

Shankhill CE Primary School

Hethersgill, Carlisle, Cumbria, CA6 6JA

Inspection dates 4–5 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
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.

- The headteacher provides clear, enthusiastic and determined leadership. She is very well supported by the governing body and a staff team who all have the highest expectation of the pupils.
- Teaching is checked regularly in a variety of ways and along with the monitoring that governors carry out frequently to check how well the school is doing, there is a clear and effective focus on improving achievement and teaching.
- Pupils benefit from participation in a wide range of sporting activities that promotes their well-being and their enjoyment of school. There is a good balance of after-school clubs and visits to ensure that pupils' needs are well met.
- Pupils are polite and well mannered. Their good behaviour and attitudes to learning contribute successfully to the strong sense of community in the school.
- Attendance is above average which reflects pupils' enjoyment of school.
- Pupils are respectful of adults and of each other, and say they feel very safe in school. They are confident that all adults and their friends will help to take care of them.
- Excellent relationships between adults and pupils create a positive climate where pupils want to learn and do well.
- Teaching is good. Activities capture pupils' interests and inspire confidence and enjoyment with very good use being made of modern technology.
- Pupils from early years to Year 6 are keen to learn and make good progress from their starting points. This includes pupils from different groups and those who have special needs.
- In the early years, children benefit from a wide range of exciting activities which helps them to learn well. The classroom is well organised and early years staff create a positive, caring environment where children play happily in pairs, small groups or on their own. As a result, children are well behaved.

It is not yet an outstanding school because

- There are not enough opportunities for pupils to write at length or in different styles in different subjects.
- Marking is not yet consistent across the school in helping pupils know how to improve their work.
- Teachers do not always challenge pupils enough through questioning.
- Not enough teaching is yet outstanding in its impact on achievement because teachers do not get sufficient opportunities to see outstanding practice and thereby improve their own practice further.

Information about this inspection

- The inspector observed three teachers and two teaching assistants, and visited 10 lessons, one of which was a joint observation with the headteacher.
- Discussions were held with the headteacher, staff, pupils, parents and governors. The inspector observed break time and talked regularly with pupils as they moved around school.
- The inspector scrutinised pupils' work and listened to pupils read.
- A wide range of the school's documentation was observed including systems for tracking pupils' progress, safeguarding arrangements, the school development plan and pupils' work in their books.
- The inspector took account of responses to the school's most recent questionnaire for parents alongside 11 responses from the on-line questionnaire (Parent View).
- The inspector analysed nine questionnaires completed by staff.

Inspection team

Sue Sharkey, Lead inspector

Additional Inspector

Full report

Information about this school

- Shankhill CE Primary School is much smaller than the average-sized primary school.
- Almost all pupils are of White British heritage. A few pupils are from minority ethnic backgrounds.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The proportion of disadvantaged pupils, those supported by the pupil premium is below the national average. The pupil premium is additional government funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The government's current floor standards do not apply in this very small school.
- There has been a high proportion of pupils joining the school since January 2014.
- The headteacher joined the school in January 2014.
- The school offers a daily Nursery class each morning with full-time education provided for Reception-aged children.
- Pupils are taught in three classes in the morning: Nursery, Reception, Year 1 and Year 2 together; Years 3 and 4 together; and Years 5 and Year 6 together. In the afternoon, there are two classes as Year 3, 4, 5 & 6 join together to form one class. The number in each year group can be less than three.
- The school achieved the Artsmark award in 2013.

What does the school need to do to improve further?

- Make teaching and learning outstanding in its impact over time and hence raise achievement even further by:
 - increasing the number of opportunities pupils have to write at length and in different styles across the curriculum
 - making sure that questioning is used consistently well in lessons to challenge and deepen pupils' thinking and enhance their understanding
 - ensuring that marking helps pupils know how to improve their work and that this is of consistent quality across the school
 - enabling teachers to see examples of outstanding teaching to guide improvements in their own practice.

