

Shipton Bellinger Primary School

3 Parkhouse Road, Shipton Bellinger, Tidworth, Hampshire SP9 7TW

Inspection dates

28–29 March 2017

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors have not done enough to improve the school since the last inspection. Subject leadership has not been developed well. The quality of teaching is too variable across subjects and for different groups of pupils.
- In 2016, a lower than average proportion of Year 6 pupils left the school having achieved the expected standards in reading, writing and mathematics.
- Leaders have only just started to evaluate teaching and learning and to put in place actions to improve them. It is too early to see whether these are making a difference.
- Current pupils make inconsistent progress. In Year 6 this means that they have to spend time catching up to where they should be. Leaders' checks on pupils' progress as they move through the school are not thorough enough.
- Teachers' expectations of what pupils can achieve are not always high enough. Teachers do not consistently use assessment information to identify precisely enough what pupils need to learn next.
- Governors lack experience in their roles. They do not use information effectively to hold leaders to account for the impact of their actions to improve the school.

The school has the following strengths

- Pupils enjoy good relationships with adults and each other. They feel safe and are proud to belong to the school. They behave well in lessons and around the school.
- Pupils in the Reception class make strong progress. They enjoy their learning, which offers interesting opportunities both indoors and outside.
- Current leaders have identified actions to improve teaching and learning in mathematics to focus on pupils making stronger progress from their starting points. Teachers are implementing these with enthusiasm.
- Pupils' personal development and welfare are supported effectively. Staff know each pupil as individuals and understand their emotional needs. The school offers a warm and supportive welcome to service families.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management at all levels of the school by ensuring that:
 - governors hold senior leaders to account for how well they improve the quality of teaching and learning
 - subject leaders continue to contribute purposefully to raising standards in their areas of responsibility
 - pupils' progress information is used efficiently so that all leaders know how well pupils are doing.
- Improve teaching and learning across the school so that it is at least good, by:
 - checking that teachers use assessment information effectively to plan work that is at the right level of challenge for all pupils
 - improving adults' questioning skills
 - raising expectations of what pupils are able to achieve.
- Improve pupils' attainment and rates of progress from their starting points, by
 - giving them more opportunities to write at length, so they strengthen their skills as writers
 - helping them to improve their comprehension skills and so develop their love of literature
 - providing them with more opportunities to secure and deepen their mathematical understanding.

An external review of governance should be undertaken to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should also be undertaken to assess the effectiveness with which this additional funding is used.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leadership and management require improvement because leaders and governors have not ensured that teaching and learning are good. They have not checked that the school is meeting all current pupils' needs.
- The new headteacher, who arrived in January 2017, has reviewed the quality of teaching and learning and analysed pupils' outcomes over time. She has identified priorities to move the school forwards. It is too early to evaluate whether the actions that she has initiated are improving pupils' progress.
- Leaders know what aspects of the school's work are not yet good enough, such as teaching and learning in mathematics. However, at different levels of the school they do not follow through their planned actions for improvement with enough rigour. There are too few checks in place to ensure that actions to improve are consistently implemented.
- Leaders and governors do not evaluate precisely enough the difference that additional funds make to disadvantaged pupils' progress. The school's action plan does not focus sharply enough on diminishing the differences between these pupils' progress and that made by other pupils nationally.
- Leaders do not scrutinise effectively the information they collect about pupils' achievement. They do not take pupils' starting points sufficiently into account or analyse the progress of significant groups of pupils, such as those who are disadvantaged and/or the most able. This means that leaders and governors do not know whether their actions to improve these pupils' progress are successful.
- A small minority of parents of Year 6 pupils referred to the impact of staffing changes on their child's progress and well-being. They expressed concern because of the amount of lesson time that pupils spend to 'catch up' in reading, writing and mathematics. Senior leaders are aware of these concerns.
- Middle leaders, some of whom are in interim positions, are ambitious for the school's future development. Some subject leaders have worked with external advisers and attended training to understand the contribution they need to make to the school's improvement. This support has proved successful in the early years and also for coordinating special educational needs provision.
- Specific funding for the few pupils who have special educational needs and/or disabilities provides additional support and enables them to access learning tasks. It is used effectively to support pupils who have speech, language and communication difficulties.
- Subject leaders are starting to rise to the challenge of improving pupils' outcomes and to have an impact beyond their own classrooms. Leaders responsible for English and mathematics have recognised the increased expectations and challenge of the revised national tests from 2016 onwards. They have identified gaps in specific areas of teaching that will make a difference to current pupils' learning and teachers are ensuring that these are addressed.

