

Shiplake Church of England Primary School

Inspection report

Unique Reference Number	123203
Local Authority	Oxfordshire
Inspection number	380620
Inspection dates	19–20 September 2011
Reporting inspector	David Wynford Jones

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair	Alison Weir
Headteacher	Katherine Page
Date of previous school inspection	8 January 2007
School address	Memorial Avenue Shiplake Henley-on-Thames Oxfordshire RG9 4DN
Telephone number	0118 9402024
Fax number	0118 9406130
Email address	Office.3810@shiplake.oxon.sch.uk

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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited an assembly and 14 lessons, observing six teachers. They held meetings with members of the governing body, staff and groups of pupils. They scrutinised a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan. Inspectors analysed 145 questionnaires completed by parents and carers, together with others from staff and pupils.

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

- How well do teachers use assessment information to plan work to meet the needs of pupils of different ability?
- How well do pupils understand their targets and how to achieve them?
- How good is pupils' understanding of cultures other than their own and of those not represented within the immediate community?

Information about the school

Shiplake Church of England Primary is similar in size to the average primary school. Most pupils are of White British heritage, with fewer than average coming from ethnic minority backgrounds. None is at the early stages of learning English. The percentage of pupils identified as having special educational needs and/or disabilities is low. However, the proportion of pupils with a statement of special educational needs is similar to the national average. The proportion of pupils known to be eligible for free school meals is considerably lower than the national average for primary schools. Fewer pupils than average join or leave the school at other than the usual starting and finishing times. The school holds National Healthy School status. The headteacher was appointed in January 2010.

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. It meets the needs of its pupils and serves the community well. Pupils enjoy school. Their attendance rate is consistently high. Parents and carers are very supportive of the school. They are happy with their children's experience and the way the school is developing since the appointment of the headteacher. One wrote 'Shiplake Primary is a very well-managed, caring school which our children love. They are growing academically and as individuals with a lovely sense of community.' Others made similar comments.

Children settle quickly in the Reception class and make good progress. Their progress by the end of Year 6 is also good. However, the rate varies as they move through the school. That is because of inconsistencies in the quality of teaching. Pupils' attainment by the end of Year 6 in reading, writing and mathematics is above average. There is the potential for pupils to reach higher standards in writing and in mathematics.

Most teachers' expectations are high and lessons are well planned. The pace in the large majority of lessons is brisk and pupils work with sustained concentration. In lessons, pupils behave well and are responsive to their teachers. Teachers share the purpose of the lesson with the pupils consistently and they are clear about how to set about set tasks. However, the introduction to some lessons is over-long and pupils spend too much time sitting on the carpet. Assessment procedures are in place, but are not used consistently in all classes to match the work closely to the needs and abilities of all groups of pupils. Nevertheless, the recent changes to assessment procedures, particularly in writing, are leading to more accurate assessments and greater challenge for the pupils. Equivalent procedures in mathematics and other subjects are not as robust. Marking is generally informative and provides the pupils with appropriate guidance to reach their targets.

The curriculum supports pupils' academic and personal development well, including their understanding of their own culture and of those not represented within the immediate community. It is enriched by numerous clubs, visits and visitors to the school. Pastoral care is a strength of the school. Relationships between staff and pupils are good. Staff ensure that pupils are looked after well and are kept safe.

The senior leadership team and the governing body provide effective leadership and a clear sense of direction. Self evaluation is good. A detailed analysis of pupils' outcomes has been used purposefully to identify the school's strengths and

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weaknesses. The appropriate priorities to enhance provision and improve outcomes are identified in the detailed school development plan. Middle managers and subject leaders are developing their roles well. They have yet to contribute fully to the leadership of the school by consolidating their skills in analysing assessment data and in evaluating the impact of teaching on pupils' learning. Under the leadership of the recently appointed headteacher, the school has successfully continued to improve. The capacity to sustain improvement is good.

What does the school need to do to improve further?

- Accelerate pupils' progress in writing and mathematics by:
 - making more effective use of assessment information to raise expectations and to set work that challenges and meets the needs of all groups of pupils
 - building on and sharing good practice to ensure greater consistency in the quality of teaching.

- Enhance the effectiveness of middle managers and subject leaders by:
 - reviewing their roles and increasing their responsibility for promoting school improvement
 - improving their skills in analysing and using assessment information and in evaluating the impact of teaching on pupils' learning.

