

# Shurdington Church of England Primary School

Badgeworth Lane, Shurdington, Cheltenham, Gloucestershire GL51 4UQ

## Inspection dates

4–5 June 2019

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

## Summary of key findings for parents and pupils

### This is a good school

- Leaders have brought about swift improvements and tackled the weaknesses identified at the previous inspection. Teaching is now typically good across the school.
- Leaders are determined to reverse the legacy of weaker teaching and low attainment in key stage 2. Almost all pupils now make strong progress in reading, writing and mathematics.
- Middle leaders support teachers well to develop their practice. As a result, most pupils' progress is strong.
- Governors provide strong support and challenge to school leaders. They know the school's strengths and weaknesses well. However, improvement plans do not help them to check the progress with their aims for improving pupils' outcomes well enough.
- Leaders use additional funding for disadvantaged pupils well. Most pupils make good progress. Nevertheless, too few disadvantaged pupils currently reach the standards expected of them in mathematics.
- Leaders have made sure that pupils enjoy a broad and balanced curriculum and that they typically develop their knowledge well across a range of subjects. Pupils develop their writing skills well across a range of subjects.
- Leaders have reviewed their approach to the teaching of reading. Teaching is having a positive impact on pupils' understanding of what they read. Occasionally, however, some pupils do not secure their understanding of new vocabulary or think deeply enough about what they read.
- The teaching of writing has improved considerably since the previous inspection so that more pupils now reach the expected standards. However, the most able pupils are not always challenged well enough to write at a higher standard in key stage 2.
- Leaders promote pupils' spiritual, moral, social and cultural development well. All of the school's work is underpinned by Christian values which promote equality and prepare pupils well for life in modern Britain.
- Pupils have good attitudes to learning and their behaviour is good. Their attendance is improving.
- Pupils get off to a strong start in the early years. Children typically make good progress because of the engaging curriculum and effective teaching by highly skilled staff.
- The teaching of phonics is successful in preparing younger pupils to be fluent readers.

## Full report

### What does the school need to do to improve further?

- Improve pupils' outcomes by improving the progress that disadvantaged pupils make in mathematics across the school.
- Improve the quality of teaching, learning and assessment by:
  - further developing the teaching of reading so that pupils improve their understanding of new vocabulary and are challenged sufficiently to think deeply about what they read
  - developing the quality of the most able pupils' writing in key stage 2.
- Improve the effectiveness of leadership and management by including precise and measurable targets in school improvement plans.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher, senior leaders and governors provide effective leadership. Since the previous inspection, leaders have brought about swift improvements to teaching and have tackled previous areas of weakness. Academic standards are rising, and most pupils are making good progress across the school.
- Since the school's previous inspection, there have been improvements to governance, as well as changes to the school's staffing and subject leadership. Leaders now have an accurate view of the strengths and weaknesses of the school's provision. Middle leaders have taken decisive action to improve the quality of teaching in their areas of responsibility. This has contributed strongly to the school's improvement.
- Leaders consider their priorities for improvement carefully, and make sure that plans identify who is responsible for monitoring the impact of improvements. However, improvement targets and criteria for success in leaders' plans are not always clear or measurable. This prevents leaders and governors from checking precisely how well their actions have improved pupils' outcomes and welfare.
- Local authority officers have supported senior leaders so that they provide effective guidance to teachers. Officers have also supported leaders to make better use of their assessments of pupils' progress so that leaders identify gaps in pupils' knowledge and understanding with precision. Increasingly, therefore, leaders are independently able to use their checks to improve teaching. Leaders now show more confidence in ensuring that teachers adapt whole-school strategies to the needs of their pupils.
- Leaders and the local authority have provided teachers and teaching assistants with opportunities to work closely with colleagues in other local schools. This has helped teachers to share and learn from good practice and to make more accurate assessments of pupils' achievements. As a result, most teaching is now good.
- Staff are fully supportive of the school's leadership team. Staff morale is high. Responses from the online survey show that 100% of staff feel that leaders support them well to develop their practice. Those at the early stages of their careers receive effective training and guidance.
- Leaders use additional funding for disadvantaged pupils well. Additional staff help and support individuals or groups to improve their progress and close gaps in their learning. Leaders ensure that pupils' social and emotional needs are supported well. However, differences between the attainment of disadvantaged pupils and their peers still persist in some classes, particularly in mathematics.
- Leaders use the physical education (PE) and sport premium well. A range of clubs and festivals have increased pupils' participation in sport and competitions. Leaders track pupils' rates of participation so that they can encourage pupils to make the most of the opportunities on offer. PE has a high profile in the school curriculum. Pupils express enjoyment in their PE lessons and in the wide range of clubs, such as 'mini marines'. Leaders also provide effective professional development for teachers to improve their skills in teaching PE.
- Funding for pupils with special educational needs and/or disabilities (SEND) is used

effectively. Pupils' plans are sharply focused on their next steps and the special educational needs coordinator works well with teachers and teaching assistants to make sure that pupils receive effective additional teaching and support.