- Topics cover a range of subjects to hold pupils' interest. However, leaders have not made sure that pupils develop a deep enough understanding of subjects beyond English and mathematics. The curriculum is enlivened by a wide range of clubs, particularly for sport. The sport premium is used effectively. Pupils enjoy their class trips, for example, to a Victorian farm and the Hawk Conservancy.
- Pupils are prepared effectively for life in modern Britain. They understand about diversity and difference. Year 6 pupils were articulate when talking about the importance of individual liberty and the rule of law. They recognise these principles have particular significance given that there are pupils in the school with a parent serving in a conflict zone. The curriculum also provides opportunities for spiritual development, such as reflecting in assembly on the meaning of Easter.

Governance of the school

- Since the school's last inspection, the composition of the governing body has changed. Current governors are aware that they do not fully understand their roles.
- They have not been sufficiently rigorous in challenging senior leaders about the performance of different groups of pupils.
- Governors have not questioned leaders deeply enough about the quality of teaching and learning.
- They are not involved effectively enough in the school's self-evaluation and improvement planning.
- Governors have not evaluated the impact of additional funding for disadvantaged pupils. They do not know if this funding is making a difference to pupils' achievement.
- Governors are committed to the school. They ensured that there was a rigorous system in place for the recruitment of the new headteacher and the deputy headteacher who starts in the summer term. They are enthusiastic to be part of the school's future improvement.

Safeguarding

- The arrangements for safeguarding are effective.
- Parents, pupils and staff are confident that the school is a safe place. Staff know pupils well as individuals and have high standards of care for pupils' welfare. Teaching helps pupils to understand how to keep themselves safe and healthy, particularly when they use the internet.
- The school has several designated safeguarding leads who provide staff with regular and up-to-date training for child protection. All staff have undertaken training to understand their responsibilities, including protecting pupils from radicalisation and extremism. Consequently, staff are alert to any concerns about pupils that might need to be referred to outside agencies. The school maintains effective record-keeping and leaders are diligent when following up the concerns they raise with other agencies.
- Checks on the recruitment of staff and volunteers are rigorous. Governors have attended training to understand their responsibilities about safeguarding and they carry out their statutory duties effectively to keep pupils safe.

Quality of teaching, learning and assessment

Requires improvement

- Teaching requires improvement because it is too variable across the school. Where teaching is less effective, pupils are neither supported nor challenged well enough.
- Teachers' expectations of what pupils can achieve are not high enough. They do not plan carefully so that all pupils, whatever their starting points, can make equally good progress and learn well. For example, in mathematics teachers do not vary the types of tasks to enable all pupils to apply their skills.
- Adults do not always ask questions which are well matched to pupils' abilities, which does not help pupils to develop and extend their thinking in depth.
- The use of practical apparatus in mathematics supports younger pupils to understand and solve problems. However, apparatus is not routinely available for older pupils to use, which does not support pupils who are finding a particular concept hard to grasp.
- Teaching does not encourage pupils to read widely enough to support their writing development or to develop a love of literature. This holds pupils back from acquiring an understanding of purpose and audience in writing. Pupils rarely write at length or edit and improve their work to a higher standard.
- In mathematics, pupils are given time to respond to errors, which supports them to become increasingly fluent and to develop independence. Where teaching is effective, pupils say that the feedback that teachers provide helps them to understand what they need to do to improve.
- Reading and writing are supported through the wider curriculum subjects, for example in religious education, geography and during theme weeks, such as the recent intercultural week. However, pupils' writing in their topic books is not as competent as it is in their English workbooks.
- New assessment systems are becoming embedded so that teachers can more effectively plan pupils' next steps. Carefully tailored support is now helping pupils in some classes to make strong progress to close gaps in previous learning. However, leaders are aware that this approach restricts these pupils from having full access to all subjects in the curriculum.
- Teachers encourage pupils to value their learning and achievement. Pupils concentrate well when their learning is interesting and is matched to their abilities.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils show a pride in belonging to the school. They enjoy positive relationships with others, both in their class and in other year groups. One pupil summed up this ethos by saying, 'You can be yourself here.'

