

# Shalfleet Church of England Primary School

Station Road, Ningwood, Newport, Isle of Wight, PO30 4NN

## Inspection dates

6–7 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- A knowledgeable team of teachers is led strongly by the experienced and determined new headteacher of two federated schools. Governors support the school well as they are well informed.
- Expertise is shared effectively across the federation offering leaders at all levels good opportunities for further professional development.
- The expertise within the senior leadership team is particularly effective, supporting the headteacher very well. Seniors ensure that teaching and achievement are good.
- As a result, improvement is being driven forward rapidly, helping the school to fulfil their vision of becoming outstanding.
- Underpinning the strong promotion of pupils' spiritual, moral, social and cultural development are the school's values of 'Respect, Determination and Relationships'. These are made very explicit to pupils so they fully understand and adopt them.
- Pupil 'Anti-bullying Ambassadors' play a significant part in pupils' very strong feeling of safety in school. Pupils are exceptionally well behaved and polite and get on very well together.
- Parents express extremely positive views about the school. They show their support for the importance of learning through pupils' excellent attendance.
- Teaching is consistently good and sometimes outstanding ensuring that all groups of pupils make good progress from their various starting points.
- A steadily rising trend in attainment in the last three years is ensuring that pupils reach standards that are above average in reading, writing and mathematics, preparing them well for the future. Reading is a particular strength.
- Pupils who find learning difficult and disadvantaged pupils are well supported so that they make the best progress they can.
- Children in the Early Years Foundation Stage make good progress.

### It is not yet an outstanding school because

- Some teachers do not have all the skills they need to plan work that is sufficiently challenging and meets the needs of all pupils.
- Pupils do not achieve as well in writing as they do in reading and mathematics, especially boys.
- In some lessons the most able pupils do not make rapid progress because they do not begin demanding tasks quickly enough.

## Information about this inspection

- The inspector visited 12 lessons and observed eight teachers. Teaching assistants were also observed working with individual pupils and small groups. The inspector also talked to pupils about their work and heard individual pupils from Years 2, 4 and 6 read.
- A wide range of documents were scrutinised, including systems for checking progress, records relating to behaviour and attendance, safeguarding procedures and the school's analysis of how well it is doing and how it plans to improve. Records of monitoring the quality of teaching and the minutes of the governing body meetings were also examined.
- The inspector looked at samples of pupils' work across a range of subjects and classes.
- Meetings were held with members of the governing body, school staff and groups of pupils. Individual pupils were spoken to in lessons and around the school. A telephone conversation took place with a school adviser from the local authority.
- Questionnaires from 18 members of staff were analysed. The inspector took account of the views expressed in the 42 online responses from Parent View, a letter from a parent and comments made by parents during informal meetings at the school during the inspection.

## Inspection team

Anna Sketchley, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Shalfleet Church of England Primary School is smaller than the average-size primary school. Most pupils attend from a wide area.
- The school underwent significant change from 2011 when it began to move from first school to primary school status. There are pupils in all year groups and they are taught in single-age classes.
- All children in the Early Years Foundation Stage attend school full time.
- The school has been subject to significant staff changes over the last two academic years. The new headteacher was appointed in September 2014 after having been the acting headteacher the previous year.
- The school is federated with Yarmouth Church of England Primary School. The headteacher of Shalfleet is the headteacher for both schools in the federation.
- The proportion of disabled pupils and those with special educational needs supported through school action is similar to the national average.
- The proportion of disabled pupils and those with special educational needs supported by school action plus, or through a statement of special educational needs is below the national average.
- The proportion of pupils supported by the pupil premium is below that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The proportion of pupils from minority ethnic groups is below average. None is in the early stages of learning English.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- There is a privately run pre-school on the school site.