- Pupils are well prepared for life in modern Britain. The school's Christian values underpin leaders' work to provide pupils with a range of opportunities to develop their spiritual, moral, social and cultural understanding. The school's curriculum helps pupils to develop tolerance and respect for others and to reflect thoughtfully on the importance of equality. Close links with the church underpin a well-planned series of assemblies and services which develop pupils' moral values and active citizenship.
- Pupils report that the curriculum is broad and engaging. Pupils typically gain good knowledge and understanding in a range of curriculum subjects. Leaders have made sure that pupils develop their skills in writing and mathematics across the curriculum. The progress that pupils make in science and religious education (RE) is equally strong.
- The vast majority of parents and carers agree that the school provides well for their children. They appreciate the school's open communication and agree that their children are happy and safe. One parent commented: 'The head and staff at Shurdington Primary School have created an inclusive, warm and friendly environment for my children to learn in.'

## **Governance of the school**

- Following a review of governance, governors have been proactive in reviewing their effectiveness. Governors have ensured that they are well informed about all aspects of the school's performance. Minutes of meetings show that governors question senior leaders thoroughly and hold them to account. As a result, pupils are making better progress across the school.
- Governors challenge school leaders to make sure that additional funding for disadvantaged pupils and those with SEND is used well. They have used an external review of spending for disadvantaged pupils to help them make sure that school leaders minimise the barriers to pupils' learning.
- The governing body assigns individual governors to specific areas in the school improvement plan. This helps them to focus their reviews of leaders' actions when visiting the school.
- However, leaders' plans do not always contain precise criteria for success or milestones linked to outcomes for pupils. As a result, governors do not have a comprehensive understanding of how and why school improvement actions are impacting on pupils' outcomes or welfare.

## **Safeguarding**

- The arrangements for safeguarding are effective. Staff are clear about their responsibilities in keeping children safe and are vigilant in identifying and reporting concerns.
- Leaders are proactive in making sure that children in need of support are identified quickly. Pastoral leads are committed to working with a range of external agencies to

ensure that children and families are well supported. This has had a positive impact on pupils' welfare and attendance.

- Safe recruitment procedures are secure, ensuring that those who work with pupils and visit the school are checked carefully. Records are maintained well and governors check the administration of these checks regularly.
- Pupils describe how the care of staff enhances their welfare. They told the inspector that staff listen to them carefully if they have a concern.

## **Quality of teaching, learning and assessment**

**Good**

- The quality of teaching, learning and assessment has improved since the last inspection. Leaders have introduced a range of strategies and ensured that they are used with consistency across the school. These strategies include a focus on securing pupils' understanding of number in mathematics and on improvements to the teaching of reading comprehension. Teachers and teaching assistants have received targeted professional development to help them to develop their skills. As a result, most teaching is now good.
- Pupils have good attitudes to learning and want to succeed. Positive relationships between pupils and their teachers help pupils to answer questions and contribute to class discussions with confidence.
- Leaders have reviewed their approach to the teaching of reading and comprehension. Teaching is developing pupils' understanding of reading and their range and enjoyment of reading. Teachers use demanding texts which introduce new vocabulary and they question pupils to probe their understanding. Most older pupils read with expression and interest and their comprehension is developing well.
- However, some least-able pupils' understanding of new vocabulary is not always well developed. Occasionally, teachers do not make sure that pupils' understanding of new words is secure before moving their learning on. The most able pupils are not always challenged well enough to consider their reading in depth. This hinders the progress that they make.
- The teaching of phonics is effective. The youngest children have good knowledge of groups of letters and the sounds they make. As a result, they make good progress in learning to read. Teachers demonstrate new learning effectively and use questioning well to check pupils' understanding and correct their mistakes.
- Pupils now write at length frequently across the curriculum. These tasks allow them to practise and strengthen their writing skills. As a result, the quality of pupils' presentation and the content of their writing are improving across the school. However, occasionally, the most able pupils are not sufficiently challenged and they complete work which is too easy.
- Leaders have successfully improved the teaching of mathematics. In mathematics, basic skills of number are taught and practised regularly. Teachers plan opportunities for pupils to apply their mathematical understanding in reasoning and solving problems. This is increasing pupils' enjoyment of mathematics and their resilience in

tackling more demanding tasks. For example, in Year 6, pupils use their calculation skills well to solve missing-number problems.