- Teachers treat pupils kindly and listen to them respectfully. This helps pupils to develop confidence to express their point of view. They have a strong understanding of moral issues.
- There are a range of ways for pupils to take on additional responsibilities. For example, they elect school council representatives, become digital leaders or health ambassadors. Pupils' involvement in raising money for charity, such as the recent Red Nose Day, contributes well towards their understanding of the difficult circumstances in which some people live.
- Pupils enjoy using the school's outdoor spaces to play together. They participate enthusiastically in physical education and sports, both within lessons and by attending clubs, such as gymnastics. Pupils understand how exercising regularly is important to a healthy lifestyle.

Behaviour

- The behaviour of pupils is good.
- Pupils are friendly and positive about school. They talk to visitors politely and thank them for listening. Pupils understand and follow the school routines which make the school an orderly environment at all times of the school day.
- Pupils treat each other with respect. They welcome new pupils to the school warmly so that they settle in and quickly feel they belong. Different age groups get along together well, including at playtimes and lunchtimes when they share equipment and play collaboratively.
- Incidents of poor behaviour are few. Although a small minority of parents who responded to the Parent View survey were concerned about bullying, pupils of all ages say there is hardly any and where it occurs, adults deal with it quickly and effectively. School records support this view. Parents who spoke to inspectors at the beginning and end of the school day praised the school's happy environment and approachable staff.
- Behaviour in class is good because adults set clear expectations. Pupils enjoy learning and are keen to do well. Where pupils switch off from learning for short periods, it is because what they have been asked to do is too easy or too difficult.
- Pupils attend school regularly and overall attendance is above the national average. There are effective procedures to follow up any absences. Leaders work with parents and other agencies effectively to tackle the persistent absence of a few pupils.

Outcomes for pupils

Requires improvement

- At the end of key stage 2 in 2016, pupils' achievement was broadly average in reading and writing. A below-average proportion of pupils reached the expected standard in mathematics. This was because pupils with average starting points made poor progress. Few of the most able pupils reached the higher standard in reading.
- Disadvantaged pupils made less progress in reading, writing and in mathematics in 2016 than other pupils nationally. This is because additional funds were not used well to diminish differences in attainment.

- Pupils at the end of key stage 1 achieved as well as other pupils nationally in reading and writing. In mathematics, girls and average prior attaining pupils made poor progress from their starting points. In 2016, the very few pupils with high prior attainment all made good progress to achieve the higher standard.
- Attainment in the phonics screening check at the end of Year 1 was excellent in 2016, with all pupils achieving the required standard. Pupils are not building upon the good start they have in phonics by developing their reading comprehension skills as effectively.
- Progress made by current pupils is inconsistent across the school. Teachers have not used assessment information well enough over time to understand the progress that different individuals and groups of pupils make from their starting points.
- Current pupils are developing fluency in mathematical calculations. However, not all groups of pupils are challenged enough so that they can apply their mathematical skills to tackle more complex and interesting problems.
- Teachers and pupils in Years 5 and 6 are working hard to ensure that pupils catch up to where they should be. A higher proportion of current Year 6 pupils are on track to be ready for secondary school than in previous years.

