

# Shipley CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	125992
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	359983
<b>Inspection dates</b>	5–6 May 2011
<b>Reporting inspector</b>	David Marshall

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>	55
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christina Maude
<b>Headteacher</b>	Caitriona Bull
<b>Date of previous school inspection</b>	20 May 2008
<b>School address</b>	Shipley Horsham Sussex RG10 9HS
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## Introduction

This inspection was carried out by two additional inspectors. During the inspection, nine lessons and four teachers were observed. Discussions were held with staff, members of the governing body, parents and carers, and pupils. Inspectors observed the school's work and looked at documentation including the school's improvement plan, the tracking of pupils' progress, provision for those pupils identified as having special educational needs and/or disabilities, and minutes of governing body meetings. In addition, questionnaires from 36 parents and carers, and others from staff and pupils, were analysed.

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

- The school's strategies for assessment, and what they indicate about pupils' progress, especially those with special educational needs and/or disabilities.
- Pupils' personal development and the effectiveness of the school's measures to enhance pupils' cultural development.
- Have the school's priorities for improving teaching and learning been achieved, enhanced the curriculum and contributed to the overall outcomes for pupils?
- In light of the many changes in the last two years, how effectively are leaders and managers at all levels, including the governors, enabling continuity and improvement?

## Information about the school

Shipley is a much smaller than average size school that serves the large rural parish of Shipley and surrounding areas. There are three classes with mixed-age groups, with some year groups having very few children. Most pupils are of White British heritage and come from both rural and urban settings, with many choosing to come to the school from some distance away. The proportion of pupils known to be eligible for free school meals is below the national average. A significant, and increasing, proportion of children have special educational needs and/or disabilities. These needs include behavioural, emotional and social difficulties. Children in the Early Years Foundation Stage are taught in a mixed Year 1/Reception class. The school has Healthy Schools status, Activemark and the Green Flag Award was gained at the end of last term. Since the last inspection in 2008, a new headteacher has been appointed.

**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

Shipley C of E Primary is a good school. It has a considerable number of strengths. Many parents and carers remarked on the amazing grounds, how well they have been developed and how effectively they are used in the new Forest School curriculum, but any visitor who goes inside the school will find it is also a well-maintained and welcoming environment. The school's significant strengths are due to the efficiency of the management, the outstanding quality of pastoral care, and the excellent relationships with parents and carers.

In the last two years, the headteacher, with the strong staff team, has initiated many changes and steered the school forward very effectively. The wide range of systems and strategies put into place to address the school's well-identified priorities has been successful and the school's overall effectiveness has risen from satisfactory at the time of the last inspection, to good. The school's view of itself is accurate. Its track record of raising and sustaining achievement and implementing change shows it is very well placed to build on its strengths and has a good capacity to improve further. One parent or carer summed up the views of many by writing, 'The school has improved immensely since the new head took over. The school caters for all children now in a more fun, enjoyable way of learning.'

Very effective organisation and careful assessments enable children to make good progress immediately in the Early Years Foundation Stage. This good start is built upon consistently well so that, by the time they leave the school, pupils' attainment is above that expected for their age. The provision for those pupils with special educational needs and/or disabilities is good and leads to them making good progress. Pupils benefit from tailored individual or small-group sessions that successfully help to plug the gaps in their reading and writing skills.

The high level of enjoyment and involvement shown by all pupils reveals how effectively their new school motto of Friendship, Faith and Future is being accomplished. Over the last two years, staff have sought to provide an innovative and more exciting approach to their whole-school curriculum, to inspire pupils to learn. This method is based on a detailed analysis of what skills pupils need and how best they can be acquired, often through using the extensive school grounds and the local community. The drive and determination of the headteacher has ensured that, within this new approach to planning, teaching and learning are good. Although there is extremely effective teaching and learning in most lessons, there is more still to do to ensure that pupils are provided with activities that consistently challenge them and the exciting and relevant activities that are linked across subject areas are present in all lessons. This would fulfil the school's aim to enable pupils to practise their skills and learning in English and mathematics in the most exciting way.

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Pupils' personal development and their wider educational outcomes are good, which helps their all-round achievement, both academic and personal. Throughout the school, thanks to the school's outstanding care and support, pupils are enthusiastic learners. They acquire a good understanding of safe and healthy choices and make an exceptional contribution to the school and wider community. Their diligence was noted by the award of the Green Flag for conservation last term. Attendance is above average, as pupils enjoy all their time at school. Pupils' excellent behaviour and their keen appetite for teamwork, together with their good skills in English, mathematics and science, prepare them well for the next stage in their learning.