Inspection judgements

The leadership and management are good

- The headteacher, who is extremely well supported by a committed staff, is relentless in her drive and ambition for the school. She communicates high expectations so that all staff have a shared sense of direction and team work. In a short time she has brought about many improvements. Staff morale is high and everyone is focused sharply on raising standards.
- The headteacher and other senior leaders share leadership of English and mathematics. This enables them to focus separately on either early years and Key Stage 1 or Key Stage 2. Checks of pupils' books, as well as the quality of teaching, are carried out and rigorous reviews of information on how well pupils are achieving ensure that all groups of pupils have equal opportunities and make good progress. Pupil premium funding is used wisely to provide a good range of appropriate support for eligible pupils.
- Staff performance is managed effectively, and this is linked closely to pupils' performance and teachers' pay. Staff are supported through good-quality training but do not have enough opportunities to observe outstanding teaching to help them improve their practice further.
- The local authority works closely with the school by, for example, supporting the governing body in the appointment of the headteacher, as well as providing training for governors.
- The school has very strong links with the wider community who enjoy visiting and supporting the school when, for example, they attend the fortnightly community lunches or school performances. This is an example of how well the school fosters good relations.
- The school works closely with other primary schools in the wider area enabling pupils to have opportunities to work with different people of their own age in order to understand and respect others in preparation for life in modern Britain. For example, last year seven schools joined together to celebrate the Commonwealth Games, an indication of leaders' effective tackling of discrimination.
- The curriculum provides a good balance of subjects and experiences which allows pupils to develop their interests and talents fully. A wide variety of school clubs, which includes sewing, films, crafts and art, as well as frequent visitors, contribute well to pupils' enjoyment of school.
- Pupils can now choose to take part in a widening range of sporting activities such as orienteering, swimming and gymnastics. The primary school sports funding has been used effectively to ensure that all pupils have the opportunity to learn to swim which contributes well to pupils' health and well-being.
- **The governance of the school:**
 - The governing body is knowledgeable about the school not only through regular visits to check its performance but also because it works closely with the headteacher and staff. It is aware of how well the school is doing and how it compares with other schools nationally. Governors monitor teaching and pupils' progress well and, as a result, they are able to use this information when making decisions on teacher's pay awards. Governors check the impact of spending effectively. For example, they monitor closely and know the impact of the primary sports funding on pupils' health and well-being and the impact of pupil premium funding on the achievement of disadvantaged pupils. Governors make sure that all the statutory requirements for safeguarding are met.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils have positive attitudes to learning, are keen to learn and want to do well but there are occasions during lessons when a few pupils do not concentrate fully. Typically, they work together extremely well when discussing questions or sharing ideas and listen attentively when adults are speaking.
- The school provides a calm and orderly environment where pupils learn and play together harmoniously. Pupils are courteous, welcoming and friendly. Attendance is above average, indicating how much they enjoy school.
- Pupils have opportunities to take on responsibilities by, for example, becoming librarians or members of the school council. The school raises funds for a wide range of charities and school council members talk enthusiastically about supporting international and national charities. Members are pleased to have suggested that more equipment is needed for outdoor break.

Safety

- The school's work to keep pupils safe and secure is good. All parents who responded to Parent View, as well as the school' questionnaire for parents, agree that their children feel safe in school. Pupils also say they feel safe because they know that adults in school will always help them as will their friends.
- Pupils say there is no bullying in school. They have a good understanding of different kinds of bullying

including cyberbullying, as well as verbal and physical bullying.

The quality of teaching is good

- Good teaching has a positive impact on pupils' learning and achievement in reading, writing and mathematics. All the parents who responded to the school's most recent questionnaire say that their children are taught well.
- Teachers have high expectations for pupils' behaviour and progress and they are rarely disappointed. Teachers guide pupils' learning well and give clear instructions as to the work they have to do. They intervene regularly to check that pupils have fully understood and are successfully tackling their work.
- Relationships between adults and pupils, as well as pupils with each other, are strong. Consequently, pupils thoroughly enjoy learning. Pupils are quick and keen to respond to teachers' questions; however, questions do not always challenge pupils' thinking or deepen their understanding of what they are learning.
- Clear and incisive instructions ensure that pupils understand fully what they have to do in lessons and what is expected of them. This enables pupils to work productively by themselves or with a partner. For example, when discussing the book that Years 3 and 4 pupils were reading, pupils talked sensibly in pairs about what it would be like to be a mouse. Good praise by the teacher encouraged pupils to share their thoughts eagerly with the whole class.
- Teachers' marking of pupils' work has developed well over the last year. It gives praise as well as helpful comments to pupils about their work. However, comments do not always show pupils clearly enough what they need to do to improve their work further.
- Teaching assistants make a valuable contribution to pupils' learning and collaborate well with class teachers. They provide valuable support both within and outside the classroom, especially helping with pupils' reading. This extra support ensures that pupils make good progress.

