

Shaugh Prior Primary School

Shaugh Prior, Devon, PL7 5HA

Inspection dates 22–23 January 2014

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress in mathematics is too slow and they do not attain the levels of which they are capable.
- Too little teaching is good. Teachers are not as confident teaching mathematics as they are other subjects and senior leaders have not ensured the mathematical expertise of teachers within the federation has been fully utilised.
- Pupils' mathematical thinking is under-developed and too often pupils struggle to use and apply what they know to develop a secure understanding. Gaps in pupils' learning are not always quickly addressed.
- Some pupils are slow to concentrate. They lack the confidence and resilience to work hard and apply themselves to their lessons.
- Pupils' behaviour in lessons and around the school is not always good. Some pupils show a lack of consideration for each other's needs and feelings.
- School leaders, including governors, have not ensured the behaviour policy meets the needs of the pupils currently in the school to ensure all pupils behave well and are keen to learn.
- Senior leaders and governors have made too little impact on the progress pupils make in mathematics.

The school has the following strengths

- The teaching of reading and writing is good and pupils achieve well in these subjects.
- The school's work to keep pupils safe and secure is good.
- The executive headteacher and senior teacher have successfully strengthened pupils' learning of phonics, reading and writing.
- The governing body has responded positively to the accurate evaluation of pupils' performance and funded the re-organisation of classes to promote more effective teaching and learning in English.
- The strength of the federation has supported the re-organisation of classes and given teachers the opportunities to moderate assessments. effectively.

Information about this inspection

- The inspector observed nine lessons taught by three members of staff. Many of the lessons were observed with the headteacher. These sessions included two on phonics (letters and the sounds they make).
- The inspector held a meeting with two members of the governing body and with groups of pupils. A telephone conversation was held with a representative from the local authority. In addition to a number of meetings with members of staff, the questionnaires completed by five members of staff were taken into account.
- The views of parents were collected from brief informal meetings during the inspection and from letters sent to the inspector. Account was also taken of the 20 responses to the Ofsted online questionnaire (Parent View).
- The inspector reviewed a range of documentation including the school's analysis of pupils' progress, teachers' lesson plans, the school's action plan, leaders' monitoring records, pupils' work, reports about the school by the local authority and the record of checks made on the suitability of staff to work with children.

Inspection team

Hazel Callaghan, Lead inspector

Additional Inspector

Full report

Information about this school

- The number of pupils on roll has doubled since the previous inspection but Shaugh Prior remains smaller than the average primary school. The average size of each age group is six pupils. Sometimes it falls to four and rarely rises above 10.
- Almost all the pupils are of White British heritage and very few are from minority ethnic groups.
- The organisation of classes has changed this term from just two classes previously to three classes each morning and two classes in the afternoon. Pupils in Reception are taught with pupils in Years 1 and 2 while the Key Stage 2 class is currently split for mathematics and English.
- The proportion of pupils eligible for the pupil premium is below that found in schools nationally. This is additional government funding provided for pupils who are known to be eligible for free school meals, those who are looked after by the local authority and those with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported at school action is average. The proportion supported at school action plus or with a statement of special educational needs is above average. The school has an increasing number of pupils with behavioural and emotional needs and those who have challenges in their lives that make them vulnerable.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The school is part of the Moorsway Federation along with The Erme and Cornwood primary schools. The three schools share a governing body and an executive headteacher. The day-to-day running of the school is led by the head of teaching and learning based at Shaugh Prior.
- There were reductions in the teaching and administrative staff last year and the school returned to two classes in September; but with the reintroduction of three classes each morning, additional part-time staff have been recruited.

What does the school need to do to improve further?

- Help teachers to raise pupils' attainment and accelerate their progress in mathematics by:
 - developing teachers' subject knowledge and confidence in teaching mathematics
 - ensuring pupils' develop the knowledge and understanding to conduct mathematical investigations in order to confidently apply their mathematical knowledge and develop their mathematical thinking
 - making more use of the expertise of teachers within the federation to support and enhance the teaching of mathematics.
- Improve pupils' attitudes to learning and to each other so that their behaviour is more positive and their progress accelerates by:
 - ensuring that activities in lessons are well matched to pupils' needs and interests
 - developing pupils' desire to do well and helping them to become confident learners who are willing to learn from their mistakes
 - ensuring that pupils understand how to behave and the importance of respecting each other's views and needs
 - developing and implementing throughout the school a clear policy of sanctions and rewards that pupils understand and can follow.

