

Shipton Bellinger Primary School

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

Inspection dates

4–5 June 2019

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

- Shipton Bellinger Primary School is a good and rapidly improving school. The new headteacher provides strong leadership, ably supported by his deputy and the governing body.
- Leaders have an accurate view of the school's strengths and weaknesses and a clear plan to ensure that recent improvements are embedded and developed further.
- The school has undergone a period of considerable staff turbulence over the past two years. However, the present headteacher has stabilised staffing and has built a team that is committed to building on the progress made since his appointment.
- Leaders work well with teachers to improve the quality of teaching. As a result, teaching is now typically good. Leaders recognise, however, that there are inconsistencies in teaching across the school, and are addressing this through coaching and regular monitoring.
- Most governors have been appointed since the last inspection. Governors are effective. They are actively involved in school life and hold leaders to account.
- Parents are very positive about the school. Nearly all recommend the school to others.
- In some classes, groups such as the most able pupils are not always stretched or challenged enough. Consequently, they do not always achieve their full potential.
- The introduction of new systems for monitoring pupils' progress is having a positive effect on outcomes.
- Pupils are very well behaved in lessons and around the school. There are positive relationships between adults and pupils. Pupils feel safe.
- The changes made to improve the teaching of mathematics across the school are proving successful. Pupils are making stronger progress than in the past. However, in some year groups, pupils do not have sufficient opportunities to explain their reasoning and apply their mathematical skills.
- The school has a high proportion of children with parents in the armed forces. Their needs are met well.
- The developing curriculum is typically broad and balanced. It provides pupils with opportunities to learn across a range of subjects.

Full report

What does the school need to do to improve further?

- Improve leadership and management by:
 - embedding the schools' coaching and training programme to develop further the teaching skills of less experienced members of staff.
- Improve pupils' attainment and progress by ensuring that:
 - all pupils, particularly the most able, are effectively challenged and their learning extended in accordance with their abilities
 - pupils have increased opportunities to develop their reasoning to apply their skills in mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the previous inspection, there have been many changes to both the leadership and the teaching team. This turbulence resulted in a period of instability for the school that, in turn, slowed the rate of improvement for a period of time.
- Since his appointment in September 2018, the headteacher, ably supported by the deputy headteacher, has stabilised the school. He has provided strong and determined leadership and has worked tirelessly in his drive for school improvement. As a result, this is now a good and improving school.
- Staff at the school are highly supportive of the leadership of the school. All staff who responded to Ofsted's questionnaire said that they are proud to work at the school and are appreciative of the opportunities given to them for professional development. Newly qualified teachers particularly appreciate the support and help offered to them.
- Leaders have an accurate understanding of the school's strengths and weaknesses. Development planning is thorough and clearly identifies the actions needed to embed further improvements, which leaders and governors are addressing vigorously.
- Leaders identified that the previous systems for monitoring the quality of teaching and learning and for tracking pupils' progress were not robust. As a result, new assessment systems and monitoring procedures have been introduced. Teachers are now held more readily to account for the progress of pupils in their class. Although these systems need more time to embed, indications are that they are having a positive effect on both progress and attainment across the school.
- Leaders are sharply focused on the quality of teaching across the school. Where weaknesses are identified in teaching, teachers are well supported through coaching or mentoring. These actions have had a positive effect on raising the standard of teaching since the previous inspection. Leaders, however, are aware that inconsistencies in teaching still exist across the school, and are addressing these.
- The leadership of both English and mathematics is strong. Leaders have a good understanding of the strengths and weaknesses that exist with their subjects. Their focus on embedding strong practice through coaching and paired teaching is having a positive impact across the school.
- Additional funding for pupils with special educational needs and/or disabilities (SEND) is used to good effect. The recently appointed special educational needs coordinator (SENCo) has a good understanding of pupils' individual learning needs. Interventions that are put in place are carefully monitored and adjusted as needed. The training given to teaching assistants has improved their effectiveness when working with pupils with SEND. Work in pupils' books, together with the school's progress information, indicates that most pupils with SEND are making strong progress from their various starting points.
- There are very few disadvantaged pupils at the school. However, the funding is used effectively to support these pupils, both academically and emotionally, and to ensure that they can participate fully in all aspects of school life.

