further so that the attainment, especially that of pupils in Years 1 and 2, rises further, particularly in mathematics, by:
  - ensuring that information on what pupils already know, can do and understand is used more consistently to plan tasks that meet the needs of all pupils and challenge them to achieve of their very best
  - making sure that marking makes it clear to pupils what they need to do next
  - providing more opportunities for developing mathematics in other subjects.
- Ensure that the support for a small minority of the pupils with disabilities and special educational needs in Years 1 and 2 is focused more closely upon improving their achievement so that the gap between their attainment and that of other pupils is closed, especially in mathematics.

## Inspection judgements

### The achievement of pupils

is good

- Almost all parents and carers who responded to Parent View agreed that their children make good progress. By the time pupils leave the school at age nine the vast majority have made good progress to achieve standards that are above those expected for their age.
- Achievement is not outstanding because some inconsistencies remain. Achievement in mathematics in Years 1 and 2 requires improvement because too few pupils make better than expected progress. Not all those capable of it attain the higher Level 3 and a very small group of pupils with special educational needs do not make enough progress in mathematics. Progress is improving this year, but not rapidly enough to ensure good achievement because too little of the teaching in Years 1 and 2 is consistently good or better in mathematics.
- Achievement in writing has improved considerably since the school was last inspected and attainment at the end of Year 4 is above that expected.
- The results of national assessments at age seven are lower than pupils' actual attainment because assessments have historically not always credited pupils well enough for what they are able to do in reading and writing. Pupils' work over time and the results of recently moderated reassessments show that attainment is consistently above average in reading and writing at age seven but average in mathematics.
- Children start in the Reception class with skills that are broadly similar to those expected at that age but small numbers mean these vary from year to year. They make good progress because good teaching ensures activities interest and challenge them and provides a good balance between adult-led activities and those they choose for themselves. Children start Year 1 well prepared for learning in the next key stage.
- In last year's assessment of phonics skills (the ability to link letters and sounds) in Year 1, pupils' attainment was below average. A higher focus on phonics was introduced in September 2012 with pupils working in focused groups and able to move between groups at different levels to meet their needs. The school's own most recent assessment of phonics skills shows that these pupils' ability to use phonics has improved as a result. The current Year 1 pupils are already achieving well in phonics. Pupils make good progress in reading throughout the school. They are keen to read and talk enthusiastically about their books. Attainment is above that expected by the end of Year 4 and the current Year 2 pupils are on track for above average attainment in reading.
- The small group of disabled pupils and those who have special educational needs receive suitable support to keep them included in lessons and make similar progress to other pupils. This is not enough to enable the gap between their attainment and that of other pupils to close, especially in mathematics, because they do not have enough tasks linked closely to their specific needs to enable accelerated progress.
- The school has very few pupils supported or who have been supported through the pupil premium. None of these have taken national assessments in 2012, so no comparison of their attainment and progress against other groups in the school is possible.

### The quality of teaching

is good

- In a large majority of lessons, information on what pupils already know, can do and understand is used well to provide tasks that challenge all pupils to achieve of their very best. Nevertheless a little inconsistency remains, especially in mathematics where tasks set are too often aimed at the middle of the class and as a result are too hard for some but more often too easy for more-able pupils. As a result more-able pupils do not always learn at a brisk enough pace in mathematics.
- Teachers plan carefully to provide lessons that stimulate and motivate pupils to learn, and make effective use of information and communication technology to support learning. All those parents

and carers who responded to Parent View believe that teaching is good.

- The capable teaching assistants share teaching to enable smaller groups. This works well for most pupils. Good pastoral support is provided for disabled pupils and those who have special educational needs and the very few supported through the pupil premium. These pupils are kept included in lessons but often they are completing the same tasks as other pupils and this does not enable those with special educational needs to make accelerated progress, especially in mathematics.
- Changes to the curriculum over the last few years, such as 'Talk to Write', are bringing a purpose to learning. As part of the drive to improve writing, teachers place a high focus on talk before writing. For example, pupils made good progress in a Year 2/3 lesson where they improved their accounts of a visit to Weston-super-Mare.
- Discussion of the moral dilemmas and the feelings of characters in stories, together with regular studies of other countries as part of their geography and links with an inner-city school, make a strong contribution to pupils' spiritual, moral, social and cultural development.
- Teachers mark work frequently but comments that help pupils know the next steps in their learning are not used often enough, especially in mathematics.
- Good quality assessments of pupils are used to monitor and guide progress and set targets for what pupils should achieve at the end of the year in English. These targets are not as clear in mathematics.

