

Shepton Beauchamp Church of England Primary School

Church Street, Shepton Beauchamp, Somerset, TA19 0LQ

Inspection dates 11–12 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Leadership and management are good. The headteacher and the governing body have successfully improved the quality of teaching through rigorous monitoring and high quality training.
- Pupils of all abilities, including those with special educational needs, achieve well in all areas of learning. They make best progress in reading and writing because of exciting and creative tasks and high quality resources.
- Children in Reception and in Years 1 and 2 make outstanding progress in phonics sessions (matching letters and sounds).
- Parents are pleased with the school and rightly say that their children achieve well.
- Pupils' behaviour is good. Pupils say they feel safe and secure.
- Good teaching ensures that pupils achieve well in almost all activities. In the best lessons, staff challenge pupils well with detailed questioning and by demanding rapid and sustained responses.
- The effective curriculum provides memorable experiences for pupils, engaging them well in learning. Their spiritual, moral, social and cultural development is of a high standard due to close links with the church and the exciting visits and residential experiences that take place outside normal lessons.
- Through their efficient planning and control, the governing body ensures that best possible use of the money available, so that all groups of pupils benefit.
- The school has a strong capacity to improve.

It is not yet an outstanding school because

- Achievement in mathematics is not quite as good as it is in English because lessons sometimes lack sufficient practical tasks to enable pupils to work out answers for themselves.
- Pupils do not have enough opportunities to take part in sports activities.

Information about this inspection

- The inspector held meetings with the headteacher, other leaders, groups of pupils and the Chair of the Governing Body.
- The inspector looked at a wide range of evidence including pupils' books, teachers' planning, the school's improvement plan, records of pupils' progress and safeguarding documentation.
- The inspector observed teaching and learning in eight lessons together with the headteacher. The inspector also listened to pupils read.
- The inspector spoke to parents in the playground and took account of 16 responses to the on-line questionnaire (Parent View). The inspector also received questionnaires from seven staff.

Inspection team

Denise Morris, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much-smaller-than-average-sized primary school, set in rural Somerset.
- There are no pupils from minority ethnic backgrounds and the proportion with special educational needs, including those supported through school action or school action plus, is smaller than average.
- A smaller than average proportion of pupils is supported by the pupil premium, which provides additional funding for pupils known to be eligible for free school meals.
- There are two classes. Reception children share their education with their older peers in Years 1 and 2. Pupils in Years 3 to 6 share the same class.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school federated with another local school three years ago. The two schools share the same headteacher, senior leadership team and the same governing body.

What does the school need to do to improve further?

- Improve achievement in mathematics so that it matches that in reading and writing by:
 - making better use of practical activities in lessons so that pupils develop confidence in all aspects of numeracy
 - providing a wide range of resources to help pupils work out answers for themselves.
- Increase opportunities for all pupils to take part in sport, both during school time and after school.

Inspection judgements

The achievement of pupils is good

- Pupils across the school achieve well, often from very low starting points. They make at least the progress expected of them in mathematics and better than expected progress for their age in reading and writing.
- Pupils achieve best in reading, writing, speaking and listening. A strong focus on the teaching of phonics (matching letters and sounds) in the Reception class and Years 1 and 2 ensures that these pupils make rapid and sustained progress in these areas. Younger pupils benefit from the good role models provided by the older ones in their class. By the time they enter Year 3, most pupils read fluently and are confident writers. Older pupils spoke confidently to the inspector, offering their own views. The school's progress information shows that all groups of pupils make very good progress in reading and writing.
- Pupils' achievements in writing were clearly illustrated by the way pupils in Years 3 to 6 successfully used tablet computers and texts to search for different elements in the story of *The Lion, the Witch and the Wardrobe*. They showed independence and resilience in searching for information, measuring their own success in achieving the lesson criteria. Very specific questioning by the teacher and the teaching assistant extended their enquiries, ensuring that the pupils interrogated the text thoroughly.
- Progress in mathematics is good, although not quite as strong as in English. This is because there are not always sufficient opportunities for pupils to explore the practical aspects of mathematics and use resources in order to solve problems and find things out for themselves.
- The progress of pupils supported by additional funding is as good as other pupils. These pupils benefit from good additional support, including extra help and guidance from teaching assistants, to ensure that they are able to keep up with their peers.