- Pupils develop knowledge and skills well in some wider curriculum subjects, including science and RE. Teachers develop pupils' subject-specific vocabulary effectively and plan tasks which help them to apply what they have learned. For example, pupils in Year 4 wrote accurately and at length to explain the findings of an investigation on conductors of electricity. At times, however, the feedback that pupils receive does not help them to deepen their understanding of some concepts.
- Teaching assistants usually support pupils' learning effectively. They provide additional teaching for groups of pupils to help them to catch up with their peers, including those with SEND. In the best lessons, teaching assistants use their knowledge of what pupils know and can do to adapt tasks to meet their needs. This moves pupils' learning on effectively.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils have a strong awareness of equalities. For example, they told the inspector that they had learned about the unfairness of slavery and about human rights.
- Pupils talk confidently about how the school's Christian values influence their behaviour and help them to reflect on what is right and wrong. They told the inspector that pupils have positive attitudes to each other because they are taught that 'nobody is better than anybody else'.
- Pupils understand British values well. They learn to be responsible and tolerant citizens. They told the inspector about their understanding of a range of different faiths and cultures. Pupils gain an understanding of democratic practices by voting for school house captains and other roles, such as school 'prime minister'.
- Pupils have a keen understanding of how they can help others. For example, older pupils love to take on the role of 'buddies' to support the youngest children in the school.
- Pupils told inspectors that they feel safe in school and that bullying is extremely rare. They speak highly of the school's pastoral support and they trust adults to listen to them and resolve issues swiftly. Pupils show a good understanding of how to keep safe online.
- The school promotes healthy lifestyles well and pupils are proud to represent their school at the many organised sporting festivals and competitions. They enjoy being physically active by completing 'the daily mile' run in school.

### Behaviour

- The behaviour of pupils is good.
- Pupils' behaviour is good. In lessons and at social times, pupils conduct themselves

well. Adults model and reinforce the school's values well and positive relationships ensure that pupils demonstrate good manners to each other, staff and visitors.

- For those who need additional support, leaders develop effective plans. Well-tailored and extensive support has resulted in significant improvements to the behaviour of a small number of pupils. As a result, the number of fixed-term exclusions has reduced. There have been no exclusions this year.
- Pupils know and follow the behaviour policy. A range of rewards encourage them to behave well. In lessons, pupils typically show good attitudes to learning. The overwhelming majority of parents and pupils agree that behaviour is good in school.
- Attendance is improving and the proportion of pupils who miss school regularly has reduced. Leaders have introduced a range of measures to improve pupils' attendance, including working more closely with families.
- However, the attendance of disadvantaged pupils remains below that of their peers and other pupils nationally. Leaders continue to emphasise the importance of regular attendance and punctuality for the small number of pupils whose attendance remains low.

## Outcomes for pupils

**Good**

- In recent years, the proportions of pupils achieving the standards expected of them in reading, writing and mathematics at the end of key stage 2 have been too low. Leaders have made significant improvements to the quality of teaching and learning. As a result, most current pupils in key stage 2 now make good progress. A much larger proportion of pupils are working at the standards for their age in Years 3, 4 and 5.
- Leaders are working closely with the current Year 6 to promote high expectations and provide additional teaching for pupils, some of whom have gaps in their learning from previous weaknesses in teaching. Pupils' workbooks show improvements to teaching and stronger progress for the group this year.
- Leaders have ensured that the quality of pupils' grammar, punctuation, spelling and handwriting has improved since the previous inspection. Current pupils' books show that most pupils are making strong progress in writing tasks across the curriculum. Occasionally, however, the most able pupils do not make enough progress in writing. Tasks are not challenging enough to help these pupils use a high standard of vocabulary, grammar and punctuation and to develop the style of their writing in different contexts.
- Current pupils' workbooks show that most pupils are making better progress in mathematics. Teachers support pupils effectively to recall their knowledge and to apply it to solving mathematical problems. However, current performance information shows that the progress of disadvantaged pupils lags behind that of their peers in mathematics across the school.
- In recent years, disadvantaged pupils have made similar progress to other pupils nationally. Following disappointing outcomes in reading in key stage 2 in 2018, leaders have improved the teaching of reading. Those who need to catch up with their reading receive appropriate reading materials and guidance from adults. As a result, progress for disadvantaged pupils is improving in reading. However, gaps between the



achievements of disadvantaged pupils and those of other pupils nationally, although improving, have not been eliminated.

