

# Shalbourne Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	126354
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	367434
<b>Inspection dates</b>	9–10 June 2011
<b>Reporting inspector</b>	Hazel Callaghan

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	34
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jenni Blake
<b>Headteacher</b>	Mrs Ruth Matthews
<b>Date of previous school inspection</b>	13 February 2008
<b>School address</b>	Shalbourne Marlborough SN8 3QH
<b>Telephone number</b>	01672870475
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## Introduction

This inspection was carried out by one additional inspector. Seven lessons, taught by three teachers, were observed and meetings were held with staff, pupils and representatives of the governing body. The inspector observed the school's work, and looked at a variety of policies and documentation including those relating to safeguarding, the school development plan, reports written about the school, and records monitoring pupils' attainment and progress. Questionnaires returned by 32 parents were scrutinised along with those returned by pupils and staff.

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

- The current attainment of pupils in Year 2 and Year 6, particularly in mathematics, and current rates of progress across the school, especially for those with special educational needs and/or disabilities and the most able.
- How the strategies for improving pupils' learning in mathematics are having a positive impact on raising pupils' attainment and rates of progress.
- How well staff and governors are helping to evaluate the effectiveness of the school's provision in order for it to continue to improve. How well staff and governors are helping to evaluate the effectiveness of the school's provision in order for it to continue to improve.

## Information about the school

Shalbourne Church of England Primary is a very small school. The vast majority of pupils come from families of White British heritage. The number of pupils in each year group ranges from two to seven, which means that attainment in each cohort varies enormously from year to year. With such small numbers it is difficult to make secure statistical judgements about attainment compared to national figures. Children in the Early Years Foundation Stage are taught with pupils in Years 1 and 2. The other class comprises pupils in Years 3, 4, 5 and 6. The proportion of pupils identified as having special educational needs and/or disabilities has risen over the last two years and is now broadly average overall. Most of these pupils are in the older class. Moderate learning difficulties is the most usual form of special educational needs and/or disabilities in the school.

**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?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

Shalbourne Primary is a satisfactory school. It enables pupils to make satisfactory academic progress so that their attainment is broadly average by Year 6. The care, support and guidance provided by all staff, however, is outstanding. This excellent aspect of provision, along with an imaginative and lively curriculum, promotes pupils' personal development very well, enabling them to become confident, mature and responsible young people by the time they move on to secondary school. Parents and carers are almost unanimous in their praise of the staff who in the view of one parent, 'are exceptionally dedicated and do their utmost to give the children as many experiences as possible'. Even though Shalbourne is a very small school, its excellent partnerships with other local schools and outside agencies considerably extend the range of activities on offer, enriching pupils' experiences and enhancing their personal development well.

Children make a good start in Reception but attainment fluctuates considerably each year. There are strengths in pupils' reading, which is often above average, but their progress and attainment in mathematics is lower than in reading and writing. Mathematics has been a focus for improvement for the school. Staff have worked successfully to introduce a range of strategies to build pupils' confidence, develop their skills and to enable them to use what they know effectively in their mathematical investigations. These strategies are beginning to show a positive impact, and progress through the school is improving, although achievement in mathematics remains inconsistent. Teaching is satisfactory overall but stronger in English than it is in mathematics. Improvements in the use of assessment information ensure that group activities are well matched to pupils' abilities and needs, and those with special educational needs and/or disabilities, in particular, are supported and encouraged well. The pace of lessons in mathematics, however, is sometimes too leisurely to ensure good progress and there is not sufficient focus on pupils being able to recall information quickly and accurately. Teaching assistants are used well to support the least able pupils but sometimes they are not used creatively to focus on pupils who need greater challenge during whole-class sessions. Pupils understand what they have to do in their lessons but do not always know how well they have done, which slows the rate at which some pupils improve.

Aspects of pupils' personal development, such as their ability to recognise possible dangers and to keep themselves and others safe are excellent, and very much part of pupils' strong contribution to the life of the school and their considerable contribution to the local community. Pupils are proud of their school and feel very much part of 'the family'. Their excellent attendance is testimony to how much they enjoy coming to school. They work extremely well together and pupils in Year 6 say that although they do not want to leave Shalbourne, they are excited about the prospect of moving on to secondary school. They enjoy learning and feel well prepared for their next steps in education.

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The headteacher gives a very clear lead in seeking improvement. She correctly identifies the areas in need of development and the plans made to address weaknesses are having a positive effect. Teachers take on a wide range of responsibilities in this small school but it is the headteacher who carries out the majority of monitoring and evaluation because there is little opportunity for other staff to do so. All staff are ambitious for their pupils and work together with members of the governing body as an effective team in making improvements. Many aspects of pupils' personal development have improved strongly and the attainment gap between English and mathematics is closing. Despite the headteacher's heavy work load, these developments are testimony to the school's good capacity for further improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve pupils' rates of progress to raise attainment in mathematics so that it equals that in reading and writing by
  - ensuring lessons move along at a brisk rate so pupils are enabled to confidently cover more ground
  - giving more opportunities for pupils to build up their speed and accuracy in recalling their times tables and other mathematical facts
  - using teaching assistants more, especially in whole-class sessions, to ensure that activities are always well matched to pupils' abilities
  - ensuring pupils are quite clear about what is expected of them so they are able to evaluate their progress and recognise how they can improve. ensuring pupils are quite clear about what is expected of them so they are able to evaluate their progress and recognise how they can improve.
- Develop strategies that enable staff to take time out of their classroom to lead, manage and monitor their areas of the curriculum so there is a greater shared understanding of the aspects that need to be improved.