The achievement of pupils is good

- Children get off to a good start in the early years and pupils build on this solid foundation as they move up through Key Stages 1 and 2 with the result that all groups of pupils achieve well. Pupil's individual progress is carefully checked and additional support is given if necessary. As a result, pupils make good progress from their starting points in reading, writing and mathematics. All parents who responded to Parent View agree that their children make good progress.
- Phonics (matching letters to the sounds they make) is taught well so that pupils develop as confident readers. In the Year 1 phonics screening test 100% of pupils met the expected standard in both 2013 and 2014, whilst at the end of Year 2 in the 2014 teaching assessment, reading was above average.
- In the 2014 assessments for pupils in Year 2 standards were above average in reading. Pupils say they enjoy reading. From the early years pupils have favourite books. For example reception children say they enjoy teddy bear and princess books whilst Year 6 pupils often select a book written by a favourite author. As well as a wide range of books in classrooms, the library provides pupils with plenty of books to enjoy on a range of different topics. Pupils say they enjoy the library, which they use frequently.
- Numbers in each year group can be very small. As result, standards by the end of Year 6 can vary from year-to-year. In the 2013 national tests standards were well above average in reading, writing and mathematics. In 2014 national test results were not as high, although data show that all pupils made good progress from their individual starting points. School data, supported by inspection evidence from observing lessons, talking to pupils and scrutiny of written work, show that pupils' good achievement is set to be maintained in future. Although pupils make good progress overall in writing, they do not always have enough opportunities to develop their writing skills further by writing at length and in a range of styles in subjects other than English.
- The school promotes equality of opportunity effectively. Excellent team work between teachers and teaching assistants makes sure that pupils who are disabled and those with special educational needs, as well as pupils who speak English as an additional language, make good progress. If appropriate these pupils receive good support from well-trained teaching assistants who work with pupils in small groups and often give individual support which is adapted exactly to the pupil's requirements. The progress of both groups of pupils is checked regularly to make sure any support given is effective as the needs of pupils change.
- The most able pupils make good progress across the school as a result of the good teaching they receive giving them sufficient challenge to enable them to do well. During a Year 5 and 6 mathematics lesson, for

example, the most able pupils rose eagerly to the challenge of using modern technology to successfully find equivalent fractions, decimals and percentages.

- Pupils who are new to the school are well supported not only by teachers and teaching assistants but also by other pupils. This helps them to settle well and make good progress.
- Disadvantaged pupils make good progress in reading, writing and mathematics. However, there are too few such pupils in the school to make meaningful comparisons with their classmates or other pupils nationally.

The early years provision

is good

- Children get off to a good start in the early years. They are provided with a strong foundation for learning ensuring that they are ready to move into Year 1. Adults provide an exciting range of interesting and enjoyable activities that promote children's learning across all areas effectively.
- Children start in the Nursery class with varying skills and knowledge, generally in line with what is expected for their age but personal and social skills as well as speaking and listening are often weak. Adults talk constantly to children encouraging them to talk or take part in singing activities. For example, children excitedly put on monkey masks to sing 'Five Little Monkeys Jumping On The Bed'.
- The behaviour of children is good. They play safely and harmoniously together, share toys and treat all resources with respect. Children develop good attitudes to learning. They are active learners who thoroughly enjoy finding things out for themselves.
- There is a good balance between activities directed by adults and those which children choose for themselves. In both, children progress well because adults enthuse and engage them. For example, three children worked independently exploring what water does. They concentrated well as they poured water into different containers including a sieve which they found worked well for lifting objects out of the water. On another occasion children worked with a teaching assistant carefully handling large wooden beads as they threaded them onto a cord. They were absorbed as the teaching assistant encouraged them to choose beads carefully so that the colours alternated.
- The early years provision is led well by the class teacher who is very well supported by the teaching assistants. Consistently good teaching has a positive impact on the learning of all groups of children who make good progress and achieve well.
- Strong relationships with parents means that parents are kept well informed and are clear about what they need to do to help their children learn. Information is shared extremely well with parents through children's learning journals. To involve parents even more closely in their children's progress and education, the school has recently changed to on-line learning journals and has met with parents to introduce the system showing them how to access and add information to their own children's learning journal.

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	112259
Local authority	Cumbria
Inspection number	448904

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	43
Appropriate authority	The governing body
Chair	David Vaughan
Headteacher	Lynnsey Batey
Date of previous school inspection	9 February 2010
Telephone number	01228 577264
Fax number	-
Email address	office@shankhill.cumbria.sch.uk

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