Outcomes for individuals and groups of pupils**2**

Children enter the Reception class with skills and knowledge levels similar to those typically found in this age group. In Years 1 to 6, pupils respond well to challenge and work hard in lessons. Their speaking and listening, reading, writing and mathematical skills are developing well. For example, in a Year 5 mathematics lesson, pupils responded well to questions when they were asked to explain the rule when multiplying by 10, 100 and 1000. One said 'You cannot just add noughts. It does not work if you are multiplying decimals.' In the Year 6 draft writing books, pupils experimented with different opening sentences to create mood and to capture the reader's interest. These included opening such as, 'The ship was a stinking dump. It was as old as you can imagine'; 'I had dreaded this moment for years. I had no choice but it was to be a good day for me.'

Pupils' enjoyment of school contributes significantly to their positive attitude towards learning and their high level of attendance. Pupils take on responsibilities and undertake voluntary tasks willingly. They contribute well to the school as members of the school council. They act sensibly in the playground and provide support for those who are less confident. They understand the importance of keeping safe and how to avoid accidents. For example, Year 6 pupils listed some of the adventurous activities they would be undertaking during their residential visit to Bude. They identified potential risks and how these could be avoided. They contribute to charity and take

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part in events beyond the school. The vast majority of pupils have a good understanding of right and wrong and are able to consider how other people feel. Pupils’ good knowledge of cultures other than their own is promoted effectively through visits and by links with schools in this country and abroad. Their good knowledge of healthy living and their keenness to adopt a healthy lifestyle contributed to the school being awarded National Healthy Schools Status.

Pupils with special educational needs and/or disabilities and those whose circumstances may make them particularly vulnerable make similar progress to their peers. They respond well to additional support provided in lessons and are engaged in their learning. There are no significant differences in the progress of groups of pupils. Pupils’ above-average attainment in reading, writing and mathematics and the strengths in their personal development ensure that they have a good basis for the next stage in their education and later life.

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	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
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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

How effective is the provision?

In most lessons, there is a good balance between the teacher’s and pupils’ contributions. Teaching assistants are deployed well and provide good support to individuals and groups. Teachers use the interactive whiteboards confidently to support their teaching. Questioning strategies are used effectively to challenge pupils’ thinking and to consolidate learning. The sharing of ideas with a ‘talk partner’ is a regular feature, helping pupils to develop their social skills and their ability to communicate with others. Most teachers use assessments effectively to plan their

¹ The grades for attainment and attendance are: 1 is high; 2 is a bove average; 3 is broadly average; and 4 is low

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lessons and pupils’ work, though this is better in English than in mathematics. At the end of lessons, pupils are often asked to evaluate their own learning. However, in the occasional lesson, the pace is slow and pupils do not contribute sufficiently to their learning. There are some examples of good developmental marking, but teachers do not consistently refer back to previous marking to ensure that the pupils have responded to the comments.

The curriculum is tailored effectively to meet the needs of most pupils, particularly those who find learning difficult. It supports their learning in mathematics and English well. A theme or topic approach enables pupils to make links between subjects. Although there are strengths in the cross-curricular work in Key Stage 2, the approach is more established in Key Stage 1. Good use is made of information and communication technology. Art is a strength and this is reflected in the good-quality art work around the school. French is taught throughout Key Stage 2. The curriculum is enhanced by a good range of extra-curricular activities, imaginative use of ‘theme days/weeks’ and good links with external bodies.

The good level of care contributes significantly to all pupils’ learning, but particularly those identified as potentially vulnerable. All pupils are made welcome and included in the life of the school. In the words of one parent, ‘the school is a warm and welcoming place for pupils and parents’. Systems and structures to ensure pupils’ well-being and safety are well established and procedures are followed by all staff. Staff work closely with parents and carers and with a range of agencies to support individual pupils to ensure that their particular needs are met. Induction and transition arrangements are embedded securely in the work of the school. As a result, pupils move confidently to the next stage in their school career.

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	2

How effective are leadership and management?

The headteacher and the governing body work together well to drive school improvement. Working with the staff, they have accurately evaluated the school’s strengths and identified priorities for improvement. Regular monitoring of the quality of teaching by the headteacher and the recently introduced assessment system enable senior staff to monitor the impact of teaching on learning, to raise expectations and, increasingly, to hold staff to account for the progress pupils make. Middle leaders and subject coordinators make a good contribution, but have yet to develop their skills fully in ensuring consistency in the use of assessment data and in

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evaluating the impact of teaching on pupils’ learning and progress, for example, through detailed scrutiny of pupils’ work and observation of teaching.