- Service children are well supported. Those joining the school at various times during the year quickly become integrated into the school. The funding received by the school for service children is used to good effect, for example by providing emotional support for pupils who have a family member on active service abroad.
- Sports funding is used effectively. Over the past year, there has been a marked increase in the number of pupils actively participating in both competitive and non-competitive sport. There has also been a significant increase in the number of sports clubs that pupils can participate in, either during or after school. Parents commented positively about the additional sporting opportunities offered to their children.
- Leaders have recently extended the range of extra-curricular clubs at the school. Chess, gardening, athletics and singing are a few examples that are now on offer. Pupils enjoy taking part in these activities, and these clubs are well attended.
- Pupils at the school develop well, both emotionally and socially. They have developed a good understanding of democracy, tolerance and respect through participation in a variety of events, such as attending the local remembrance service, and taking part in a 'drumhead service' within school.
- The school's curriculum is broad and balanced, providing pupils with opportunities to develop skills and to explore key concepts and ideas. The curriculum is enhanced by residential trips for every year group in key stage 2, in addition to visits to places of interest, such as the SeaCity Museum in Southampton. Homework is used to support the development of reading, spelling and times tables. Homework projects support topic work.
- At present, however, the curriculum lacks cohesion, with many lessons appearing to stand alone and not lending themselves to systematically building up pupils' subject knowledge. As a result, opportunities to explore subjects at greater depth are missed. The school is currently reviewing the curriculum to ensure that it provides more opportunities for integrating pupils' learning from next year.
- The local authority has provided good support to the school since the previous inspection. The school is highly responsive and appreciative of this support and the local authority's role in helping it to become a good school.
- Parents are increasingly positive about the school. Many commented about how the school has improved under the new leadership team. One, echoing the views of many, remarked: 'Although there has been a lot of staff turbulence, I feel we have been kept well informed and can see a huge improvement with the new headteacher and deputy and can only see positive outcomes in the future.'

Governance of the school

- The governing body has grown in strength since the previous inspection. Governors ensure, through regular training, that they maintain up-to-date knowledge and skills.
- Governors have a clear understanding of the school's strengths and priorities for improvement. They regularly visit the school to monitor that actions identified in the development plan are being successfully implemented.
- Governors regularly challenge leaders and hold them to account for their actions, for example over the progress made by specific groups of pupils. They also review the

spending of additional funding such as the pupil premium grant.

- All governors are suitably trained in safeguarding. One governor is trained in safer recruitment. The safeguarding governor regularly visits the school to ensure that safeguarding procedures are robust.

Safeguarding

- The arrangements for safeguarding are effective.
- Rigorous systems ensure that staff and volunteers are suitable to work with children. Visitors to the school are checked thoroughly and are made aware of the school's safeguarding arrangements.
- Safeguarding training for all staff is comprehensive. Staff are knowledgeable and up to date with the latest guidance and legislation.
- Safeguarding procedures in school are effective. Safeguarding records are of a high quality. The designated safeguarding lead responds promptly to concerns, and pursues issues with outside agencies where needed.
- Pupils say that they are safe at school. Parents agree with this view.

Quality of teaching, learning and assessment

Good

- Teaching has improved since the last inspection. Consequently, most pupils are now making good progress in reading, writing and mathematics across the school.
- Teachers generally use assessment information well to plan tasks that are matched to pupils' needs. However, the tasks set by teachers are not always challenging enough for the most able. When this occurs the most able pupils do not make as much progress as they should to reach the higher standards.
- The teaching of phonics has improved this year. The appointment of experienced staff, in addition to changes to the way of phonics is taught, is having a positive effect. Pupils who read to inspectors during the inspection used their phonic knowledge well to decode unknown words.
- In most classes, teachers develop pupils' writing skills well. High-quality texts help pupils understand how to write in a variety of genres. Pupils demonstrate their ability to write well for a range of audiences and purposes. Pupils say that they enjoy writing; however, their handwriting and presentation is variable across different subject areas.
- Homework is set in line with school policy. Pupils say that they enjoy the tasks set but become frustrated because they are not always marked promptly.
- Teaching assistants make valuable contributions to pupils' learning. During the inspection, teaching assistants were observed asking searching questions and helping pupils progress with their understanding.
- The teaching of reading is good. The newly refurbished and well-stocked library ensures that pupils can find books matched to their interests and abilities. Most pupils clearly enjoy reading and have regular opportunities to do so, both at school and at home, which contributes to their progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils listen well to others' opinions and show respect for each other and adults. During an assembly, pupils reflected thoughtfully on other pupils' views as they considered whether there was ever a time when it was acceptable not to tell the truth.
- Pupils told inspectors that they are happy at school and that they find lessons interesting. They get on well with each other and have built strong relationships with the adults who work in the school.
- In most classes, pupils settle quickly to their work and concentrate well. In some classes, however, pupils go off task when the work is not matched appropriately to their ability. This slows their progress.
- Pupils have a good understanding of equality. They told inspectors that everybody at the school is treated fairly and with respect.
- Pupils know what bullying is and say that it does happen from time to time at the school. However, they were quick to point out that adults are very quick to sort out bullying when it does happen.
- There are varied opportunities for pupils to take on leadership roles such as house captain, school councillor and librarian. Pupils vote to elect members to the school council, which helps them to understand democracy.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well in class and play well together at breaktime, lunchtime and in the breakfast club. There are many opportunities for pupils to use a wide range of equipment, which they share sensibly.
- Pupils say that behaviour has improved since the introduction of the school's new behaviour policy. They say that there are fewer arguments than in the past and that poor behaviour is dealt with quickly.
- Pupils enjoy coming to school. This is reflected in the most recent attendance information, which indicates that the level of attendance is above the national average for all groups of pupils. The number of fixed-term exclusions has also fallen significantly over the past two years.