Shipley is truly a school of its community. The school works effectively with many local societies and businesses. The contribution of the Friends Association (FOSS) is greatly appreciated by all involved. An audit of the promotion of community cohesion, undertaken by governors and staff, is underpinned by a careful analysis of the school's context. The school's links with the local community are excellent, and pupils' awareness of, and preparation for, living and working in a culturally diverse Britain are being developed very well.

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

- Ensure that by the end of the year the changes in the curriculum are embedded so that:
  - pupils are given the maximum opportunities to practise and reinforce their skills and learning in English and mathematics
  - the exciting and relevant activities that are linked across subject areas are present in all lessons.

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

**2**

Pupils enter the school with skills and understanding that vary but are usually broadly in line with those expected for their age, and immediately make good progress. In almost all lessons observed, pupils made good or better progress. Pupils are generally well motivated by the ideas and resources presented and are keen to please their teachers and other adults. This is a reflection of the strong moral code of the school that encourages exemplary behaviour, attentiveness and hard work, and enables them all to make good progress as they move through the school. This was particularly true in an outstanding lesson in the Years 4, 5 and 6 class based on writing a news report. The pupils were enabled to identify extremely well with the themes of the newspaper examples they were given. This showed how well, in the best lessons, teachers make learning come alive and relevant.

Targets set for pupils' progress are used well in all classes, and they are monitored effectively. The progress of different groups of pupils, such as those with specific learning needs, is good. More-able pupils have benefited from tailored small group sessions within lessons for English and in being able to join higher age group classes when appropriate, which have successfully raised their achievement. In particular, activities that specifically involved them in problem solving aided their confidence in using their mathematical skills for different purposes.

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Pupils' above average attendance helps them to make good progress overall and to achieve well. They appreciate the many rich opportunities to participate in outside activities that encourage their positive attitudes to keeping fit and healthy and which led to the award of the Activemark. The school successfully instills in the pupils an excellent spiritual, social and moral understanding, which accounts for their exceptionally good behaviour and positive attitudes to school. A striking feature that the pupils displayed at all times was the caring way they look after each other. This was shown to particularly good effect in an outstanding act of worship where all pupils enjoyed the successes of each other. The way in which pupils spoke to each other and adults with such kindness and respect was exceptional. Pupils' excellent behaviour, good understanding of how to stay safe and above average standards in basic skills mean pupils are well prepared for the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	2
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</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:	2
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</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?**

Teaching and learning are good. In almost all lessons, there are strong elements that help pupils of all abilities to make good progress, but as the school recognises, it could be even better. In the large majority of cases, teachers set out clear objectives and sessions are well managed. Pupils experience a good mix of listening to the teacher, responding to questions and opportunities to discuss their work among themselves. This experience,

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along with outstanding strategies to manage pupils' behaviour, means that pupils are attentive and display exceptionally good attitudes to learning.

The curriculum has been very carefully developed since the last inspection to improve pupils' learning by adding extra relevance and enjoyment. There are now many aspects, such as the themed topics and those which focus on pupils' interests, which are effective and fully enjoyed. However, pupils' progress slows occasionally as not all teachers harness this innovative planning to the same degree.

The school has a very strong commitment to caring and support. Every pupil is known and treated as an individual. Potentially vulnerable pupils, often coming in from other schools, are extremely well supported and the school works very effectively in partnership with a wide range of agencies to meet their needs. If there is one aspect of the school's outstanding care for individual pupils that is particularly notable, it is the work of the learning mentor and the teaching assistants. The zeal, patience and understanding they show to potentially vulnerable pupils results in the pupils achieving very well and is an inspiration to all others in the school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</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 outstanding qualities of the headteacher's leadership over the last two years have resulted in strong collaboration. All adults involved in the school value her open-door approach through which she consistently gives an exemplary lead and relates effectively with pupils, parents and carers, and the local community. As one staff member said, 'It has been exciting to be a part of the school in the last two years.'

The headteacher has worked hard to develop a corporate understanding of the school's strengths and areas for development. There is an effective plan for further development and all staff show an urgency to make further improvements. The governing body is fully involved in all developments. It supports the school effectively and brings a wide range of experience and skills to support and hold the school to account when necessary.