### **Outcomes for individuals and groups of pupils**

**3**

Pupils throughout the school behave well, are keen to succeed and try hard, and these attributes underpin their improving progress and satisfactory achievement. This was clearly seen in several writing sessions where pupils eagerly settled down to planning and then to writing their stories. Pupils' attainment when they start in Year 1 fluctuates, just as it does in all other years, depending on the number of pupils with special educational needs and/or disabilities in the cohort. The high ratio of adults to pupils, especially in the oldest class, ensures that all pupils, and especially those with special educational needs and/or disabilities, have good levels of support and so they often achieve well from their different starting points. Pupils' confidence is growing steadily, especially in mathematics, where they are using their prior knowledge and skills more readily and are willing to 'have a go'. The more able pupils take on the challenge to work strategically in mathematical games, for example, and feel a great sense of achievement when they succeed. This positive progress for pupils of all abilities is not always evident. Sometimes, pupils are not

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given sufficient understanding of their task to get started and time is lost while the teacher is directing another year group. Pupils behave well, however, and keep themselves busy until the class teacher is able to join them but in these situations, they make less progress than they should.

Although pupils' academic progress is satisfactory overall, their personal development improves rapidly as they move through the school. They get on extremely well with each other and greatly enjoy mixing with pupils from other schools with whom they regularly work and play. They are keen to take on responsibilities, show empathy for others and have an extremely mature understanding of the difficulties some other children face. They are developing a satisfactory awareness of the different backgrounds, cultures and beliefs of others. They enjoy taking on new experiences, have a good understanding of the importance of healthy lifestyles and are keen to promote a sustainable world.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?**

Assessment is used effectively to identify pupils' attainment, the strengths and weaknesses in their learning and the next steps. This knowledge has been used well to identify those who would benefit from interventions such as 'Number Counts' and other one-to-one strategies to prevent underachievement in both English and mathematics. Teaching is often good in English lessons, especially in the teaching of reading. Pupils gain a good understanding of what is needed to improve their writing and are eager to share

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their ideas. Teaching in mathematics is improving but is not yet sufficiently consistent for pupils to make good progress. The 'mental maths' session is not always sufficiently broad to meet the needs of the wide ability range of pupils. In the older class, for example, the questions were not challenging enough for the oldest and more able pupils. In all lessons, relationships are very strong. Pupils know what is expected of them and respond well.

Pupils say teachers make lessons fun. One commented that 'teachers are really sneaky because they slip in the learning while you are not watching'. The curriculum is made exciting by the wide range of additional activities and clubs, and is adapted well to meet pupils' varying needs. Only in mathematics is this not yet as successful. The school has built up many excellent links with the local cluster of schools so resources and staffing are shared to make additional activities possible for very small schools. The School Sports Partnership is one example of this support. The pupils in Year 5 and 6 were full of their experiences when they went to West Woods to explore what life was like in medieval times. They worked with the Plantagenet Society, learnt how to barter, use weapons and made music with friends from different local schools. Music is also a strength of the school's curriculum and pupils from Reception upwards enjoy learning French, and later Spanish as well.

Pupils say that the staff really care for them and they feel incredibly safe in school. Families in challenging circumstances are helped through the effective links with many outside agencies, social services, housing and the Parents Support Agency. In this way, the barriers that might potentially prevent pupils from learning are systematically addressed by the headteacher and staff. One parent's comments, which were typical of many other parents, stated, 'All the staff really care about the children and are so enthusiastic. They are always happy to listen to me and offer good advice and bend over backwards to help me with any problems that I or the children are having.'

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The school is led and managed well by the headteacher. She has a very clear view of its strengths and weaknesses and staff work effectively together to tackle areas in need of development. The school has taken concerted action to support those pupils who are in danger of underachieving because of challenges facing their family. The strategies in place are having a very positive impact, enabling these potentially vulnerable pupils to gain access to all that the school has to offer and to make good progress. Those identified as gifted and talented are also supported through the excellent partnerships with the local cluster of schools. However, until attainment in mathematics equals that in English, the

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school's provision for equal opportunity is satisfactory overall. The headteacher is highly committed to developing a wide range of partnerships so that an extensive range of additional activities and services are available that would not otherwise be possible for such a small school. This approach is fully recognised by parents with whom the school has also developed excellent partnerships. One stated, 'The effort that the headteacher goes to ensure that all pupils can access all school activities regardless of parental engagement or economic circumstances is outstanding.' The school's many external links also provides the basis of good community cohesion. Shalbourne Primary is a very harmonious community that is closely linked to its village community. There are developing partnerships with a school in London and plans for links with a school in Rwanda.

