

# Shalbourne Church of England Primary School

Shalbourne, Marlborough, Wiltshire, SN8 3QH

## Inspection dates

12–13 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	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

- Achievement has improved since the last inspection and is now good in English and mathematics.
- Children make good progress in the Early Years Foundation Stage, especially in learning their letters and sounds.
- Good teaching is strong in imparting the key basic skills in reading, writing and mathematics.
- Pupils behave well, feel safe in school and trust that all adults are there to help them. Parents and carers support their children's views on feeling safe.
- Since the last inspection, the headteacher and staff have been successful in leading the improvements in pupils' achievement and the quality of teaching.
- Staff know the pupils well and check up on their progress often and any at risk of falling behind in their learning are helped quickly to catch up.
- Governance has improved since the last inspection and members of the governing body now have a good understanding of the school's performance.

### It is not yet an outstanding school because

- There is not enough outstanding teaching so that all pupils make the best possible progress.

## Information about this inspection

- The inspector observed six lessons taught by four teachers, one of which was observed jointly with the headteacher. On the first day of the inspection, pupils in Years 3 and 4 were on the second day of a residential visit and, in the afternoon, the rest of the school went to a swimming lesson in Hungerford.
- The inspector held meetings with the headteacher and staff, the Chair of the Governing Body and six other members, and a group of pupils. In addition, the lead inspector held a telephone conversation with a representative from the local authority.
- The inspector took account of the 26 responses to the online questionnaire (Parent View), together with the 23 responses to the school's questionnaire carried out in February 2013. He took account of the eight questionnaires returned by staff and two letters written by parents or carers.
- He looked at documentation, including policies and procedures for safeguarding pupils, the school improvement plan and the school's data showing the progress of pupils.

## Inspection team

David Curtis, Lead inspector

Additional inspector

## Full report

### Information about this school

- This is a very small village primary school with pupils coming from 29 families.
- There are two classes comprising Reception/Key Stage 1 and Key Stage 2.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals, looked after children and children from service families) is well below average; no pupils are eligible in Key Stage 2.
- The proportion of pupils on the school's register of special educational needs supported at school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is well below average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- There are no pupils who receive any form of alternative provision.

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

- Improve the quality of teaching from good to outstanding by:
  - greater use of telling pupils how much work they are expected to do in lessons
  - ensuring marking tells pupils how they can improve their work
  - ensuring that dates are recorded when targets are set and achieved.

## Inspection judgements

### The achievement of pupils

is good

- Children make good progress in the Early Years Foundation Stage. They have a good understanding of their letters and sounds and most can write their names without any adult help. They enjoy role play and the 'Shackleton Camp' is very popular and helps their learning about 'Cold Places'.
- Good progress continues in Key Stage 1 and Key Stage 2. By the end of Year 6, pupils are fluent and confident readers. They talk confidently about favourite books and authors. They have good skills in comprehension and in predicting what might happen next in a story.
- Progress in writing is good and pupils' key skills in spelling, grammar and punctuation are above average. Importantly, they use these key skills correctly in their writing both in English and in other subjects, for example when writing one- and two-step problems in mathematics in Key Stage 2 or writing information booklets about 'Cold Places' in Key Stage 1.
- Achievement in mathematics has improved since the last inspection. Pupils' key skills in calculation and mental arithmetic are good and they apply these skills well in problem-solving and mathematical investigations.
- Disabled pupils and those with special educational needs make good progress because they receive high-quality extra help from their teachers, specialist teachers and teaching assistants.
- The very few pupils eligible for the pupil premium make similarly good progress as the rest of the pupils because of the strengths in the quality of small-group support that they receive.
- Most parents and carers who completed Parent View agreed that their children make good progress and inspection findings support their positive views.