The governing body ensures that the school’s safeguarding procedures, checks on staff recruitment and procedures for keeping pupils safe are established well in school routines. All staff members and several members of the governing body have been trained in child protection procedures and further training is planned for the near future. The governing body monitors pupils’ attainment and progress closely. It ensures that any possible discrepancies in performance between groups of pupils and any incidents of discrimination are investigated. If necessary, action is taken. Community cohesion is promoted well. The school is involved fully in the local community and the church. The governing body encourages links with schools in contrasting areas to ensure pupils gain a good understanding of cultures and ways of life other than their own. For example, there are links with a school in Grenoble, Kenya, Dubai and, more locally, in Reading.

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	2
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

Effective induction procedures and supportive relationships with parents and carers ensure children settle quickly, grow in confidence and develop a positive attitude to learning. Although only a few weeks into their school career, several spoke confidently to the inspectors, reflecting the confidence and trust they have gained in the staff and the school environment. Staff use their secure understanding of how young children learn to plan a range of stimulating activities that maintain their interests. There is a good balance between adult-led activities and those children choose for themselves. The activities are matched well to the children’s needs and abilities. That leads in turn to the children making good progress.

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Good use is made of the outdoor area to promote learning. The children enjoy working outdoors and move confidently between the indoor and outdoor areas. The classroom is well organised and provides the children with a stimulating learning environment. Children are developing a good understanding of personal hygiene and healthy living and staying safe.

The members of the Early Years Foundation Stage team work together well and have a good understanding of the provision’s strengths and weaknesses. Assessment procedures are embedded securely and are used effectively to monitor children’s progress, to evaluate the curriculum and to inform future planning. The emphasis placed on ensuring the children’s welfare enables all children to experiment, explore and learn within a safe and supportive environment. The leadership team have, rightly, identified the need to refurbish parts of the outdoor learning area.

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

The proportion of questionnaires returned by parents and carers was much higher than in most primary schools. The vast majority of parents and carers who responded to the questionnaire are entirely supportive of the school. All stated that their children are kept safe and enjoy school. The very large majority agreed strongly that the school is well led and managed and they are happy overall with the school. A very small minority felt that their children were not making enough progress, parents and carers were not given sufficient guidance on how to help their children, and that the school does not take sufficient account of their concerns and suggestions. Inspectors found that pupils are making good progress. Links with parents and carers are developing well. The headteacher is keen to involve parents and carers and has taken a number of effective steps to strengthen links and involve them in their children’s learning.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shiplake 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 inspection team received 145 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	126	87	19	13	0	0	0	0
The school keeps my child safe	123	85	19	13	2	1	0	0
The school informs me about my child’s progress	66	46	61	42	3	2	0	0
My child is making enough progress at this school	72	50	58	40	8	6	0	0
The teaching is good at this school	76	52	58	40	0	0	0	0
The school helps me to support my child’s learning	72	50	57	39	7	5	0	0
The school helps my child to have a healthy lifestyle	85	59	64	37	1	1	1	1
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)	86	59	49	34	2	1	0	0
The school meets my child’s particular needs	75	52	55	38	4	3	0	0
The school deals effectively with unacceptable behaviour	91	63	45	31	0	0	0	0
The school takes account of my suggestions and concerns	72	50	57	39	6	4	0	0
The school is led and managed effectively	115	79	24	17	0	0	0	0
Overall, I am happy with my child’s experience at this school	118	81	26	18	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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 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"> ■ 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.



21 September 2011

Dear Pupils

Inspection of Shiplake Church of England Primary School, Henley-on-Thames RG9 4DN

Thank you for making us so welcome when we visited your school. We enjoyed our visit and talking to you. We were sorry that we did not have the opportunity to meet the Year 6 pupils. We hope you enjoyed your trip to Bude and taking part in all the activities. Thank you for leaving your books in the classroom; we looked at them carefully and also at your teacher's records of your work. That has helped us in coming to our judgments that Shiplake Primary is a good school. You get off to a good start in the Reception class and, by the end of Year 6, your attainment in reading, writing and mathematics is above the national average. Overall, your progress is good.

During our visit, we saw that you behave well and show respect for each other. You told us that the staff look after you well and you enjoy school. That must be the case as your attendance is much higher than we find in most schools. You make a good contribution to the school by being so responsible and helping each other. We were pleased to find that you have a good understanding of how to keep yourselves safe and that you are keen to adopt a healthy lifestyle.

To help you do even better, we have asked the school to make sure that:

- assessment information is used more effectively by teachers to plan work to help you make even quicker progress in writing and mathematics
- middle and subject leaders make a greater contribution to the leadership of the school and refine their skills in using assessment information to improve the quality of teaching and learning.

Please remember, to make your school better you must play your part by always trying your best.

Yours sincerely

David Wynford-Jones
Lead inspector (on behalf of the inspection team)

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