### **The behaviour and safety of pupils** are outstanding

- Pupils say that behaviour is usually very good and, although they say there are a very few pupils who can be silly it is rare for any disruption to lessons to occur. All parents and carers who responded to Parent View feel their children are safe and along with staff and governors strongly agree that behaviour is outstanding. Pupils say that they feel extremely safe in school and receive a lot of guidance on how to stay safe.
- Pupils trust all adults to deal with bullying should it occur but are adamant that there is no bullying in the school. They have a very strong understanding of the different types of bullying, including cyber bullying and that related to discrimination. Pupils say that there is zero tolerance of unacceptable language and the school council is the first to check on this.
- Teachers have very high expectations of how pupils should behave and use consistent strategies for managing behaviour that are based securely upon praise. This is why the very few 'silly' pupils referred to above are dealt with effectively and any disruption to learning avoided.
- Pupils show great respect for each other and for adults. They are polite and courteous and as a result of these unreservedly positive attitudes, the school is a very friendly and orderly learning community. Pupils have consistently exemplary attitudes to learning and work together very confidently in pairs or small groups.
- Attendance is above average. The school monitors attendance carefully and there are no pupils whose attendance is low.

### **The leadership and management** are good

- The whole school community, staff and governors have a clear and ambitious vision of how the school can improve further.
- Regular checks by the headteacher on the quality of teaching enable well-informed decisions about teachers rising up the salary scale. Areas for improvement are identified and good quality professional development planned to address these. For example, when the school realised that assessments at Year 2 may be a little harsh, good support from an external consultant and a school improvement partner was organised to check on this issue.
- The school works closely with the local cluster of schools and this provides support for professional development designed to improve the quality of teaching and learning, for example,

by arranging for teachers to observe good practice. Nevertheless the governing body feels that support from the local authority in this area has reduced considerably and that it is now minimal.

- The well-planned curriculum encourages curiosity, creativity and imagination and makes a strong contribution to pupils' spiritual, moral, social and cultural development. A high emphasis on English across the curriculum has contributed to the improvement in writing but similar links with other subjects are not developed well enough to support learning in mathematics to the same extent.
- The school takes all reasonable steps to make sure that pupils are safe. Good attention is given to child protection. Procedures are robust and firmly established, with up-to-date safeguarding and child-protection training for staff and governors.
- Detailed records of the attainment and progress of individual pupils are used well to check the progress of pupils and to identify those who need additional support, although this is not quite as effective in mathematics for a few pupils with special educational needs. This also enables the headteacher to check that all pupils are receiving equal access to the curriculum.
- The school has an accurate view of its strengths and weaknesses. Areas for improvement from the previous inspection have been addressed well and the lower achievement in mathematics in Year 1 and Year 2 is being addressed through well-targeted actions to improve the quality of teaching. This indicates a secure capacity to improve further.

■ **The governance of the school:**

- The effective governing body provides strong direction to the work of the school. Governors ask direct questions about how well pupils are learning and why, often seeking comparison with similar nearby schools. This is supplemented by regular visits to the school and reports from the school improvement officer. Governors have good information about the quality of teaching and about achievement. They are well aware of what is being done to reward good teachers and tackle areas for improvement. This enables them to set challenging targets for the headteacher through performance management. The governing body monitors the budget well and has taken robust action to ensure against a deficit. Governors undertake frequent and regular training, including recently on the interpretation of data. Governors have identified that such a small school is difficult to fund, which limits opportunities for sharing best practice as part of professional development. To address this they are investigating options for different types of federation with other local schools.

## 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

<b>Unique reference number</b>	123812
<b>Local authority</b>	Somerset
<b>Inspection number</b>	412718

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

<b>Type of school</b>	First
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	58
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anthony Strange
<b>Headteacher</b>	Antonia Gwynn
<b>Date of previous school inspection</b>	23–24 September 2009
<b>Telephone number</b>	01934 843485
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