

Shaugh Prior Primary School

Inspection report

Unique Reference Number	113262
Local Authority	Devon
Inspection number	357305
Inspection dates	18–19 January 2011
Reporting inspector	Martin James

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	39
Appropriate authority	The governing body
Chair	Juliet Hammacock
Headteacher	Simon Hall
Date of previous school inspection	16 July 2008
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Introduction

This inspection was carried out by one additional inspector. The inspector visited six lessons and a number of shorter visits were also made to classrooms to look at samples of pupils' work. Three members of staff were observed teaching. The inspector held meetings with the Chair of the Governing Body, staff and pupils. He observed the school's work and looked at a wide variety of documentation including teachers' planning, the school improvement plan, monitoring and evaluation sheets, assessment records, safeguarding information and the reports from the School Improvement Partner. The responses from the staff and pupil questionnaires were analysed, as were the responses from the parents and carers of 23 pupils.

The inspector reviewed many aspects of the school's work. He looked in detail at a number of key areas.

- To what extent do teachers make suitable allowance for the different needs of pupils, especially the more able?
- What provision is made for improving attainment in mathematics?
- To what extent has the school developed national and global links to enhance community cohesion?
- What is the impact of subject leaders and members of the governing body in improving provision in the school?

Information about the school

Shaugh Prior Primary School is much smaller than the average-sized primary school. Nearly all pupils are from a White British background. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils with special educational needs and/or disabilities is much higher than the national average, as is the proportion of pupils with a statement of special educational needs. These pupils' needs cover a wide range including moderate learning difficulties and speech and language disorders. A higher than average proportion of pupils either join or leave the school at times other than those normally expected. The Early Years Foundation Stage consists of Reception, which is integrated into one class with pupils from Years 1 and 2. Through the rest of the school, pupils are organised into one mixed-age class for Years 3, 4, 5 and 6 pupils. In recognition of its work, the school has received a number of awards including Investors in People and Artsmark Silver.

Since September 2009, the school has been part of the Moorsway Federation of schools, which includes two other local primary schools. The headteacher of Shaugh Prior is the executive headteacher of these schools. When he is working at these schools, the everyday running of Shaugh Prior is the responsibility of the head of teaching and learning.

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

This is a good school where pupils achieve well. It also has some exceptional features that result in outstanding outcomes for pupils overall. Pupils greatly enjoy school and their behaviour and attitudes are exemplary. They feel extremely safe and adopt exceptionally healthy lifestyles. Pupils contribute very well to the local community, with the school being very much part of that community. Care, guidance and support are also outstanding, with the safety of its pupils being a high priority of the school. Parents and carers are overwhelmingly positive about the school. For example, one said, 'Shaugh Prior School is a very special place to be.' Their views very clearly illustrate the exceptional relationships that the school has established with them. During their time in the Early Years Foundation Stage, children achieve well, and they usually reach average standards by the time they leave Reception. Through Years 1 to 6, the very significant movement of pupils in and out of the school has an effect on pupils' attainment. Consequently, by the end of Year 6, while pupils individually make good progress, attainment remains broadly average. However, mathematics is not quite as strong as other subjects, a contributory factor being that pupils do not have such a clear knowledge of their targets for this subject.

Effective teaching and a good curriculum are crucial factors in pupils' good progress. In class, relationships are strong, teaching assistants are deployed well and teachers make good use of a variety of resources and strategies to interest and inform the pupils. Pupils clearly enjoy their learning and one pupil said, 'Our teachers make lessons fun.' Teachers generally plan well for the varying ages and abilities of pupils in their classes, although, on occasions, the work provided for more-able pupils does not fully challenge them. The curriculum contributes well to both pupils' progress and their enjoyment of school. It is interesting and varied, and, for instance, helps to make the pupils very aware of the need to follow a healthy lifestyle. The school routinely reviews its curriculum, with a current emphasis being placed on the increased use of mathematics in other subjects, as this strategy has not been fully exploited in the past. The school has done much to promote community cohesion, both in school and locally, and this has been successfully enhanced through links that have been established with a number of other schools, for example in India.

The headteacher, head of teaching and learning, other members of staff and the governing body are a dedicated team, committed to improving the provision they make for their pupils. The benefits gained from being one of a federation of schools, such as the sharing of subject expertise and management skills, have also contributed to ongoing development. Self-evaluation is successful in pinpointing where strengths lie and where improvement is needed. The improvements that have been made since the last inspection, especially in relation to writing, and the quality of the current provision, show that the school has a good capacity to sustain improvement.