Inspection judgements

The achievement of pupils

requires improvement

- Fewer pupils in Year 6 reach the levels expected in mathematics than they do in reading and writing. Improved rates of progress in 2013 failed to compensate for the slower progress of previous years. When pupils in Years 3, 4, 5 and 6 were taught in a single class in September, their progress in mathematics slowed.
- Too many pupils find it difficult to apply their mathematical knowledge in new and unfamiliar situations so that they develop a secure understanding of the subject.
- There are fluctuations in the overall level of attainment each year due to the small number of pupils in each year group and to the higher proportion of disabled pupils and those with special educational needs in some year groups. Nevertheless, most pupils reach the levels expected of them in Year 2 and Year 6 in reading and writing. Attainment in writing in particular has improved steadily in the last two years.
- The focus on improving pupils' quick recall of letters and the sounds they make has had a positive impact. For example, last year fewer pupils in Year 1 reached the expected levels in the phonics screening check than should have done but on retaking the check in Year 2, they achieved well.
- Not all pupils practise their reading at home and this can slow their progress, but pupils have good opportunities to enjoy a range of texts in school. All pupils achieved well in the new tests focusing upon grammar and punctuation but were less successful in their ability to spell correctly. This aspect of their learning is now a priority along with phonics.
- Children enter the Reception year with a range of knowledge and skills similar to that expected for their age. Children generally make the expected levels of progress so by the end of Reception most reach a good level of development across all areas of the Early Years curriculum.
- Almost all pupils, including the most able, disabled pupils and those with special educational needs, had made at least the expected progress by the summer of 2013 and a good number had made better than expected progress. This was due to Key Stage 2 pupils being taught in two classes rather than a single class and more effective teaching..
- The very small number of pupils who are eligible for the pupil premium have made the same good progress as their classmates in English across all year groups. Progress in mathematics was weaker than in English but again similar to that of their classmates.

The quality of teaching

requires improvement

- Teachers are not as confident teaching mathematics as other subjects because their subject knowledge is not secure. Teachers do not develop pupils' mathematical thinking well enough. Consequently, pupils do not always make good use of what they have previously learnt in mathematics. For example, looking for number patterns or using their multiplication tables to help them when working on their calculations.
- In other subjects, teachers assess pupils' understanding and develop activities that are usually matched appropriately to their levels of knowledge and skill, including the most-able pupils. However, activities in mathematics are not always securely based on what pupils already know and can do with the result that gaps in their learning are not always adequately addressed.
- Pupils' progress in mathematics, like that in reading and writing, accelerated when the oldest class was split for English and mathematics.
- The teaching of writing is good. Pupils' interest and their desire to write are well promoted in all classes. For example, in the youngest class, pupils are keen to create their own messages and lists, while in the oldest class, pupils recognise how they can use an author's ideas, style and imaginative vocabulary to improve their own writing. A good number of Year 6 pupils successfully captured the atmosphere created in the book *The Snow Leopard* in their own

writing.

- Teaching assistants are an important part of the teaching team and provide good support. Some assistants show a good understanding of how pupils learn; they structure activities well and promote good levels of engagement. This was well exemplified in a phonics session with children in Reception.
- Teachers mark pupils' work effectively in English, showing them what they have done well and how to make it better. Pupils say it helps them to understand how to improve their work. They are beginning to evaluate each other's work and make thoughtful comments about what has been done well and suggest how to make improvements. Marking is less effective in mathematics where it is impeded by the teachers' lack of confidence and subject knowledge.
- Pupils' spiritual, social, moral and cultural development is widely and effectively promoted. Pupils gained an insight into what it was like to be evacuated in the Second World War from a visitor to school, for example.
- There are many opportunities for pupils to work in different groups and to share activities with pupils in other schools, such as sporting events and residential trips which promote team working.