- Over time, the proportions of pupils who have reached the higher standards in reading, writing and mathematics by the end of key stage 2 have been low. Workbooks of the most able pupils currently in school show that most teaching now provides better challenge for these pupils in reading and mathematics. However, workbooks also show that the progress of the most able in writing is not consistently strong across the school.
- Outcomes at the end of key stage 1 have improved in recent years. The proportions of pupils achieving the expected standards and the higher standards in reading, writing and mathematics now match those of other pupils nationally. Pupils' workbooks reflect their improved progress and attainment.
- Across a range of subjects in the wider curriculum, pupils typically make good progress. They make strong progress in science and RE, where teachers plan tasks which help pupils to develop and apply their knowledge well. Occasionally, however, tasks do not help pupils to deepen their understanding of the subject itself. For example, pupils' writing in geography to explain their understanding of similarities and differences between places is hindered by teachers' overemphasis on the techniques of writing.
- Most younger pupils use their phonics knowledge well to segment and blend words. The proportion of pupils who met the expected standard in the Year 1 phonics screening check has been in line with national averages in recent years. Current observations and school assessments show that attainment in phonics is set to rise further. This gives younger pupils a good start in learning to read fluently.

## Early years provision

**Good**

- Children in Reception get off to a strong start and are prepared well for entry to Year 1. The proportion of children reaching a good level of development by the end of the early years has improved over the last three years.
- The early years provision is well led. Leaders and staff are very knowledgeable about the progress the children are making and they use their detailed observation records and assessments to plan the next stages in children's learning. As a result, teaching is good and children make strong progress across all areas of learning.
- Leaders are aware that the proportion of pupils who exceed a good level of development remains low.
- Leaders have made sure that support for disadvantaged children in early years is tailored to their individual needs. Staff provide additional teaching to help those with low starting points to catch up, using very detailed records of children's progress to help them provide the most effective support. As a result, disadvantaged pupils are now making good progress.
- Children make good progress in reading and writing. In their phonics sessions, children show good understanding of letters and the sounds they make. This prepares them to read fluently.



- The learning environment supports children’s understanding of early reading and writing particularly well. Adults plan activities help children to develop their understanding in a range of interesting contexts. During the inspection, children were applying their writing skills effectively by writing postcards and instructions for growing plants.
- Staff in the early years are skilled at using what they know about children’s learning and interests to plan a broad range of interesting learning. Adults question children skilfully and develop their speaking well. For example, during the inspection, children were enthused and engaged by the challenge to plant and grow healthy plants. An adult’s questioning stimulated children’s curiosity and helped them to express their understanding of the world clearly and with confidence.
- Parents are positive about their children’s learning and development. They welcome the opportunity to work with the school by attending workshops and speaking with school staff. They use staff feedback in reading logs to help their children with reading at home and contribute to the school’s online learning journals.
- Staff have warm relationships with children and high expectations for their behaviour. Daily routines help children to play cooperatively and to show care and respect for others. For example, during the inspection, children settled well to the start of the school day by celebrating ‘the star of the day’ and showed delight in praising each other.
- Safeguarding procedures are effective and welfare requirements are met fully.

## School details

Unique reference number	115649
Local authority	Gloucestershire
Inspection number	10088299

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	144
Appropriate authority	The governing body
Chair	Neil Martin
Headteacher	Jon Millin
Telephone number	01242 862 420
Website	<a href="http://www.shurdingtonceprimary.co.uk">www.shurdingtonceprimary.co.uk</a>
Email address	<a href="mailto:head@shurdington.gloucs.sch.uk">head@shurdington.gloucs.sch.uk</a>
Date of previous inspection	7–8 March 2017

## Information about this school

- The school is smaller than the average-sized primary school.
- There have been changes to the teaching and leadership team, and new leaders for English and mathematics have taken up their roles since the previous inspection.
- Most pupils are of White British heritage.
- The proportion of disadvantaged pupils – those who are supported by pupil premium funding – is above the national average.
- The proportion of pupils with SEND is above the national average.
- The school is a voluntary controlled Church of England primary school in the Diocese of Gloucester. At its last section 48 inspection in June 2017, it was judged as good.

## Information about this inspection

- The inspector spoke to parents at the start of the school day.
- The inspector observed teaching and learning in all classes with the headteacher.
- The inspector looked at pupils' work in lessons and reviewed pupils' workbooks with senior leaders.
- The inspector heard pupils from key stage 1 and key stage 2 read aloud.
- The inspector talked with group of pupils to seek their views about the school.
- The inspector met with senior leaders, the early years leader and the pastoral lead. The inspector met with a representative of the Gloucestershire local authority.
- The inspector met with a group of governors, including the chair and vice-chair of governors.
- The inspector reviewed a range of documentation, including: the school's evaluation of its own performance; information about pupils' achievement; records relating to pupils with SEND and disadvantaged pupils; external reviews and reports on school visits by the local authority; records relating to safeguarding, behaviour and attendance; records of governors' visits to the school; records of governing body minutes; and the school's website.
- The inspector considered 43 responses to the online survey, Parent View, and 28 free-text responses. The inspector took account of the 18 responses to the staff survey and the 28 responses to the pupil survey.

## Inspection team

Claire Mirams, lead inspector

Ofsted Inspector

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