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What does the school need to do to improve further?

- Raise attainment in mathematics by:
 - ensuring pupils have more opportunities to practise and develop their skills through the other subjects of the curriculum
 - ensuring that the targets provided for pupils give them very clear guidance on ways to improve their work.
- ♦ Ensure that the work provided for more-able pupils is always adequately challenging.

Outcomes for individuals and groups of pupils

1

Pupils enjoy their learning, and the work seen in lessons and in pupils' books confirms information provided by school data, that their achievement is good. In an English lesson in Key Stage 1, for example, the thoughtful use of appropriate and interesting words by the teacher ensured that pupils then made good progress in confidently producing their own poems on the weather. Throughout Years 1 to 6, a well above average number of pupils either join or leave the school at times other than those normally expected. Some pupils joining the school have gaps in their knowledge. The school supports these pupils well and helps them make good progress, although their final attainment is often not as high as that of pupils who have been in the school throughout, who attain above average standards. Pupils with special educational needs and/or disabilities achieve well. In a mathematics lesson observed in Key Stage 2, the teacher was most careful to include them fully throughout, thus benefiting their learning. The pupils' good progress from their lower than expected starting points in the school, together with their full, enthusiastic participation in their learning, illustrates that they are being well prepared for their future education and their life at work.

Pupils are exceptionally well behaved and have very sensible attitudes to their work. They are courteous to each other and to adults, and they move around the school in an orderly manner. They thoroughly enjoy school, as illustrated by their high levels of attendance. Pupils feel exceptionally safe in school, and one pupil commented, 'The gates and fences keep out any strangers.' Pupils have an outstanding awareness of how to stay healthy. They eat healthy meals, including vegetables they have grown themselves, and they benefit from the very good range of physical exercise activities provided, including swimming in their own pool during the summer months. Pupils' spiritual, moral, social and cultural development is good. Pupils are very keen to take on the many responsibilities that the school offers them. For example, the school council is proud of the various fund-raising activities it has organised. Pupils are also very involved in the wider village community through events such as visiting a farm, welcoming residents into school and taking part in musical activities in the local church. Pupils particularly enjoyed producing a parish logo for local display.

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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	3
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	1
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	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?

Teachers provide interesting lessons for pupils, using a good range of resources and strategies. Relationships are a particular strength, and as a result, pupils are exceptionally well behaved, keen to learn and ready to work hard. Teachers make good use of the interactive whiteboards to motivate pupils and to develop their understanding. Explanations are usually clear and reflect teachers' good subject knowledge, although, occasionally, introductions to lessons are rather long and this slows the initial pace of learning. Teaching assistants successfully and skilfully complement the work of their teacher colleagues. Teachers use information on how well pupils are doing to plan carefully for the varying needs of those in their class. However, very occasionally, this is not done so successfully for more-able pupils, with the result that the work sometimes does not stretch them enough. Marking is successful in clarifying for pupils how to develop their work further, although targets are not currently used so effectively, especially in relation to mathematics. While pupils have targets, they are not always confident in remembering them and then using them to help move their work forward.

Pupils speak enthusiastically about the good range of outings and clubs that enhance the curriculum. Pupils also enjoy the learning opportunities provided in the school's own pleasant, well-resourced grounds and in the village. A particular strength is the provision for music, where pupils benefit from learning musical instruments. Pupils have enjoyed contributing to the school gaining its Artsmark Silver award. The school has successfully

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developed subject links, to enhance the interest and relevance of the curriculum through the provision of topics and themes. As one younger pupil noted, 'We really enjoyed our topic on India.' However, the school recognises that while good use is made of writing in other subjects, there is now the need to make more use of mathematics in a similar way, to help raise standards in that subject. The exceptional care, guidance and support provided for pupils contribute very well to both their enjoyment and their learning. Pupils are very well known to staff members who give pupils' welfare a high priority. Pupils are keen to point out that they also delight in looking after each other and keeping each other safe. Effective arrangements are in place to ensure the smooth entry of pupils into the school, as well as into secondary school when they leave. Particular care is taken to ensure the well-being of pupils who join the school midway through the year. Pupils are regularly reminded about the need to take care, for instance, when using computers. ♦

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?

