

St Blasius Shanklin Church of England Primary Academy

Albert Road, Shanklin, PO37 7LY

Inspection dates 3–4 June 2015

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

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

- Achievement requires improvement in Years 1 and 2 because pupils in these year groups do not make good progress in reading and writing.
- Disabled pupils and those who have special educational needs do not achieve well. Sometimes too much advice is provided on how these pupils should attempt their tasks, which limits their skills. Checks are not made to ensure that the special activities provided support their progress.
- Not all staff consistently follow the academy's agreed teaching policy.
- The teaching of reading and writing requires improvement in Years 1 and 2. In Year 1 there is insufficient emphasis on developing pupils' phonic awareness (the sounds letters make in words).
- Until recently, the advice given by staff to pupils in lessons and in marking on how pupils could improve their work was not good.
- Teaching does not always pitch the levels of learning right for pupils of different abilities. Staff do not always extend the learning of the most-able pupils well enough. There is too little emphasis on ensuring that pupils read widely and often.

The school has the following strengths

- This is a swiftly improving academy. The principal is a very strong leader who has ensured other leaders support improvement well.
- Development planning is very effectively focused on remaining weaknesses. The academy is well placed to improve further.
- In all year groups, pupils make good progress in mathematics. At the end of Year 6, attainment in this subject is above average.
- Pupils in Years 3 to 6 make good progress because of the effective programmes of work planned and good teaching.
- The early years provision is good. Children achieve well and the large majority reach a good level of development by the end of the year.
- Disadvantaged pupils make good progress. They are successfully closing the attainment gap on their classmates and other pupils nationally.
- Governors challenge and support the academy's work successfully. They are well aware of the quality of teaching and pupils' achievement.
- Pupils' spiritual, moral, social and cultural development is promoted very successfully. Pupils behave well. They feel safe.

Information about this inspection

- Inspectors observed pupils' learning in 10 lessons or parts of lessons of which two were joint observations with the principal. They also made a number of short visits to lessons to observe different aspects of the academy's work. Inspectors heard some pupils read, scrutinised a sample of pupils' written work and visited some extra-curricular activities.
- Meetings were held with pupils, members of the governing body and staff, including senior and middle managers. A conversation was held with a representative of the academy sponsors.
- Inspectors took account of the 13 responses to the online Ofsted questionnaire (Parent View). They also spoke to a small number of parents at the start of the day.
- Responses from the 19 staff questionnaires were analysed.
- Inspectors observed the academy's work and scrutinised a number of documents including the academy's records on current pupils' progress, behaviour and attendance. They looked at documents related to planning, monitoring and safeguarding.

Inspection team

Diane Wilkinson, Lead inspector

Additional Inspector

Laura Dickson

Additional Inspector

Full report

Information about this school

- St Blasius is a smaller-than-average-sized primary school. At the time of the inspection all Reception children were attending full time.
- The proportion of disabled pupils and those who have special educational needs is below average.
- A few pupils receive part of their education at The Island Learning Centre in order to support their behaviour and personal development.
- Most pupils come from a White British background. Few speak English as an additional language.
- The proportion of disadvantaged pupils eligible for the pupil premium funding is above average. This additional funding is to provide extra support for pupils known to be eligible for free school meals and to children who are looked after.
- The academy meets the government's floor standards, which set the minimum expectations for attainment and progress in reading, writing and mathematics at the end of Year 6.
- There have been a considerable number of staff changes since St Blasius became an academy, partly due to lengthy staff absences and illness. The current principal took up his post in April 2014.
- The accommodation includes a purpose-built nursery which is run by Furzehill Child Care Ltd, a private provider, and has a before-school, after-school and holiday club. This was not inspected at this time.
- St Blasius Shanklin Church of England Primary Academy converted to become an academy school on 1 September 2013. When its predecessor school, Shanklin Church of England Primary School, was last inspected by Ofsted it was judged to require special measures. It is a member of the Portsmouth and Winchester Diocesan Academies Trust.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least good by ensuring that:
 - all staff consistently follow academy guidance on agreed teaching strategies, especially in checking that pupils have acquired the skills they have been taught
 - teachers consistently provide learning activities well matched to the range of abilities in each class
 - the specific needs of disabled pupils and those who have special educational needs are fully met, particularly by ensuring that more opportunities are provided to address their specific needs and checking the effect these have on accelerating progress
 - the most-able pupils are always challenged to do their very best by extending their learning when they are progressing well.
- Raise pupils' progress and attainment, especially in Years 1 and 2, by ensuring that:
 - more emphasis is placed on developing pupils' skills in linking letters and sounds at a younger age and helping pupils to recognise the sounds in different words and contexts
 - all pupils are encouraged to read more widely and often, and make more use of the academy library to support their progress
 - pupils are expected to write neatly and spell accurately and helped to develop strategies for using a wider range of vocabulary with little adult help.