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

- Develop teachers' skills further so that teaching moves from good to outstanding, enabling all pupils to make the best possible progress by:
  - using the excellent practice that exists in the school to help all teachers to plan even more challenging tasks for all pupils
  - ensuring that learning time is organised as productively as possible so that the most able pupils make a more rapid start on more demanding tasks.
- Ensure that pupils' writing continues to improve, especially for boys, by:
  - providing more writing topics that fire boys' imagination and which encourage them to write
  - ensuring that writing has a clear purpose and audience
  - making sure the newly introduced skills to help pupils assess their own work and challenge themselves to improve are firmly embedded in practice.

## Inspection judgements

### The leadership and management are good

- The wise decision of the governors to appoint the very capable headteacher to lead and manage both schools within the federation is ensuring rapid improvement in many areas of the school's work. Shared expertise, staff meetings, training, joint events and a single governing body are just a few of the many benefits of this valuable initiative. The school benefits from 'light touch' help from the local authority.
- The headteacher is successfully using the expertise of the newly formed and competent senior team, other school staff and knowledgeable governors to establish what needs to be done next. Together they quickly drive forward and implement plans for improvement. This is resulting in very successful developments.
- Good examples of these can be seen in the new joint systems for collecting information on how well pupils are doing and in the exciting programmes for learning to meet the requirements of the new National Curriculum. The school demonstrates, very clearly, the capacity to continue to improve.
- Middle leaders are implementing and checking these developments very well. Previous weaknesses, especially in writing, are being successfully tackled. Leadership has improved since the last inspection.
- Pupils' progress is checked rigorously and teachers meet every half term to plan the next steps in pupils' learning. Interventions are put into place immediately for pupils who are identified as not doing as well as they should.
- Leaders know that some teachers do not have all the skills they need to move teaching from good to outstanding to ensure that pupils make the even more rapid progress of which they are capable.
- Robust procedures to measure teachers' performance have already been used to identify training needs and to offer support. Plans are in place to use the expertise of senior leaders to model best practice in setting more challenging tasks but these have not yet had time to take full effect.
- Good links across subjects provide pupils with good opportunities to practise their literacy and numeracy skills. Key skills develop well through meaningful, memorable experiences such as visits to museums and castles and in taking part in the local Freshwater Bay project. The curriculum is being carefully checked for its effectiveness through interviews with pupils about their work and to ensure correct coverage and depth.
- Leaders have been particularly effective in planning a stimulating and interesting curriculum that makes a significant contribution to pupils' excellent behaviour, good relationships and first-rate attitude to their work.
- The school is highly regarded by parents, 100% of whom recommended the school in the parent questionnaire. Parents highly value the way in which they are consulted and demonstrate their full support for the school, for example through the 'Parent Forum' and the exceptionally well-organised and safe 'drop off' and 'pick up' system before and after school.
- Effective partnerships with other schools, the local community and outside agencies fully support pupils' learning and development. Pupils enjoy working with the local Parish Council, joining in the library summer reading scheme and organising support for charities and the local Food Bank.
- Provision for pupils' spiritual, moral, social and cultural development is exceptionally strong especially due to the school's powerful links with the local church and the wider community. Links made between school values and the curriculum teach pupils to be reflective. They develop a good understanding of people from different cultures, with different beliefs and lifestyles and an awareness of how to live harmoniously in modern Britain.
- Pupils benefit considerably from the innovative use of additional school sports funding, allowing the school to provide a wider variety of sports and improved teacher expertise. As a result, pupils develop an added enjoyment of sports and a healthier attitude to life.
- Equal opportunities for different groups of pupils are promoted well and the school does not tolerate any form of discrimination. Leadership of the school's provision for disabled pupils and those with special educational needs and disadvantaged pupils is exceptionally well organised, strong, caring and sensitive.
- School staff follow safeguarding procedures rigorously and governors play leading roles as safeguarding and equality governors, ensuring that all statutory requirements are fully met.
- **The governance of the school:**
  - Governors are sharp, proactive and knowledgeable, bringing many useful skills from the world of work.
  - Through being connected to different elements of the Federation Development Plan they monitor the school's work and progress very carefully. A very good understanding of information about pupils' progress and the quality of teaching enables them to ask challenging questions and to support the

school as it moves forward.