The headteacher, supported well by the head of teaching and learning and other members of staff, has been successful in creating a very caring and happy environment for the pupils. Good care is also taken to ensure that no form of discrimination is evident in the school and that equal opportunities are promoted effectively. Safeguarding procedures are consistently and diligently applied to ensure that all pupils are well protected. For example, the identity of all visitors to the school is carefully checked. The school's self-review has been accurate in identifying strengths and areas for development, and there is clearly a strong ambition to improve. Previous weaknesses in writing, for example, have successfully been addressed. Community cohesion is promoted well in the school. There are exceptional community links both in school and locally. These have successfully been enhanced by links that have been established with a school in Exeter and, on a more global scale, with schools in France and India.

Teachers demonstrate a good understanding of the various subjects for which they have responsibility, and they have actively supported strategies for making improvements. They are now very well supported by their colleagues in the other schools within the federation. The governing body keenly supports the school, and members are closely involved in the budget and the school's improvement plan. They are currently working to further extend their knowledge of the school's overall provision so that they may contribute more effectively to school self-evaluation. There are exceptionally good working relationships with parents and carers, and they support the school particularly well in the overall provision for their children.

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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

Through their time in the Early Years Foundation Stage, the children achieve well, and by the end, attainment is typically broadly average. The children are very happy in school and they enjoy the company of their older classmates. Their behaviour is excellent, and they are very keen to do their best with their work. The staff work hard to create a friendly and caring learning environment, and the children also benefit from the very good links that are established with parents and carers. Teaching is good and adults provide the children with a good balance between teacher-led activities and opportunities for them to choose for themselves, and they take every opportunity to help them develop their necessary skills. The children tackle their work with enthusiasm, although on occasions, a small number find it difficult to maintain concentration on the tasks they have chosen, and this in turn slows their learning. Staff know the children well, and the frequent observations and assessment of their progress result in fresh, well-matched tasks.

A good range of resources is provided, with the stimulating outdoor area being used well in all aspects of the curriculum. The leader uses her knowledge and enthusiasm effectively in making good provision for the children, and other adults support her well in providing for their various needs. The provision made for the welfare of the children is exceptional.

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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

There was an above average response to the questionnaire provided for parents and carers. An overwhelming majority of those responses were positive about the school's provision, both in terms of the care the school takes of their children and the progress it helps them make. Comments such as, 'My child loves his time at school' and 'Parents are made to feel extremely welcome' confirm their view. No concerns were raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shaugh Prior 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 inspector received 23 completed questionnaires by the end of the on-site inspection. In total, there are 39 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	78	5	22	0	0	0	0
The school keeps my child safe	19	83	4	17	0	0	0	0
My school informs me about my child's progress	18	78	5	22	0	0	0	0
My child is making enough progress at this school	15	65	8	35	0	0	0	0
The teaching is good at this school	18	78	5	22	0	0	0	0
The school helps me to support my child's learning	17	74	6	26	0	0	0	0
The school helps my child to have a healthy lifestyle	20	87	3	13	0	0	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)	16	70	7	30	0	0	0	0
The school meets my child's particular needs	16	70	7	30	0	0	0	0
The school deals effectively with unacceptable behaviour	15	65	8	35	0	0	0	0
The school takes account of my suggestions and concerns	17	74	6	26	0	0	0	0
The school is led and managed effectively	19	83	4	17	0	0	0	0
Overall, I am happy with my child's experience at this school	20	87	3	13	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	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.



20 January 2011



Dear Pupils



Inspection of Shaugh Prior Primary School, Plymouth PL7 5HA



Thank you for making me so welcome when I came to visit your school. I enjoyed my visit and it was a pleasure talking to you. I especially liked joining you for assembly, and I also enjoyed coming into your lessons. Thank you also for filling in the forms on your views of the school; it was most helpful. I am writing to tell you what I found out about the school, what is good and what could be made better. Overall, you are in a good school, where you are making good progress with your work. The headteacher and other staff know what they need to do to make the school even better.

These are some of the strengths of the school:

- Teaching is good and you are provided with lessons which you really enjoy.
- Your behaviour and your attitudes to your work are excellent.
- You have a very good understanding of how important it is to eat healthy food and take exercise.
- The staff know you very well and take very good care of you. As a result, you feel very safe.
- Your parents and carers are very pleased with the school.



These are things the school has been asked to improve:

- Help you to improve your skills in mathematics by giving you clear targets that show you how to make your work even better, and also giving you more chances to practise your mathematical skills in other subjects.
- Make sure that the work you are given in lessons is challenging enough for you.



All of you can help, too, for example, by making sure you know how to improve your work even more.

I wish you all well for the future.



Yours sincerely

Martin James
Lead inspector

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