

# Shipton Bellinger Primary School

3 Parkhouse Road, Shipton Bellinger, Tidworth, SP9 7TW

**Inspection dates** 6–7 March 2013

<b>Overall effectiveness</b>	Previous inspection:	<b>Good</b>	<b>2</b>
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils make good progress while they are at the school, particularly in reading and writing. Achievement is good.
- Pupils who join the school in the older classes often have skills and knowledge which are below those expected for their age. Consequently, attainment is broadly average.
- The Early Years Foundation Stage is a strength of the school. Children are enthusiastic learners and are helped to develop skills rapidly. Good progress continues through Key Stage 1.
- The many pupils who join or leave the school during Key Stage 2 are helped to settle in quickly or to feel confident in moving to a new school or country.
- Teaching is consistently good and only rarely requires improvement. Teachers know a lot about topics they teach and plan tasks which meet the needs of most groups of pupils well.
- Behaviour is good; pupils get along very well. They feel safe at school.
- Leaders have made sure that teaching is consistently good.
- Governors are well informed because they gather their own information about how well the school is doing. They increasingly ask searching questions of the school alongside their support.

### It is not yet an outstanding school because

- The progress of some pupils, including a few with special educational needs, is not yet as rapid as it could be, particularly during Key Stage 2 and in mathematics.
- Teachers do not always motivate pupils to do their very best work or encourage them to respond to marking.
- Leaders have not been sharply focused on helping teachers to produce outstanding teaching.
- The use of information about pupils' progress has not been as effective as it could be, particularly in making sure that measures to raise standards have an impact in a short space of time.

## Information about this inspection

- During the inspection inspectors observed seven teachers during 14 lessons or parts of lessons, as well as sessions with small groups of pupils, taught by teaching assistants. Some of the observations were done together with the headteacher.
- Inspectors met with senior leaders, teachers, groups of pupils and with members of the governing body. The lead inspector spoke to a representative from the local authority by telephone.
- Inspectors also spoke to teachers and pupils informally, as well as to parents and carers before school. They considered the views of parents and carers in the 24 responses to Parent View, the online survey for Ofsted.
- Inspectors looked at the school's documents, including the policies and procedures to make sure that pupils are kept safe and the records to track the checks on teaching and learning. Inspectors considered the senior leaders' views about the performance of the school, and plans for further improvements.

## Inspection team

Andrew Saunders, Lead inspector

Additional Inspector

Julie Fox

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school in a rural village.
- Almost all the pupils are White British. A very few pupils are from a range of other ethnic backgrounds. Very few pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The school includes many families where parents serve in the forces. Consequently, many more pupils join or leave the school at times other than the usual times. In some cohorts more than half of the pupils were not at the school throughout Key Stage 2.
- The proportion of pupils known to be eligible for the pupil premium is well above average. This includes the pupils from service families, as well as pupils known to be eligible for free school meals, or children looked after by the local authority.
- In September 2012 three new teachers joined the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' standards and progress.

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

- Increase the proportion of outstanding teaching, particularly in mathematics and in Key Stage 2, so that progress increases, by:
  - giving pupils more time to get on with their work, and developing a sense of urgency about how much work they complete in each lesson
  - helping pupils to have more say in deciding what they need to do next in order to reach their targets
  - making sure teachers encourage pupils to respond to high quality comments in their books more frequently.
- Improve the effectiveness of leaders across the school in raising standards for pupils, by:
  - checking that measures to speed up progress are having an impact more quickly, particularly in mathematics for disabled pupils and those who have special educational needs
  - making sure that points for development given to teachers to improve learning are followed up in a shorter space of time.

## Inspection judgements

### The achievement of pupils

is good

- When children join the school in Reception they usually have skills and knowledge which are similar to those expected for their age. The excellent teaching, well-organised resources and high expectations of the adults helping them mean they make a rapid start to their learning in the Early Years Foundation Stage. Good progress continues through the rest of the school.
- Pupils who have been with the school throughout Key Stage 2 reach standards which are above average because of the good progress they have made. The high proportion of pupils who join the school at various times during Key Stage 2 often have skills and knowledge which are well below those expected for their age. They typically make good progress because of the effective support they get to help them catch up. However, their lower attainment means that the attainment of pupils overall is broadly average at the end of Year 6.
- More-able pupils are helped to reach high standards, particularly so in mathematics, because they are given challenging work to do.
- Observations of learning during lessons and work in pupils' books show that good progress is typical across the school. Targets in reading, writing and mathematics help to keep pupils focused on what they need to do next and they reflect on how well they are making progress towards this. Occasionally, they are expected to sit listening to explanations they do not all need, which gives them less time to do their work.
- Disabled pupils and those who have special educational needs are particularly well supported in developing their confidence as readers, and typically make good progress. Progress in writing is also improving and is now good. Support in developing mathematical skills has improved more recently and progress is speeding up, but is not yet as secure for a few pupils as in reading and writing.
- Pupils who are eligible for the pupil premium, particularly those from service families, benefit from additional support from well-trained adults who understand their needs very well. They make similar progress to other pupils in the school and their average points score is in line with similar pupils elsewhere in English and mathematics. There are no gaps in their performance and those of other pupils in the school. The same is true of those pupils known to be eligible for free school meals. There are too few looked-after children to be able to comment on their standards anonymously.

