

Shaugh Prior Primary School

Shaugh Prior, Devon PL7 5HA

Inspection dates

12–13 July 2016

Overall effectiveness

Good

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher, along with the head of school, has ensured that the areas for improvement from the previous inspection have been successfully tackled.
- Pupils' good progress is due to typically good teaching. Leaders have introduced robust systems to ensure that the quality of teaching is strong. Leaders and managers use these systems effectively to monitor pupils' progress.
- Teachers use assessment information to set work which is at the right level for pupils in mixed age classes. As a result, pupils' progress is accelerated.
- Pupils of all abilities, including those who have special educational needs and/or disabilities, make good progress. They leave school well prepared for their next stage in education.
- Children in the early years experience a wealth of exciting activities that develop a love of learning and prepare them well for Year 1.
- Pupils' behaviour is good because they are eager to learn and work well together across the school. Pupils are polite and courteous to each other and adults.
- The school offers a calm, purposeful and safe environment in which pupils can flourish. They feel safe and know how to keep themselves safe.
- The school has rebuilt positive relationships with parents since the last inspection. They are fully appreciative of the care, warmth, guidance and support their children receive.
- Governors are effective in offering challenge and support in equal measure.

It is not yet an outstanding school because

- Spelling accuracy is a weakness at key stage 1 and is not always addressed by teachers to enable pupils to develop their writing skills further.
- Pupils' achievement in reading at key stage 2 is not as high as achievement in mathematics and writing.
- Governors' understanding of the impact of pupil and sport premium funding is not always deeply informed by the information they gather.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership by ensuring that governors are more rigorous in their scrutiny of the impact of sport premium and pupil premium funding.
- Improve pupils' literacy by:
 - ensuring that pupils are taught to spell accurately, particularly in key stage 1
 - providing pupils with opportunities to develop their comprehension skills and study a wide range of texts, particularly in key stage 2.

Inspection judgements

Effectiveness of leadership and management is good

- The executive headteacher, ably supported by his head of teaching and learning, has ensured that teaching and achievement have improved since the last inspection. Effective challenge from governors has also helped to bring about swift improvement.
- Staff performance is regularly checked to ensure continual and specific improvement for each individual which is based on their strengths and stage of career. Any underperformance is swiftly tackled and the governing board ensures that only strong performance is rewarded. Morale is high among staff because teachers respond well to the system of performance management in the school.
- Leaders' evaluations of the school's work are mostly accurate. They are underpinned by frequent, rigorous checks on the quality of teaching and learning, and regular discussions between leaders and teachers about pupils' progress. All senior leaders across the Moorsway Federation, which the school is a part of, are involved in these checks. This has strengthened the quality of leadership and the school's capacity to improve further.
- The federation provides teachers with an extensive range of opportunities to develop their practice effectively. A career progression policy implemented by the executive headteacher has ensured that classroom practice continues to improve. The close working relationship within the federation has enabled staff to develop and share their expertise.
- Leaders at all levels are ambitious for the school. They are driven and determined to bring about further improvements to the school and are well supported and challenged by the federation's board of governors.
- The curriculum is a real strength of the school and has been adapted across the federation to improve achievement, particularly in English and mathematics. A strong feature of the curriculum is the way each new topic begins with pupils undertaking an assessment to identify what skills they need to develop further. Teachers then plan specifically to meet the needs of individual pupils to ensure that their skills are secure before moving on to the next stage.
- Effective action is taken to promote pupils' spiritual, moral, social and cultural development. This is evident through the school's ethos, and many wider opportunities are provided for pupils to engage with cultural experiences, such as completing the 'Three Tors' challenge. This approach builds curiosity, creativity and resilience, which equip pupils well for the challenges and experiences they will encounter at the next stage of their education. It also prepares them well for later life as citizens of modern Britain.
- Very effective use is made of the additional sports funding. Since 2012, the school has received national recognition for its participation in sport, and in 2015 was awarded the highest level of achievement. However, not all governors have as good an understanding of the impact of the funding as school leaders do. Expert sports coaches provide access to a range of sports at lunchtime and after-school clubs that are supported ably by the school's sports leaders. The school recently reached the local area final in hockey and consistently achieves well in a wide range of sports, particularly in cross-country events.
- Additional funding for disadvantaged pupils is used effectively to provide the support needed for the pupils to engage well with their learning. It is also used to provide specific academic support where disadvantaged pupils are not making the progress expected of them. School records and the progress seen in pupils' books show that disadvantaged pupils make good progress overall. However, as yet, not all governors have an in-depth understanding of the impact of pupil premium funding across the school.
- School improvement has been very well supported by both the local authority officer and external specialists, who have worked across a range of areas to improve pupil progress, particularly in mathematics.
- All of the parents who spoke to inspectors were very supportive of the school and the improvements that they have seen. This view is echoed by most of the responses to the online survey Parent View, and the school's own recent survey of parents. Parents are particularly complimentary about teaching staff, and one parent's comment of 'Teachers are welcoming, warm and friendly' is a view typical of many other parents.
- **The governance of the school**
 - The quality of governance is good. Governors know that the quality of teaching has improved and that outcomes for pupils are now good because they regularly come into school to find out for themselves.