Inspection judgements

The leadership and management are good

- Through circumstances outside the academy's control, it was not possible to appoint a substantive principal until two terms after it opened. Since then the rate of improvement has been rapid; although, because of the short time available, some aspects of the academy's work are still in the process of development.
- The principal is an inspirational leader who quickly gained the full confidence of staff, parents and pupils. His new appointments and skilled development of staff leadership skills ensure St Blasius is swiftly tackling weaknesses in teaching quality and pupils' achievement.
- The academy has comprehensive, rigorous and effective systems to monitor its work. Leaders quickly take action when weaknesses are identified, for example to make up ground in phonics.
- Leaders responsible for different year groups are well trained. Their regular programme for checking the effectiveness of teaching on pupils' progress helps ensure continuous improvement can take place.
- Significant improvement has been made over the last 12 months. Leaders are well aware of what still needs to be done to improve pupils' achievement.
- Strategies to improve teaching and manage teacher performance have successfully raised the quality of teaching. Staff are held to account well for their impact on pupils' progress and are keen to improve their practice.
- The school strongly fosters equality of opportunity, positive relationships and the discouragement of discrimination. Staff and governors are committed to helping all pupils achieve well. A successful partnership with The Island Learning Centre ensures that a very effective check is kept on the progress, behaviour and attendance of pupils who attend both the academy and the centre.
- Leaders and governors very successfully ensure the academy plays an effective part in Isle of Wight life. Academy pupils regularly take part in island radio broadcasts. A rotating programme of pupils' work is effectively displayed in a local bus shelter and pupils take part in many island competitions.
- The academy promotes its ethos as a Church of England academy especially well. Pupils' spiritual, moral, social and cultural development are very successfully fostered as a result. This helps ensure that British values, such as the importance of democracy and the rule of law, are strongly promoted. In this aspect, leaders are very well supported by the governing body and the academy chain.
- The academy chain provides a high level of challenge and support. Very regular visits and helpful monitoring activities aid the academy to improve. The academy works successfully with a range of other schools, for example in checking the accuracy of assessment.
- The curriculum is effectively adapted to support pupils' progress and promote good attainment. The adoption of an international primary curriculum has brought exciting activities into the classroom, which pupils see are relevant to their lives, as well as being very interesting. Pen pal links with pupils in a school in Ghana are one example.
- Additional funding for disadvantaged pupils is used effectively to improve their access to activities and support both their academic and personal development. Their achievement has improved well as a result.
- The primary school sport grant is used well to increase the quality of teaching in aspects such as football and cricket, and gives pupils the opportunity to take part in a wide range of sports. Pupils' skills, participation and enthusiasm have improved well as a result.
- Safeguarding systems and procedures fully meet requirements and are rigorously applied. The family liaison officer is very good at working with families to increase pupils' safety and well-being.
- The academy has a very productive partnership with parents who value the hard work staff have undertaken to improve their children's education. It forges excellent relationships with parents of Reception children and with the nursery from which most children come. This helps children settle in to the academy very quickly.
- **The governance of the school:**
 - Governors have good expertise all areas of the governing body's work. They play a successful role in monitoring and improvement work and holds academy leaders to account well.
 - Governors are well aware that the academy still has aspects of its work which need addressing. There is a strong commitment to support staff in achieving the goals set out in the development plan.
 - Governors are very well informed about teaching quality and pupils' progress. They have a very regular and effective visits programme and are very well placed to only reward teachers who ensure that pupils make at least good progress.
 - Governors' knowledge of pupils' progress data is very good. The governors constantly check this