Staff and governors ensure that discrimination in any form is not tolerated, and the school is very effective in promoting equal opportunities. It highly values the opinions of parents and carers, and pupils, and acts upon these. As one parent or carer observed, 'The new headteacher has introduced a Parent Forum which meets twice a term to share information and raise concerns. Every opportunity is given to parents to get involved and be aware of what is happening at school.'

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Procedures to safeguard pupils' well-being, safety and health are thorough and all members of staff are well trained. The contribution the school makes to community cohesion is good. A plan and clear actions are in place for promoting pupils' understanding from local, national and global perspectives.

*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>2</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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</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>2</b>

## Early Years Foundation Stage

Children make a good start to their schooling in the Reception/Year 1 class and achieve well. They settle happily into school because of good links with parents and carers and because of the strongly nurturing environment. Staff make every effort to make all children feel welcome. As one parent observed, summing up the comments of many, ' I am a new parent and am very impressed with the time and effort the staff put into teaching and planning, care and attention to the children, and their well-being.' The good parental relationships are maintained on a daily basis and through meetings, so parents and carers understand how their children learn.

Children make good progress and achieve well, especially in communication, language and literacy, and in their personal, social and emotional development. The Early Years Foundation Stage is managed well and clear priorities are set for improvement. The enhancements in provision and outcomes since the last inspection are considerable and clear, and are testament to the very effective leadership of the headteacher and the coordinator, and the good teaching.

Planning of activities is generally good because careful account is taken of the regular, ongoing assessments of children's progress. Effective teamwork provides good routines, high expectations of behaviour and achievement, and excellent relationships. Consequently, children develop well personally and engage effectively with their learning. Stimulating and interesting activities are provided and there is a suitable mix of teacher-



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directed and child-initiated activities. Children's language skills are being developed well with a clear focus on vocabulary. The large and impressive outdoor area is used effectively to support learning.

*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

An above average proportion of parents or carers returned the questionnaire and the overwhelming majority, and those who spoke to the inspection team, are very happy with the school. They consider that the school has a dedicated team of staff and the new headteacher leads and manages the school very well. They say that the school has a very warm, supportive and friendly atmosphere and almost all feel their children make good progress. Inspection evidence shows that all pupils, including those with special educational needs and/or disabilities, are making good progress. Parents and carers are particularly impressed with the pastoral support their children receive. This reflects the findings of the inspection. The very small number of constructive parental criticisms were shared and discussed with the headteacher.

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

Ofsted invited all the registered parents and carers of pupils registered at Shipley 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 55 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	75	9	25	0	0	0	0
The school keeps my child safe	28	78	8	22	0	0	0	0
My school informs me about my child's progress	20	56	16	44	0	0	0	0
My child is making enough progress at this school	18	50	16	44	2	6	0	0
The teaching is good at this school	18	50	17	47	2	1	3	0
The school helps me to support my child's learning	24	67	11	31	1	3	0	0
The school helps my child to have a healthy lifestyle	26	72	10	28	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)	15	42	15	42	1	3	0	0
The school meets my child's particular needs	19	53	14	39	2	6	0	0
The school deals effectively with unacceptable behaviour	20	56	12	33	2	6	1	3
The school takes account of my suggestions and concerns	18	50	17	47	1	3	0	0
The school is led and managed effectively	25	69	10	28	1	3	0	0
Overall, I am happy with my child's experience at this school	26	72	8	22	1	3	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	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.**



7 May 2011

Dear Pupils

**Inspection of Shipley CofE Primary School, Shipley RH13 8PL**

I am writing to thank you all for making us so welcome when we came to the school recently. We did enjoy our visit. Yours is a good school, and just as you told us, we found that it is a fun place to learn. Here is a list of some of the things that we think are good.

- The school looks after you extremely well and you all make good progress in your learning.
- Your behaviour is excellent, you get along well with each other and feel very safe in school.
- You all have very good ideas on how to make things better and the teachers always listen to what you want.
- You have a good understanding of how to live healthily.
- You find lessons interesting and enjoy school.
- There are plenty of exciting things for you to do both in school and on visits and in clubs.
- The headteacher and staff manage the school well.

Even in good schools there are some things that can be made better, and we have asked the staff to look at how they plan, carry out, and link the subjects in your lessons to make sure they are always as interesting and exciting as they can be.

All of you can help by continuing to listen carefully and take note of what your teachers say. Finally, we would like to thank you once again for all your help.

Yours sincerely

David Marshall  
Lead inspector

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