The behaviour and safety of pupils

require improvement

- The behaviour of pupils requires improvement. The school has made good progress in moderating the behaviour of some of the most challenging pupils and incidents have reduced significantly. These are fresh challenges for the school, however, and the leadership has not yet introduced strategies that meet the needs of pupils currently in the school to ensure that pupils' learning is not disrupted and that the behaviour of all pupils improves.
- As the school has grown in size a small but increasing number of pupils who have behavioural and emotional difficulties have joined the school. Their individual difficulties often slow their learning and sometimes have an impact on the learning of other pupils.
- Some pupils find it hard to focus on the activities set or to complete their tasks. This is because they are not always clear about what they need to do and/or they are not sufficiently engaged by the lesson.
- Some pupils struggle to complete all of their work because they lack confidence in their own abilities. These pupils have not developed the resilience that enables them to learn from their mistakes nor the aspirations to be the best they can be so they keep trying until they succeed.
- Many pupils behave well, however. They are polite and show care for one another. They respond well to the expectation of the teachers that they should concentrate and generally try their best, particularly in their writing sessions. Many pupils in the oldest class said how much they enjoy developing their stories quietly on their own.
- Although behaviour in the playground can be good with pupils getting on well, enjoying their games and the fun of playing together, disagreements are sometimes sparked off over simple arguments about a game. The pupils said that the use of the football can often be a cause of arguments at playtime.
- Pupils know the sanctions that come from breaking the rules or from being naughty in class but many feel they are not effective and do not sufficiently reward those who try their best. They said there is a little bullying in the school and that teachers put things right, but they said that some pupils find it difficult to behave.
- Pupils said they feel safe at school. The school's work to keep them safe and secure is good. Their awareness of the need for internet safety is developing.
- Pupils' attendance at school is above average. The number of pupils with a record of persistent absence is small.

The leadership and management **require improvement**

- The leadership team has not sufficiently improved the quality of the teaching of mathematics so that pupils' progress in mathematics is consistently good. Strategies for the improvement of mathematics have been identified but not yet fully implemented. The support of the mathematics lead teacher in another school within the federation has been arranged but has yet to be fully implemented.
- A comprehensive analysis of pupils' attainment is now in place? to monitor their progress, both as individuals and as groups. In the autumn of 2013, the need to improve pupils' rates of progress was correctly identified and classes were once more re-organised to provide smaller groups for English and mathematics each morning. These changes are already having a positive impact on pupils' progress and raising their attainment, particularly for the most-able pupils.
- The re-organisation of teaching groups is enabling teachers to ensure all pupils are given an equal opportunity to improve and achieve well. The improvements already made in teaching and in promoting pupils' achievement in phonics and reading and writing show that the school has the capacity to continue to improve.
- Helpful support from the local authority has helped to improve pupils' skills in reading and writing.
- The performance management of staff is used appropriately, and additional responsibilities identified for staff to take on help them to develop their skills and their role within the school's leadership.
- The breadth of the curriculum has been effectively maintained but is being adapted to provide a more enjoyable range of topics and activities which focus better on pupils' interests and thus enhance their learning. There are many opportunities to extend pupils' spiritual, moral, social and cultural development through visits and visitors to school. Pupils' learning in music, art and sport is well promoted by staff in school and from within the federation.
- The federation is having a positive impact on the school by giving teachers opportunities to share expertise, such as in music, develop the curriculum and moderate assessments.
- Recent additional funding for physical education and sport is being used to employ sports specialists who work alongside staff to share their expertise and ensure improvements in the pupils' increased participation in physical activities and greater understanding of healthy lifestyles are sustained. However, it is too soon to evaluate the full impact of these initiatives.
- **The governance of the school:**
 - The governing body has a good understanding of school data about pupils' progress and attainment and challenges the headteacher to account for pupils' achievement compared to that of other schools. This has seen improvements in both reading and writing. However, its monitoring has not been as effective in identifying the weaker progress in mathematics and challenging the senior leaders to account for this. It has been too slow in using the skills of a leading mathematics teacher from the federation to improve the knowledge and understanding of its teachers.
 - The governing body responds quickly to the needs of the school and uses the financial arrangements across the federation creatively to raise performance, such as by funding the re-organisation of classes. The governing body is fully involved in determining the use of the pupil premium funding and checks its impact on pupils' achievement.
 - Governors have effectively audited the range of skills and expertise within the governing body and adapted its ways of working to be more effective in monitoring the school and carrying out its legal responsibilities.
 - All governors understand the impact of teaching on pupils' learning and where possible use the outcomes of the performance management of staff to reward good teaching.
 - The governing body successfully carries out its responsibilities to ensure a safe and secure environment.

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	113262
Local authority	Devon
Inspection number	440466

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	59
Appropriate authority	The governing body
Chair	Mr Roger Smerdon
Executive Headteacher	Mr Simon Hall
Date of previous school inspection	18–19 January 2011
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