### The quality of teaching

is good

- Teaching in the Early Years Foundation Stage is good. Children have a good balance of adult-led activities which are shared between the class teacher and the teaching assistant. In addition, planning gives children good opportunities to choose their own activities both indoors and outdoors. The teaching of letters and sounds is good.
- In Key Stages 1 and 2, the teaching of reading is good. Strengths in the teaching of letters and sounds continue in Years 1 and 2 and this contributes well to pupils' good achievement by the end of Year 2. In Years 3 to 6, pupils are taught successfully the key skills of comprehension, inference and deduction.
- Across the school, there are strengths in the teaching of writing. The importance placed on teaching the key skills of spelling, grammar and punctuation is shown in the way pupils use these key skills in their writing, for example in writing their stories on the 'Life of the Young King Arthur'.
- Teachers' planning is good and takes into consideration the needs of pupils in mixed-age classes as well as by ability. However, planning does not consistently make it clear what pupils should learn by the end of a lesson, which means that they do not always do as much work as they could.
- Marking is very successful in telling pupils how well they are doing and provides pupils with very detailed feedback, for example in how well they have used paragraphs in a story. However, marking does not always tell pupils how they can improve their work.
- The teaching of disabled pupils and those with special educational needs is good. Teachers and teaching assistants know such pupils well and give them the right level of extra help and support throughout lessons.
- The teaching of the few pupils eligible for the pupil premium is good. They are given extra help in small-group sessions and work is matched closely to their learning needs.
- Pupils have individual targets for writing and mathematics, which they like having and most

know the levels at which they are working. However, it is not always clear when targets are to be set and/or when they are reached, which means that some pupils have too long to reach a given target.

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

- Behaviour is good both in lessons and around the school. Over time, there have been no exclusions or racist incidents and the school's logs show no bullying and very little evidence of behavioural issues. Behaviour is not outstanding because a few younger pupils find it hard to listen to teachers and/or work on their own.
- Pupils have a good understanding of the different forms of bullying, including cyber bullying. Older pupils have made 'anti-bullying' posters which are displayed around the school and give guidance as to what to do should any individual feel they are bullied. However, pupils are adamant that there is no bullying.
- Pupils feel safe in school and are confident that they can turn to any adult should they need help. This is confirmed by the parents and carers who completed Parent View.
- Attendance is above average and pupils are punctual.
- In the Early Years Foundation Stage, children make good progress in their personal, social and emotional development and benefit from being in a class with pupils from Years 1 and 2.
- Pupils in Years 5 and 6 perform their duties well in helping around the school, including setting up the music and projector for assembly and helping younger pupils at lunchtime. The school council has just been re-established but, in discussion, older pupils expressed reservations about its effectiveness.

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

- The headteacher, supported by an effective staff team, has worked hard since the last inspection to raise achievement, especially in mathematics, and to improve the quality of teaching, with the result that the school has moved from satisfactory to good.
  - Staff check up regularly on pupils' progress and this allows them to identify quickly any pupil at risk of falling behind in their learning and then put in place extra help to support them in catching up.
  - School self-evaluation is accurate, as is the headteacher's judgement on the quality of teaching in the school. There is regular checking of the quality of teaching both in lessons and through looking at pupils' books and work.
  - The management of the performance of teachers and progression along salary scales are linked closely to pupils' achievement and the quality of teaching.
  - The local authority, through a School Improvement Adviser, provides good support for the school on a termly basis and this has helped senior leaders in making the improvements to the school's performance since the last inspection.
  - The school ensures equality of opportunity for all its pupils and discrimination in any form is not tolerated.
  - Funding for pupils eligible for the pupil premium is spent effectively through providing extra help for these pupils in small-group sessions. The regular checking of their progress allows senior leaders to see how effective this extra help is and the impact on their progress.
  - Pupils are taught all the subjects to which they are entitled and teachers give them good opportunities to use and apply key literacy and numeracy skills in subjects other than just English and mathematics. Pupils and parents and carers say how much they value the extra activities pupils are given in sport, music and through residential visits.
- **The governance of the school:**
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- Governors are much more effective than at the time of the last inspection. Many members visit the school regularly and they have benefited from training that has given them very clear guidance as to what they should be doing and looking for when visiting the school. They check up closely on pupils' achievement and ask the headteacher to account for any underperformance. They have a good understanding of how the pupil premium funding is spent and its impact on progress for these pupils. Members have a good awareness of the quality of teaching. Governors ensure that the school complies with all requirements for safeguarding and child protection.
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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>	126354
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	406363

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>	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>	42
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jenni Blake
<b>Headteacher</b>	Ruth Matthews
<b>Date of previous school inspection</b>	9–10 June 2011
<b>Telephone number</b>	01672 870475
<b>Fax number</b>	01672 870475
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