- Being very well informed about the spending and impact of the additional funding allows governors to ensure that it is used to maximum benefit. They diligently fulfil their statutory duties.
- Pupils' progress and teachers' pay and progression are carefully compared and considered. This ensures good value for money and that any underperformance is tackled quickly. Rigorous targets are set and reviewed annually for the headteacher.

## The behaviour and safety of pupils are outstanding

### Behaviour

- The behaviour of pupils is outstanding. School records show that there have been no exclusions since the last inspection. Challenging behaviour is extremely rare. The very small minority of pupils with the potential to exhibit disruptive behaviour are calmly and appropriately managed.
- Pupils were impeccably behaved during the inspection, in worship, around the building and playground. They are extremely polite and well mannered, thoughtful and articulate and a pleasure to talk to.
- In lessons observed during the inspection there was no low-level disruption and pupils were engaged and eager to learn. Excellent attendance and the pride they take in their work demonstrate a very positive attitude to school.
- When asked if they enjoy learning there was a resounding 'Yes!' They are very clear about the expectations of work and behaviour and demonstrate a very good understanding of the three school values of Respect, Determination and Relationships. They thoroughly approve of the system for rewards and sanctions linked to their parents daily via the internet. They say school is 'brilliant, organised, friendly and safe' and that 'it is encouraging and welcoming'. They feel they make good progress and are well taught by caring adults.
- Pupils contribute exceptionally well to the life of the school through, for example, a variety of responsibilities in the classroom, reading to younger pupils at playtimes and as Junior Leaders.

### Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe in school and parents fully support this view. Risk assessments on school visits and regular effective teaching about internet safety heighten their awareness of how to keep safe.
- The pupils' role as Anti-Bullying Ambassadors is highly effective in the eradication of bullying in the school and especially in helping pupils to remember to treat each other correctly because they live in a diverse society.
- Pupils feel very well supported and know what to do if they need help but there is no evidence of physical or verbal bullying and school records confirm this is the case.

## The quality of teaching is good

- Relationships between teachers and pupils are excellent because of a high level of mutual respect. Teachers have very high expectations of both work and behaviour and pupils respond exceptionally well to this positive climate for learning. In lessons pupils were observed paying careful attention and always doing their best.
- Learning is imaginatively planned and often entails 'real life' situations that immediately engage pupils so they are interested and eager to learn. An example of this was seen when pupils enthusiastically set about learning to write a letter to children in Sheffield, describing what it is like to live by the sea.
- Learning is well supported by tidy, well-organised classrooms where resources are always to hand. Pupils know where resources are kept and fetch them independently.
- Pupils know exactly what they are expected to achieve because teachers explain tasks and learning very clearly. However, occasionally this process takes too long and the most able pupils 'mark time'. Learning is occasionally less effective for all pupils when tasks are not sufficiently challenging. In both cases pupils do not then make the rapid progress of which they are capable.
- Teachers' very good subject knowledge and questioning skills enable them to probe pupils' understanding and check their progress during the lesson, taking them on their learning. In a mathematics lesson pupils were observed being challenged further by using a blank number line when finding missing numbers because the teacher realised that they had achieved their task. Mathematics is taught well.

- Scrutiny of pupils' books during the inspection showed that teachers give them regular opportunities to practise their reading and writing skills in other subjects. This supports the good progress pupils make in literacy and prepares them well for the future.
- Marking is very thorough and consistent throughout the school and shows pupils very clearly how to improve their work. However, the newly introduced skills to help pupils assess their own work and challenge themselves to improve are not yet firmly in place and used by all pupils.
- Pupils benefit from regular homework, practising basic skills matched to their needs as well as creative homework projects that support their wider learning very well.