The quality of teaching is good

- Teaching across the school is at least good, and some is outstanding. Most pupils in each year group now make better progress because of the effective action the school has taken to improve teaching in the past three years. Peer observations and close links with the school's federated partner have enabled teachers to improve their own practice. The pace of learning in lessons is good and where teaching is outstanding pupils work at a very fast pace.
- Pupils enjoy the wide range of practical activities in literacy lessons which lead to them being regularly involved in exciting learning opportunities. Following a visit to a mosque, for example, older pupils produced some high quality written work. Younger ones eagerly made notes as they searched for dinosaurs in the playground.
- The mixed age classes provide mutual support and teachers plan well for each age group. Very skilful questioning by the teachers and teaching assistants extend pupils' understanding and thinking skills.
- In mathematics lessons, good demonstrations help to engage pupils right from the start. However, a few pupils find it difficult to complete the tasks set because too few practical activities are planned, and resources to support their calculations are not always available.
- Marking of pupils' work is effective, enabling pupils to understand how to improve. This is best in writing where helpful comments and questions help pupils to know the next steps in their learning. Pupils' literacy targets are clearly displayed in their books and pupils were able to explain clearly how their targets help them to improve.
- Extra funding to help pupils at risk of not doing well has enabled the school to increase the number of additional adults who support them in lessons. The impact of this initiative is evident in the way that these pupils can keep up with their classmates.
- Parents are pleased with the quality of teaching at the school. They are welcome in classrooms and receive good information about their children's achievements on a regular basis. Good

support for pupils with special educational needs, often from teaching assistants, helps to make that they keep pace with others in their learning.

The behaviour and safety of pupils are good

- Leaders have successfully raised expectations and improved attendance over the past two years. Pupils now attend regularly and arrive on time. Parents report that their children love coming to school.
- Pupils' behaviour in and around school, including in lessons, at break times and lunchtimes, is good. Just occasionally a few pupils are restless and inattentive when listening to their teacher, but the majority listen well. The 'choosing shed' is popular with younger pupils who enjoy trying out different activities and toys in the playground. Older pupils know where they can play football and are careful not to intrude on the space of other pupils.
- Relationships are very positive and older pupils work carefully with younger ones. During a Forest School activity, for example, older pupils were observed working in partnership with younger ones. They worked closely together to design and build a 'mouse house'. Older pupils were careful to value the ideas of the younger ones and made valid suggestions to help them search for materials.
- Pupils say that they feel safe in school. They know about unsafe situations and how to keep themselves safe. Break times and lunchtimes are well supervised and any incidents are recorded and monitored. They say there is absolutely no bullying. The school council has organised a 'friendship stop' in the playground so that no child ever has to feel left out. Pupils say this is now seldom used because everyone is friendly.
- Pupils understand the need to eat healthily and they benefit from good quality locally sourced lunches. They eat fruit regularly and have lots of opportunities to drink water throughout the day. They take part with enthusiasm in daily 'wake and shake', ensuring that they get regular exercise.
- Pupils are polite and helpful to visitors and get on well together regardless of age, race or ability. They respond well to the school's consistent approach to managing behaviour and, as a result, the school is a calm place and all pupils have an equal chance to succeed.

The leadership and management are good

- The headteacher, senior leaders and staff have improved the quality of teaching and learning and developed an exciting environment in which pupils succeed and feel valued. Parents hold the school in high regard and are particularly pleased with the partnership between home and school.
- Leaders at all levels are fully involved in improving teaching and raising standards. The national Teachers' Standards are used effectively to evaluate the quality of teaching. Leaders work closely with the governing body and the local authority, as well as with their partner school, to strengthen teachers' skills and improve practice further.
- Leaders have embedded a strong capacity to improve by ensuring high levels of training and developing the curriculum so that it meets the needs of pupils well. It provides some very memorable experiences for pupils, such as the annual residential trip to places such as Bristol or London, helping to extend pupils' horizons and improving their personal development.
- The senior leaders regularly check the quality of teaching and learning and carefully track each individual pupil's achievements to ensure at least good progress. All staff are clear about what is expected. Subject leaders check learning across the federation, providing effective opportunities for staff to learn from each other. Leaders are rightly looking at ways to engage pupils in more practical mathematics tasks.
- The school promotes pupils' spiritual, moral, social and cultural development well through close involvement with the local church and links with the village. For example, pupils participate in many village activities, regularly join in with fundraising. They make good use of the local village

hall for physical education, and pupils in Years 1 and 2 have opportunities for swimming in the summer. Access for all pupils to other sports to improve their fitness and skills are limited, both in school time and after school. Pupils' awareness of cultural diversity is effectively fostered through visits and visitors.

■ **The governance of the school:**

- The governing body is supportive and helpful to leaders and staff, encouraging a welcoming atmosphere in which all pupils feel valued. Members of the governing body regularly evaluate the school's strengths and areas for improvement, receiving regular updates from leaders and asking searching questions about their decisions. They know how well pupils are doing and regularly check the performance of teachers and pupils. They take an active part in the school's day-to-day life. Governors have a good grasp of the school budget and a clear understanding of the importance of linking staff pay to the quality of teaching. Sufficient funding is allocated to regular, high-quality training to ensure teaching continues to improve. Finances are well managed. Additional funding through the pupil premium is used effectively to provide extra staffing and experiences for eligible pupils, helping them to achieve well. The governing body makes sure that safeguarding practices and procedures fully meet current national requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	123773
Local authority	Somerset
Inspection number	402802

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

Type of school	Primary
School category	Voluntary Controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	31
Appropriate authority	The governing body
Chair	Jesse Patterson
Headteacher	Karen Brooker
Date of previous school inspection	22–23 September 2009
Telephone number	01460 240793
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