They have a steely determination to continue securing the best possible outcomes for pupils and have an accurate view of the school's strengths and weaknesses. They ensure that teachers' pay progression is closely linked to their targets and that consistently good teaching is rewarded. The executive headteacher is challenged effectively to ensure that all pupils achieve the highest possible standards.

- Governors check the use of sport and pupil premium funding, but not all governors are aware of the impact that this is having on pupils. Governors recognise this and have planned actions in place to ensure that information is shared more effectively across the federation board.
- The arrangements for safeguarding are effective. Following a review of an external safeguarding audit requested by the school, all staff now implement the school's comprehensive welfare and safeguarding procedures. These help ensure that pupils are kept safe. School leaders and governors have ensured that all members of staff are trained in child protection procedures and areas relating to radicalisation and extremism. Pupils were able to clearly articulate the dangers of radicalisation and extremism to the inspector. This training enables staff to identify and deal with concerns quickly. The executive headteacher and governors have ensured that systems and procedures are robust and meet legal requirements.

Quality of teaching, learning and assessment is good

- Teaching is good throughout the school. Relationships with pupils are strong and based on high expectations and mutual respect. Teachers communicate their own enthusiasm for whatever is being taught so that pupils are motivated to take an interest in their work in a purposeful way. Pupils settle promptly to their tasks without wasting any time and are typically determined to achieve their very best.
- The quality of teaching in mathematics has improved significantly since the last inspection. Well-focused and appropriate professional development has strengthened staff confidence in the teaching of mathematics. In one mathematics lesson observed, Year 1 pupils were confidently learning above the level expected for their age, using a selection of aids to help them calculate division problems. Before moving on, the teaching assistant challenged the pupils' thinking and understanding further to complete the task without any support.
- Teachers and teaching assistants use questioning skilfully and consistently ask pupils to explain their reasoning, rather than just accepting a simple answer. As a result, pupils' understanding is more secure.
- Relevant and appropriate professional development has strengthened staff confidence in the teaching of mathematics and writing and to a lesser extent reading in key stage 2.
- The teaching of phonics (the sounds that letters make) is a strength of the school. Pupils show a high level of engagement in key stage 1 phonics lessons. In Year 2, pupils read with confidence because they know how to apply their phonics skills to successfully tackle words that are unfamiliar.
- A wide range of subjects are taught weekly through the school's topic approach. In key stage 1, pupils were observed completing their science learning on habitats through their 'under the sea project', while also rehearsing prior skills from their literacy lesson.
- The teachers have systems in place to track pupils' progress effectively and know each pupil in their class extremely well. As a result, teachers know what they need to teach next and plan lessons accordingly. This means that all pupils have a secure understanding in most areas of learning before moving on to the next stage.
- Teachers generally give good-quality feedback to pupils in line with the school's marking policy. Pupils complete assessment tasks at the start and end of each unit of work. Following these, teachers then provide advice to pupils on what they need to do to improve their work. This allows pupils to further develop their understanding.
- The special educational needs coordinator ensures that pupils' needs are identified promptly and accurately. Specific additional teaching is provided, usually by well-trained teaching assistants, which supports the learning of these pupils well, including those supported by pupil premium funding.
- In key stage 1, teachers do not always identify when spelling skills are not accurate and pupils are moved on too quickly with their learning. As a result of this, pupils at the end of key stage 1 are not reaching the higher levels of achievement in writing.
- Guided reading sessions in key stage 2 do not always provide pupils with enough opportunity to develop and apply their comprehension skills across a range of text types.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school's breakfast club provides pupils with a wide range of nutritious options. Those who attend are greeted with a warm and sociable start to their school day.
- All pupils benefit from good-quality care. Vulnerable pupils receive extra support in class or through the school's strong partnership across the federation, so that they can participate fully and progress as well as their classmates.
- Pupils have a range of opportunities to experience responsibility and contribute to the smooth running of the school. Roles available include buddy leaders (playground leaders), for which pupils have to apply and attend training for mediation, sports leaders and school councillors.
- Pupils are aware of the different forms of bullying, including racist, homophobic and cyber bullying. They all agree that bullying is a rare occurrence at the school and have confidence in adults to deal with bullying if it does occur.
- All parents who talked to the inspector had nothing but praise for the school and the work of the staff. Several parents stated that 'all children are well looked after, happy and making progress'.
- Pupils show a good understanding and respect for people's differences. The school promotes pupils' understanding of themselves well as part of the local and wider community. For example, they regularly take an active role in supporting the local village church with several community events.
- Pupils have a good grasp of the importance of living in harmony with people of different races and religions. As a result, they are well prepared to develop into good citizens in a tolerant and diverse Britain.
- Attendance and punctuality are good. Attendance has improved and is now in line with the national average. Persistent absenteeism has declined overall.