academy's performance against that of others locally and nationally.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. In lessons and assemblies, around the academy and at playtimes, pupils consistently behave well.
- Pupils enjoy being at the academy and work hard to please their teachers. Pupils' improved attitudes to learning have helped accelerate their rate of academic progress.
- Lessons are rarely interrupted, but occasionally, when sitting for a long time, a few pupils lose concentration. Pupils are enthusiastic learners, but staff sometimes allow the noise levels to rise too high.
- Relationships with adults and between pupils are very good. Pupils are very friendly and helpful, confidently putting forward their views when asked. They have a very strong sense of their rights and responsibility towards others. Pupils strongly support British values such as tolerance and fairness.
- The support for pupils who find good behaviour difficult is very good. In this aspect, the work of the family liaison officer and staff from The Island Learning Centre is especially effective. As a result, these pupils' behaviour improves well and the pupils can benefit from their education.
- The work of a teaching assistant, who works with pupils who are registered at both the academy and The Island Learning Centre, is very effective in ensuring there is a consistent approach to behaviour management and monitoring.

Safety

- The academy's work to keep pupils safe and secure is good. Pupils are kept safe and free from harm at all times.
- Pupils are very well informed about different types of bullying and know that staff take this very seriously on the rare occasions when it does happen.
- Pupils are well aware of the rewards and sanctions that are applied. They agree that these are fair and say they help to keep them safe.
- Pupils are very aware of how to keep themselves safe and are confident that staff will always respond to their concerns. Pupils' knowledge of how to avoid hazards when using the internet, for example on social media sites, is very good.

The quality of teaching requires improvement

- Some areas of teaching require improvement. It is not consistently good in all year groups, so the rate of learning is variable.
- The academy's effective guidance on how to help pupils make good progress is not always followed. For example, during the spring term, the academy chain's monitoring showed marking was not good in all classes. Pupils did not have sufficient advice on how to improve in some year groups. This limited their progress. However, during the inspection it was clear that marking had much improved as the result of the advice.
- Not all lessons take sufficient account of the different needs and talents of pupils. The most-able pupils are not always provided with sufficient tasks to help them increase their mastery of a skill.
- Until very recently there were too few activities to address the specific needs of disabled pupils and those who have special educational needs. Class teachers were expected to cover this during lessons. Whilst some do this well, especially in Years 3 to 6, this is not always the case. Some support staff give the pupils too much advice, which restricts pupils' capacity to develop their skills. Pupils do not always have enough opportunities to read widely and often.
- Phonics teaching in Year 1 requires improvement. Too often pupils are taught a letter sound in isolation, with little reference to its context in words and sentences. Whilst Year 2 staff teach phonics well, they have to spend too much time teaching skills that should have been learnt earlier.
- A mid-year audit identified concerns about pupils' progress in writing. Good strategies are now in place to improve this, but not all staff adhere to the agreed improvement strategies. Academy monitoring clearly shows that a few staff do not sufficiently check that pupils have acquired the skills taught, for example through setting an assessment task to ensure that pupils can show they have achieved them.
- Teaching in Years 3 to 6 has improved well. Some activities are highly innovative, capture pupils' imagination and bring about excellent progress. However, this only happens in a minority of occasions.

- In Reception, the basic skills in reading, writing and mathematics are very well taught and give children a good platform for the next stage of their education.
- Mathematics is effectively taught throughout the academy due to a well thought out calculation policy. This helps pupils develop a deep understanding of mathematical theories. In Years 3 to 6, teachers provide good activities for pupils to develop mastery of their skills, but this is not as good in other year groups.