The school is well supported by the governing body. Good emphasis is placed on managing the financial resources and quality of the school site. The governors' self-evaluation identified that a greater focus needed to be placed on the evaluation of the school's performance and three new committees have been recently set up for this purpose. The Chair of the Governing Body, in particular, plays an active part in ensuring pupils are kept safe. There are effective systems for checking the credentials of staff and all those who work with the pupils. Safeguarding policies are effective and all procedures carried out rigorously. All staff have been appropriately trained in child protection and in first aid. The school site is checked by the headteacher but not always regularly enough by the governing body.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children start in Reception with a range of knowledge and experiences but in some year groups, a greater proportion than is usually found are at a lower level than expected for



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their age. They settle into school routines very easily under the sensitive care of the staff and quickly show interest in their surroundings, start to make their own choices of activities and work well together. There is a good balance of activities inside the classroom and in the safe area outside, which stimulate children's interest and desire to experiment and explore. They learn a lot from being with the older children in the class, from their own tasks and the activities led by adults, which are well focused on what children are interested in and want to learn. The children were almost frantic in their eagerness to share their ideas about where Mr and Mrs Large would go shopping, for example. Children make good progress, especially in all aspects of language and in most areas of mathematics. Although they have many opportunities to develop their creative skills, this is the area in which sometimes they make the least progress. Since the last inspection, the Early Years Foundation Stage teacher has made many improvements to the environment and in the quality of planning. Assessment is used well to identify children's next steps but at present, this is only carried out by the class teacher. Opportunities are missed to use the teaching assistant to support children's learning in this way. From the start, strong relationships are forged with parents and carers and this continues throughout the school. There are good links with local pre-school groups, which also helps children to settle quickly.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Over 90% of parents and carers returned the questionnaire which is an exceptionally high response. Of these, the vast majority were very supportive of the school and were extremely complimentary about the care the children receive and how the school ensures all pupils, whatever their family circumstances, are able to take part in the wide range of activities the school offers. A very small number of parents and carers expressed concern about behaviour. Occasionally, the school has pupils with personal, social or behavioural difficulties but these are managed well and as a result, incidents are decreasing. Other pupils are very supportive of these pupils. They have no concerns about bullying, and behaviour throughout the school is judged to be good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shalbourne Church of England 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 32 completed questionnaires by the end of the on-site inspection. In total, there are 34 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	72	9	28	0	0	0	0
The school keeps my child safe	27	84	5	16	0	0	0	0
My school informs me about my child's progress	26	81	5	16	1	3	0	0
My child is making enough progress at this school	21	66	10	31	0	0	1	3
The teaching is good at this school	27	84	4	13	0	0	1	3
The school helps me to support my child's learning	22	69	9	28	0	0	1	3
The school helps my child to have a healthy lifestyle	24	75	8	25	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)	26	81	5	16	1	3	0	0
The school meets my child's particular needs	26	81	5	16	0	0	1	3
The school deals effectively with unacceptable behaviour	28	88	1	3	3	9	0	0
The school takes account of my suggestions and concerns	25	78	6	19	1	3	0	0
The school is led and managed effectively	26	81	5	16	0	0	1	3
Overall, I am happy with my child's experience at this school	30	94	1	3	0	0	1	3

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



13 June 2011

Dear Pupils

**Inspection of Shalbourne Church of England Primary School, Marlborough SN8 3QH**

Thank you for making me so welcome when I visited you recently. I really enjoyed chatting with you and learning all about your school. Shalbourne is a satisfactory school in the way it helps you to get better at your work. It has many strengths and I can see why you all really enjoy attending and are so proud of your school.

Here are some of the things I found out.

- You enjoy your lessons and want to do well.
- Teachers work hard to make your lessons interesting, and most of you make steady progress. Those of you who sometimes find lessons difficult are given lots of support and achieve well.
- You have lots of different additional activities and opportunities to work and play with pupils from other schools.
- You make an excellent contribution to the life of the school and to the local community.
- You feel extremely safe and have a really good awareness of potential dangers and how to keep safe.
- All the staff care for you extremely well so you feel happy at school.

Even though there are lots of things your school does well, there a few things that I have asked the staff and governors to do.

- Help you to make better progress in your mathematics lessons by encouraging you to work more quickly and to remember your times tables and number facts quickly and correctly. Also, to ensure that the activities always build well on what you already know and help you to understand how well you are doing so that you can improve your work.
- Make it possible for all the teachers to see what happens in both classes so they can help your headteacher make your lessons even better.

Thank you again for being so polite and fun to talk to. I wish you all the very best for the future.

Yours sincerely

Hazel Callaghan

Lead inspector

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