Behaviour

- The behaviour of pupils is good. Pupils typically behave well in lessons, in the playground and around the school. Pupils, parents and staff agree that behaviour has improved considerably since the last inspection.
- Pupils speak favourably of the yellow card system (an approach to challenging behaviour) that the school has introduced and believe that this has had a significant impact in addressing previously poor behaviour. Pupils say that behaviour has improved significantly since staff have successfully tackled the poor behaviour of a minority of pupils.
- Staff record all concerns diligently and continually seek ways to support individual pupils. This results in pupils being ready to learn and achieve well.
- The school's records of inappropriate behaviour are checked very carefully by senior leaders and show a substantial reduction in incidents, especially since September 2015. Prior to this, there had been many exclusions, all of which involved a very small number of pupils. Records also show that the very few pupils whose behaviour needs to improve are being supported extremely well by the school's behaviour management systems.
- The vast majority of parents who completed the online survey agree that their children are safe, happy and well cared for at school and that they behave well.

Outcomes for pupils

are good

- Overall, the current outcomes for pupils across a range of subjects are good, reflecting improvements to teaching and learning across the school. For example, during a science lesson, pupils in key stage 1 demonstrated good enquiry skills as they were able to identify appropriate habitats for their mammals.
- The school has successfully implemented a robust system for tracking pupils' progress this year. Teachers' judgements of achievement are secure and termly moderation across the federation of schools helps to ensure that teacher assessment is accurate.
- The number of pupils from Year 1 reaching the expected standard in the phonics check has been in line with or above the national average. The school's information indicates that pupils in Year 1 are likely to achieve much higher standards in their phonics check this year.

- In 2015, attainment by the end of key stage 1 was above average for writing and mathematics and in line with national expectations for reading. The school's information indicates that outcomes in Year 1 are improving rapidly. The proportion of disadvantaged Year 2 pupils that attained the expected level was above the national average.
- In 2015, the proportion of Year 6 pupils making expected progress in reading and mathematics was above the national average. The proportion making better than expected progress was also above the national average in reading and mathematics, and broadly in line with the national average for writing. A major improvement since the last inspection was that every pupil made at least expected progress in mathematics.
- At the end of Year 6 in 2015, the attainment of the most able pupils at the higher levels was above national expectations in reading and mathematics and slightly below average in writing. All these pupils made good progress, which was particularly strong in mathematics.
- Inspection evidence indicates that pupils in Year 6 are on track to achieve typically good outcomes. Work in a range of pupils' books, including topic books, confirms teachers' assessments that most pupils, including the most able and disadvantaged, are making strong progress.
- The gap is closing between disadvantaged and other pupils across the school. Disadvantaged pupils make good and often excellent progress from typically low starting points. Pupils who have special educational needs and/or disabilities also make good progress from their different starting points. They benefit from precise assessment of their understanding and needs, which leads to high-quality intervention programmes. These are delivered very well by teachers and support staff.
- Pupils achieve more highly now than they did at the time of the previous inspection. This is because leaders have raised the quality of teaching and made good use of external support. As a result of effective teaching, pupils have the knowledge and understanding that prepare them well for the next steps in their learning or the move to secondary school.