Early years provision

Good

- Children enter Reception with skills and knowledge that are typical for their age. They make good progress so that a higher proportion of them than seen nationally reach a good level of development. The most able children do especially well. Consequently, children are well prepared for their transition into Year 1.
- The teacher and other adults work well together to ensure that pupils enjoy learning in a safe environment. Children behave well and cooperate and share resources sensibly. They are thoughtful towards each other.
- Teaching is effective and secures strong progress. Adults assess pupils carefully to build on their prior learning by planning activities that stimulate pupils' curiosity. Children enjoy choosing these activities for themselves from the wide range that are available, both inside the classroom and outside.
- Children deepen their skills with adult encouragement and support, such as when exploring the measurement of water or by counting and adding objects as they play. They also like talking about books and stories in the themed role play area.
- Throughout children's learning tasks, adults seek to widen vocabulary and promote talk. Adults have high expectations and they use questions that challenge children's thinking, for example by asking them to explain what they are planning to do next and why. Adults also provide support where it is needed, with a particular focus on developing children's understanding through practical experiences.
- Communication with parents is good. Parents are informed of their child's ongoing achievement.

- Leaders have an accurate understanding of the strengths in the early years and have correctly identified future improvements. They recognise that pupils will make more rapid progress by adding further challenge to the outdoor environment and in the quality of questions that adults pose. Leaders ensure that all safeguarding and welfare requirements are met.

School details

Unique reference number	115947
Local authority	Hampshire
Inspection number	10024780

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	193
Appropriate authority	The governing body
Chair	Robin Edwards
Headteacher	Rebecca Roberts
Telephone number	01980 843369
Website	www.shiptonbellinger.hants.sch.uk
Email address	headteacher@shiptonbellinger.hants.sch.uk
Date of previous inspection	6–7 March 2013

Information about this school

- The school is smaller than most other primary schools, with one class in each year group.
- There have been several changes to school leadership and governance since the last inspection. The previous headteacher retired and, following a significant period of interim leadership, the new headteacher joined the school in January 2017. The deputy headteacher led the school during the inspection because the headteacher was absent. A new chair of the governing body is in place. Other governor and staff changes have created a period of turbulence for the school.
- The school serves the local garrison town and approximately half of the pupils are service children. It therefore has a higher proportion of pupils moving in and out of the school at short notice than in most primary schools.
- Most pupils are White British.

- The school has a very small number of disadvantaged pupils, fewer than found in primary schools nationally. In some year groups, especially in the younger age classes, there are no eligible pupils.
- The proportion of pupils who have special educational needs and/or disabilities is lower than that found in most primary schools. There are very few such pupils in any year group.
- The school meets requirements on the publication of specified information on its website.
- In 2016, the school met the government floor standards that set out the minimum expectations for primary schools.

Information about this inspection

- Inspectors observed teaching and learning in 15 lessons, with a mixture of both long and short visits. Almost all of the observations were carried out with the deputy headteacher and the special educational needs coordinator.
- The lead inspector met with five members of the governing body, including the chair. She also met with representatives of the local authority.
- Inspectors considered the school's published information for the past three years and information on its website. They examined a wide range of school documents relating to safeguarding, attendance, funds for disadvantaged pupils, school improvement evaluation and planning, and governors' minutes. They reviewed pupil-level information, school assessment information, lesson plans and samples of pupils' books in English, mathematics and topic.
- Inspectors heard pupils read in Years 3 and 6, observed phonics in Year 1 and discussed reading with pupils in Reception.
- Inspectors held meetings with the deputy headteacher and other school leaders. At her request, a short telephone conversation took place with the new headteacher.
- To gain their views of the school, inspectors spoke with pupils in lessons and met groups of pupils outside of the classroom.
- In addition to speaking to a number of parents, inspectors considered written comments from 33 of them, and the same number of responses to the Parent View questionnaire. The school did not use Ofsted's pupil and staff surveys. Inspectors took into account the school's analysis of its own parent and pupil survey.

Inspection team

Linda Jacobs, lead inspector	Ofsted Inspector
Clair Harrington-Wilcox	Ofsted Inspector
Deborah Gordon	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Piccadilly Gate
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Manchester
M1 2WD

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