Outcomes for pupils

Good

- In 2018 the proportion of pupils achieving age-related expectations in reading, writing and mathematics combined, by the end of key stage 2, was significantly higher than that found in other schools nationally. The proportion of pupils reaching higher-than-average standards in reading was well above the national average. School progress

information and work in pupils' books indicate that this improvement has been consolidated through the year.

- Information for 2018 indicates that the proportion of pupils reaching age-related expectations at the end of key stage 1 in reading and mathematics was broadly in line with other pupils nationally. However, the proportion demonstrating greater depth in reading, writing and mathematics was below that found nationally. School progress information indicates that, owing to past inconsistencies in teaching, and considerable staff turnover earlier this year, outcomes for those demonstrating a greater depth of understanding are likely to remain similar this year.
- Staff provide very effective support for pupils with SEND. Consequently, most of these pupils make good progress and achieve well from their various starting points.
- Disadvantaged pupils have their needs met well, but there are, however, too few in the school to make secure judgements about the outcomes for this group of pupils.
- Over half of the pupils at the school are service children, and many join during the school year. They are rapidly integrated into the school and their needs quickly met. School progress information and work in books indicate that nearly all service children at the school are making very strong progress.
- As a result of improvements in the quality of teaching in most year groups, pupils are now making strong progress in reading, writing and mathematics. However, in some year groups this progress has been restricted due to the need to plug gaps left by previously weak teaching.
- Standards achieved in the national phonics screening check fell in 2018 to below the national average. Changes to the programme used to deliver phonics and the teaching of it are having a positive impact. Current evidence indicates that outcomes are set to rise this year.

Early years provision

Good

- The majority of children start school with skills, knowledge and understanding that are typical of most children of their age. They make good progress throughout the year and, as a result, are well prepared for the next stage of their education.
- The early years leader, although having only recently joined the school, has a clear knowledge of the children in her care. She has already made several changes that have improved outcomes for children, most notably in the teaching of phonics, and is keen to develop the early years provision further. She is well supported by the early years team.
- Both the indoor and outdoor areas are vibrant and stimulating. Children cooperate well with each other and with adults. They demonstrate mature listening skills in a variety of situations.
- Children behave well. They share resources and wait sensibly for their turn. They work well independently and stay on task for a good length of time. They understand how to keep safe, for example by not walking around the room when carrying scissors, or not running indoors.
- Staff in early years use good questioning skills to develop the children's thinking and to

deepen their learning.

- Support for disadvantaged pupils and those with SEND is well targeted. Additional funding for these children is used effectively to minimise any differences between themselves and other children. Consequently, these children make good progress from their starting points.
- In 2018 the proportion of pupils achieving a good level of development was at least in line with other schools nationally. School progress information indicates that children have made similar progress this year.
- Safeguarding procedures are robust. Staff in early years are suitably qualified in paediatric first-aid training.
- Leaders involve parents effectively in their children's education. Parents appreciate the transition activities offered, the opportunities to come into school, and the chance to contribute to their children's online learning journals.

School details

Unique reference number	115947
Local authority	Hampshire
Inspection number	10088120

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

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	166
Appropriate authority	The governing body
Chair	Sheila Hymas-Parry
Headteacher	Matthew Nightingale
Telephone number	01980 843 369
Website	www.shiptonbellinger.hants.sch.uk
Email address	headteacher@shiptonbellinger.hants.sch.uk
Date of previous inspection	28–29 March 2017

Information about this school

- This is a smaller-than-average-sized primary school.
- The proportion of disadvantaged pupils is well below the national average.
- The proportion of service children attending the school is well above the national average.
- The proportion of pupils with SEND is higher than other schools nationally.
- The headteacher was appointed in September 2018.
- The school runs both a breakfast and after-school club, which are managed by the governing body.

Information about this inspection

- Inspectors carried out observations of learning in all year groups. Some of these observations were conducted jointly with the headteacher. Some classes were visited more than once.
- Inspectors scrutinised documents including: minutes of governing body meetings; the school's self-evaluation; the school development plan; monitoring and assessment information; school policies, including safeguarding policies; behaviour and safety records; and reports from visits by the local authority.
- Meetings were held with senior leaders, subject leaders, members of staff and four members of the governing body.
- Inspectors met formally with pupils, as well as having informal conversations with pupils during lessons and playtimes. Inspectors listened to pupils read and talked to them about their work. There were no responses to Ofsted's online pupil questionnaire. However, inspectors considered the views of pupils from a recent survey undertaken by the school.
- Inspectors considered 40 responses to Ofsted's online questionnaire, Parent View, including 33 free-text comments. They also met with parents before school.
- Inspectors considered 15 responses to Ofsted's online staff questionnaire.

Inspection team

Brian Macdonald, lead inspector	Ofsted Inspector
Doug Brawley	Ofsted Inspector

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