Early years provision

is good

- The Reception class is led well and promotes a smooth, effective transition into Year 1.
- The setting is a constant hive of activity and provides children with an enjoyable start to their schooling. Adults are caring and know the children exceptionally well, establishing very supportive relationships. These promote the children's self-esteem and sustain an atmosphere of happy, purposeful learning. As a result, children behave extremely well.
- Children enter the Reception class with skills and knowledge typical for their age. However, by the time they leave the Reception class, the proportion of children reaching a good level of development is well above the national average.
- The good progress children make from their starting points reflects the care staff take in tailoring activities to match their interests. For example, the children enjoy learning about habitats in science because the topic sparks their interest and curiosity. One activity required children to select a mammal and create a suitable habitat. Children were able to clearly articulate why they had picked certain materials for their mammal, demonstrating a very strong understanding of the world.
- Adults maintain a calm atmosphere, and this has a settling effect on children. They teach children right from wrong. As a result, children's behaviour is good. They are ready to take turns and to share the play equipment within the school sand pit. Children reason with each other well.
- The key skills of reading, writing and working with numbers are developed well both inside and out of the classroom. Talk is encouraged at all times. However, occasionally adults do not correct children when they have chosen the wrong grammatical word choice.
- Adults check children's developing skills very carefully. They collate examples of the children's work and evaluations of their progress very effectively in booklets known as 'learning journeys'. Staff use the information they gather to make sure that work challenges and meets children's needs well. Learning journals are evaluated across the federation on a termly basis, and at the start of the academic year by the local authority. This helps to ensure that teachers' assessment is accurate and that children are making appropriate progress.

School details

Unique reference number	113262
Local authority	Devon
Inspection number	10009230

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

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	44
Appropriate authority	The governing body
Chair	Mr Roger Smerdon
Headteacher	Mr Simon Hall
Telephone number	01752 839373
Website	www.shaugh-prior.moorswayfederation.org.uk
Email address	admin@shaugh-prior-primary.devon.sch.uk
Date of previous inspection	22–23 January 2014

Information about this school

- This is a smaller than average-sized primary school.
- Children attend the Reception class full time in a mixed-age class with pupils from Years 1 and 2.
- The school is part of the Moorsway Federation, along with The Erme and Cornwood primary schools. All 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.
- The majority of pupils are of White British heritage. The proportion of pupils for whom English is an additional language is below average and the proportion of pupils from minority ethnic backgrounds is low.
- The proportion of pupils who have special educational needs and/or disabilities is well above average. However, the proportion with education, health and care plans or statements of special needs is well below the average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding given to the school for pupils known to be eligible for free school meals and children who are looked after by the local authority) is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- The inspector observed 10 lessons, of which six were joint observations with the executive headteacher, and reviewed the work of three teachers. The inspector observed pupils' behaviour and attitudes in classrooms, and at breaks and lunchtimes.
- A meeting was held with different groups of pupils to discuss their learning and views about the school. The inspector listened to pupils read in Years 1, 2 and 6 and discussed their reading with them.
- The inspector held discussions with senior leaders, middle leaders and three governors, including the chair of the governing body. A telephone discussion was held with a local authority representative.
- The inspector observed the school's work and considered a range of documents, including checks on the quality of teaching and learning, information about pupils' progress, attendance and behaviour records, sport premium, pupil premium, governing body minutes and safeguarding policies.
- The inspector examined pupils' work in different subjects across the school to see what progress they make.
- The inspector took account of 12 responses received from parents to the online Parent View survey. In addition, the inspector spoke to parents in the playground at the start of the school day.
- The inspector also considered nine questionnaires completed by staff.

Inspection team

Matt Middlemore, Lead inspector

Ofsted Inspector

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