## The achievement of pupils is good

- Excellent liaison with pre-schools, very good induction procedures and relationships with parents, and a warm welcome ensure that Reception children are confident learners when they start school. Some children have weak language and communication skills on entry but all children make good progress from their starting points. By the end of the Reception year the percentage of pupils who have achieved a good level of development is above average.
- The high priority placed on learning to read means that by Year 6 reading standards are high. In the earlier years the teaching of the sounds that letters make (phonics) is good. Results of the national screening check for phonics show that attainment of Year 1 pupils is above the national average. Pupils use this knowledge and other strategies very well to help them build and spell unfamiliar words.
- By Year 6 pupils read with great expression and fluency. They enthusiastically discuss authors and the types of books they enjoy. They know that the school thinks reading is important and appreciate the help they are given to learn reading skills appropriate to their age.
- All groups of pupils, including those from minority ethnic groups, make at least good progress in reading, writing and mathematics from their various starting points. A good proportion make better than expected progress in reading and mathematics.
- Information about the progress of the most able pupils shows that nearly all pupils who achieved a higher level in reading, writing and mathematics in Year 2 achieved a similar higher level at Year 6.
- Standards have been steadily rising in all three subjects over the last three years. In the current Year 6 they are high in reading and above average in writing and mathematics. However, too few boys reach the higher level in writing. Topics are gradually being introduced to fire the imagination of boys and to encourage them to write at length but these actions are yet to have a full impact in raising standards.
- Standards in writing are improving year on year because teachers are beginning to provide more opportunities to write for a purpose and an audience. Writing 'toolkits' teach pupils about the features in different texts, for example, in writing letters, reports and persuasive arguments. In a very successful Year 5 lesson pupils learned rapidly to write persuasively because of an appealing stimulus and a set of features that should be included. The most able pupils reached above average standards because they were challenged to include extra features from previous learning. However, this quality in the teaching of writing and level of challenge is not yet consistently evident across the school.
- A small proportion of disadvantaged pupils are well supported by extra funds and there are no gaps between them and all other pupils. These pupils, in all year groups, make similar good progress and reach similar standards in reading, writing and mathematics as all other pupils nationally. Most make better than expected progress and reach standards that are above average and in line with all other pupils in the school by the end of Year 6. Where a very small minority of pupils do not reach the expected standard it is because they have complex learning needs. However, they make good progress from their starting points.
- Highly skilled teaching assistants and teachers ensure that disabled pupils and those with special educational needs are well supported and included in lessons. Careful monitoring of the success of interventions ensures that these pupils make good progress. This area of the school's work is well led and managed. One parent commented: 'The school has been brilliant in giving my daughter as much support and independence in her learning as possible. The teachers and support staff have worked really hard with her and enabled her to make as much progress as possible.'

**The early years provision****is good**

- The Early Years Foundation Stage is well led and managed and a strength of the school. Children's learning is very well supported in an exceptionally caring, well-organised and safe classroom.
- Although small, the outdoor area is well planned, offering a good range of activities. It is supplemented by the excellent liaison with the pre-school and the sharing of outside space and resources. This partnership is mutually beneficial, enabling a sharing of expertise and a seamless transfer when children are ready to start school.
- Carefully planned, exciting and stimulating activities ensure that children are fully engaged and always busy so behaviour is very good. They showed very good powers of concentration and listening during phonics and mathematics.
- During their chosen activities they become totally absorbed for long periods of time because activities promote the characteristics of effective learning especially well. For example, when choosing to make a 'zig zag' that had been a stimulus for the letter 'z' earlier in the day or making intricate models with small construction. Activities such as these make a significant contribution to the development of children's coordination and creative and thinking skills.
- A very good balance exists of activities led by adults and those chosen by children. Adults join very sensitively in children's chosen learning, making suggestions and asking questions to extend children's thinking and language and communication skills.
- Adults check children's learning very regularly, collecting observations and photographs to plan the next steps in each child's individual learning and development. As a result, a valuable record of each child's achievements is compiled gradually through the year. Both children and parents contribute to this process. The Early Years Foundation Stage prepares pupils well for Year 1.

## 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>	118188
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	443998

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>	150
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carla Bradshaw
<b>Headteacher</b>	Beryl Miller
<b>Date of previous school inspection</b>	15–16 June 2010
<b>Telephone number</b>	01983 760269
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