### The quality of teaching

is good

- Teaching is almost always good because teachers check how well pupils have understood each lesson and adapt what they do in the next lesson in the light of this. Teaching is occasionally outstanding, particularly in the Early Years Foundation Stage, but this is not yet widespread.
- There are rare occasions when the pace of learning slows and teachers spend too long explaining what pupils need to do. At times, pupils do not get enough done during lessons because they are not motivated enough to work quickly, or they wait for the adults to tell them what to do.
- The tasks that teachers plan for different groups of pupils are mainly engaging and usually challenge pupils well. They make sure that pupils cover the skills and knowledge they need to in an appropriate order.
- Teachers make sure that their marking shows pupils where they have reached the targets for that task, and most teachers include a helpful comment about what pupils should do to improve their work. In the best lessons, pupils are given time to respond to these comments, but this is not yet frequent enough so pupils do not benefit as much as they could from these opportunities to speed up their progress.
- Teaching of reading is a strength of the school because a well-developed approach to teaching phonics (the linking of sounds and letters) is used with younger pupils, and continued where it is

needed for older pupils. Teaching assistants who support groups of pupils in phonics are well trained and help pupils develop confidence and a love of reading.

- Teachers are quick to pick up if a pupil has disabilities or special educational needs and support is rapidly given. A few parents commented how quickly their children had made progress as a result. A good range of different approaches is now used to help these pupils and teachers are gathering information about how effective these are proving, and reviewing this more quickly. However, measures to support pupils' mathematical skills have only recently been evaluated more rigorously.

### **The behaviour and safety of pupils** are good

- During lessons pupils are cooperative and keen to do what they are asked. They happily get on with the work teachers have prepared for them, and know what targets they are working towards in their reading, writing and mathematics.
- However, at times pupils wait for the adults to tell them what they should do next rather than taking responsibility for their own learning. This means that they do not always complete as much work as they could during some lessons. Their attitudes to learning are not yet exemplary.
- Pupils enjoy playing together during break times and get along very well. They feel particularly safe at school and say that the adults help them to know how to keep themselves safe, for example when using computers or on the roads. They are confident weighing up different risks that they face.
- Pupils say that bullying is increasingly rare, because they know about the different forms that bullying can take and how to make sure these do not happen. If they fall out, they say such incidents are quickly sorted out by adults.
- Pupils say that they enjoy the many opportunities they get to use their learning in exciting ways, for example during themed days. Reception children were very excited about writing their own books during World Book Day and wanted to keep writing more chapters.
- Pupils like the many clubs and activities they can do, particularly the sports and the opportunities they get to learn to play musical instruments. They also like the chances they get to help others, as play leaders in their school, or raising money for the community they support in Ghana.

### **The leadership and management** are good

- Leadership of the Early Years Foundation Stage and Key Stage 1 is particularly well focused so that pupils get a similar experience as they progress through this part of the school. The changes to teaching staff in Key Stage 2 have been well managed and the team is developing well. There are good arrangements to help older pupils when they are moving to their next school. As a result, they feel confident and well prepared for the next stage of their education.
- The headteacher and governors have made sure that teachers know exactly what is expected for good learning to happen although this is not always followed up quickly enough. Leaders do not yet give teachers enough indication of how to make teaching outstanding, to bring about even more rapid progress.
- The steps to help disabled pupils and those who have special educational needs are well established in reading and in writing. However, leaders do not check as quickly that the strategies being used to develop mathematical skills are as effective in helping these pupils make progress.
- The topics pupils learn about are well organised so that they develop skills and knowledge when they need them. There are good links between subjects, particularly to make sure pupils get good opportunities to read and write as well as to develop and use their mathematical skills.
- The themed days, regular assemblies, and opportunities to talk about wider issues mean that the spiritual, moral, social and cultural development of pupils is well catered for. The emphasis

on music and singing, and the links with various communities give pupils a strong sense of belonging.

- Leaders make sure that parents and carers are kept up to date with how well their children are doing and that there are good opportunities to find out about how they can support their children's learning.
  - Parents and carers are very supportive of the school and feel that their children are making good progress. Some parents and carers particularly appreciate how the particular needs of their children have been identified and met, to make sure they keep making progress.
  - The emphasis on the ethos and values of the school means that pupils are very supportive of each other when they get the chance to work in teams, and they are keen to make sure everyone gets equality of opportunity and that there is no discrimination. The 'Disability Workshop' they had helped them to think about the views of others, particularly those who may have a disability.
  - The local authority has helped the school to get an external view about the progress and attainment of pupils, checking that teachers' assessments are accurate. The school has been recognised as having particularly effective practice in the Early Years Foundation Stage, and other schools visit to look at how this is done.
  - **The governance of the school:**
    - Governors have increasingly asked challenging questions about what the progress information indicates about the performance of different groups of pupils. They also make sure that they check the evidence they are given for themselves, gathering their own findings about the work of the school. Governors are expected to undertake training that helps them with the particular areas they oversee. Together with senior leaders, they make sure that all the requirements to keep pupils safe are met, and that the adults have the training they need to understand how they contribute to this. Governors keep close track of how the school's finances are spent, and make sure that the quality of teaching is used to inform decisions about teachers' pay, so that the best performance is rewarded. They know how robust targets are used to manage teachers' performance and what is done to tackle any underperformance. They also check how effective the pupil premium is in helping those who are eligible to reach the standards they should.
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## 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

<b>Unique reference number</b>	115947
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	403281

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	191
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Siobhan MacMillan
<b>Headteacher</b>	Stephen Bennett
<b>Date of previous school inspection</b>	28 March 2008
<b>Telephone number</b>	01980 843369
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