The achievement of pupils

requires improvement

- Pupils in Key Stage 1 joined the academy with skills below those typical for their age.
- Pupils do not achieve well in reading and writing in the younger classes. By the end of Year 2, pupils' attainment in reading and writing is below average. Too few pupils exceed the levels expected for their age.
- The youngest pupils' phonic understanding is not good. In Year 1, pupils do not easily link the sounds they learn with words in texts because too little emphasis is placed on learning to do this. Results in the Year 1 phonic check last year were below average. Year 2 staff have to spend too long re-enforcing phonic skills before they extend the understanding of pupils of what they are reading, which limits pupils' attainment.
- Although improved this year, pupils' writing skills are not good by the end of Year 2. In the recent past their written work was not always well presented. Too few pupils consistently spell accurately as they are unsure of which letter patterns to use in the words. The vocabulary of the lower-attaining pupils is restricted because, on occasion, adults give them too much help on this.
- The academy has been much more successful in ensuring younger pupils use the correct punctuation and grammar. These skills are good.
- Disabled pupils and those who have special educational needs do not achieve well. Until very recently, there were too few activities to support their specific needs in reading and writing. Consequently, their progress has been slow and it is not as good as that of their classmates.
- In the youngest classes the most-able pupils do not achieve well. They do not have enough opportunities to develop mastery of their skills in a wide range of contexts.
- Reception children currently make good progress in all areas of their learning. They are successfully prepared for life in Year 1.
- Last year, pupils did not achieve well in mathematics and addressing this became a top priority for leaders and staff. Their hard work has paid off and pupils now make good progress in all year groups. Their attainment is average by the end of Year 2 and above average by Year 6. In mathematics, a greater proportion of pupils than is seen nationally reaches the levels expected for their age.
- By Year 6, pupils have good mathematical understanding. They apply their skills well in helping to solve a range of mathematical problems.
- The most-able pupils consistently reach levels above those expected for this age.
- Years 3 to 6 pupils make good progress in reading and writing also. However, their attainment in Year 6 remains broadly average because it was below the levels expected for their age when they started at the academy. The most-able pupils in these year groups make good progress in reading and writing.
- Disadvantaged pupils make good progress because the additional funding is used to good effect to support their learning. Last year, in the Year 6 national assessments, these pupils had closed the gap on their classmates in writing, but were one and a half terms behind them in mathematics and two and a half terms in reading. When compared with other pupils nationally, they were a year behind in reading and mathematics and a term behind in writing. The gap has closed significantly this year, especially in mathematics where they outperform their classmates.
- The very small proportion of pupils who speak English as an additional language achieve well in mathematics and similarly to their classmates in reading and writing.
- Those pupils who attend alternative provision at The Island Learning Centre make the same progress as their peers.

The early years provision

is good

- Children make good progress in all areas of learning. Highly effective induction procedures help children settle into the academy very quickly. Their personal, social and emotional development is given high priority. This ensures that children quickly learn to behave well, persevere with their tasks and work

effectively with others.

- The school's strong emphasis on developing communication and language ensures children develop good speaking and listening skills.
- A strength of the teaching is the way in which basic reading, writing and mathematics skills are taught. This gives children an especially good grounding in these areas. Children do have opportunities to use these in different contexts, but there are too few opportunities to extend them in other activities.
- Teachers are very good at helping most children, including disabled pupils and those who have special educational needs, acquire the skills they will need in Year 1. This helps ensure that more Year 1 pupils now reach the levels expected for their age.
- The school places less emphasis on ensuring that those children who quickly attain the expected level for Reception children can move on even further. This limits the learning of a few children.
- Children's well-being and safety are promoted especially well. Children are skilled at using tools such as scissors very safely.
- Children have daily access to a safe outdoor area, which fosters their physical development well. However, this has been recently refurbished and it is not yet used to support learning in other areas.
- Liaison with parents is excellent and, through the home-academy communication books, staff work very well as partners with parents in their children's development. Parents have very good information about the work their children will be doing. A new electronic programme for recording pupils' achievements is starting to be used effectively to provide parents with more information.
- The new leader, in place since last September, has successfully improved the quality of planning. The staff team works well together, continually looking for ways in which to improve children's learning.

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	139644
Local authority	Isle of Wight
Inspection number	450027

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	186
Appropriate authority	The governing body
Chair	Rodney Fox
Principal	Mark Stephens
Date of previous school inspection	Not previously inspected
Telephone number	01983 862444
Fax number	01983 868810
Email address	admin@stblasiusacademy.iow.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

