

Inspection of Shaugh Prior Primary School

Shaugh Prior, Plymouth, Devon PL7 5HA

Inspection dates: 12 and 13 July 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Shaugh Prior is a friendly and welcoming village school. Pupils enjoy great friendships with pupils across the school. New pupils are warmly welcomed by their classmates. Pupils feel safe at Shaugh Prior.

In class, at lunch and break times, pupils behave well. Pupils say that bullying is not common. However, a few older pupils show little tolerance of pupils with special educational needs and/or disabilities (SEND). Some parents also expressed concerns about this. At times, pupils who join the school struggle initially. However, through the efforts of federation and school staff, they now cope well.

The many visits, clubs, sporting activities, competitions and federation events provide a broad range of opportunities for pupils. However, there are few leadership opportunities for pupils.

Leaders have started to address the shortcomings identified at the previous inspection. However, due to staff absence, these have not progressed quickly enough. Improvements to curriculum plans and teaching have not been realised. As a result, pupils struggle to remember much of what has been covered.

What does the school do well and what does it need to do better?

Staff have responded positively following the previous inspection. They have strengthened the teaching of reading in some areas. For example, younger pupils make strong progress in their phonic knowledge. Pupils in key stage 1 read well. However, pupils in both key stage 1 and 2 do not have a secure enough understanding of some texts. Teaching does not enable pupils to understand a range of texts in English and in other subjects, such as religious education or geography.

When planning subjects, other than English and mathematics, leaders have not ensured that new learning links to what pupils have learned before. Additionally, teaching often moves too quickly to complex ideas and does not give pupils sufficient time to practise new learning. Consequently, pupils struggle to recall recently taught content. In contrast, where plans are well-considered and taught effectively, such as in music, pupils recall their learning and perform new tunes harmoniously.

Teachers are still getting to grips with many of the new plans for different subjects and how to adapt them for their classes. This is complicated further by the gaps pupils have in their knowledge, following lockdowns due to COVID-19. While pupils are starting to catch up on lost learning, too often, teachers do not teach some subjects well. This is also seen in Reception. New approaches to finding out what pupils know and how much they remember do not work as well as leaders intended.

Learning is rarely disrupted and pupils are attentive. However, pupils do not take enough pride in their work. Sometimes, work is incomplete or incorrect.

The school has a higher-than-average proportion of pupils with SEND. Staff help pupils who struggle to manage their social interactions or emotions well. However, for pupils with learning needs, staff do not support them well enough. This is because teaching staff do not follow the plans leaders have created with pupils and their parents closely enough.

Despite the teaching they receive on the topic, some pupils do not show respect or tolerance of pupils who find school life a challenge. There is a full personal, social and health programme in place. Pupils gain an insight into world religions but little on different cultures.

Governors have not been clear enough in setting out their vision and expectations for this school. Nonetheless, staff are positive about working at the school. Overall, they feel well supported and valued by federation leaders. Some staff expressed concern about heavy workload associated with teaching several year groups. Leaders are aware of this and have started to provide some shared resources to reduce workload.

Safeguarding

The arrangements for safeguarding are effective.

Staff are trained well in the risks that pupils may face. They spot possible indicators and follow these up with the safeguarding leaders. In turn, leaders work well with the local authority and support services to ensure families receive the help they need.

Pupils are knowledgeable about the risks they may face, including when they are online. Through the teaching they receive, they know what makes healthy relationships.

Although the required checks are carried out to confirm the suitability of staff, these are not always completed before they start work. Also, some risk assessments are not in place to ensure that pupils' safety is first and foremost in leaders' and governors' minds. Leaders are updating their training to make sure they follow the latest guidance fully.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The teaching of reading has not yet developed strong comprehension skills. This means that pupils do not understand fully what they have read. Teachers should ensure that pupils gain sufficient knowledge from their studies in the wider

curriculum and in English lessons to support their understanding of the texts they read.

- Leaders have not ensured that staff are secure in their own subject knowledge and how to teach the curriculum well. Consequently, teaching does not build on pupils' existing knowledge and ensure they remember new learning. As a result, pupils do not make the progress they should in several subjects. Leaders should ensure that curriculum plans, including those in the early years, identify the component knowledge clearly and that they support teachers by sharing effective pedagogical strategies.
- Safeguarding arrangements are not as tight as they need to be. When recruiting staff, leaders have not ensured that all checks and risk assessments are complete prior to staff starting in post. Leaders should ensure that pre-appointment checks and risk assessments are carried out in good time.
- Some pupils do not appreciate the needs of pupils with SEND. This means that some pupils lack respect for other pupils who find school more difficult to manage. Leaders should develop the personal development curriculum further to develop pupils' understanding of pupils' additional needs and disabilities.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	113262
Local authority	Devon
Inspection number	10227272
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	34
Appropriate authority	The governing body
Chair of governing body	Julie Nash
Headteacher	Simon Hall (Executive Headteacher)
Website	www.moorswayfederation.org.uk
Date of previous inspection	10 June 2021, under section 8 of the Education Act 2005

Information about this school

- Shaugh Prior Primary School is much smaller than the average-sized primary school.
- Pupils are organised into two mixed-age classes.
- The school uses one registered alternative provision setting.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- Inspectors held discussions with the executive headteacher, assistant executive headteacher, federation special needs coordinator and the federation's senior teacher.
- The lead inspector met with the chair of governors and a representative of the local authority.
- Inspectors also talked to other school staff, parents and pupils.
- The inspection team carried out deep dives in these subjects: reading, geography, mathematics and music. For each deep dive, inspectors discussed the curriculum

with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and considered samples of pupils' work.

- Inspectors also looked more widely at subject plans and reviewed pupils' work in religious education and science to establish how well plans were crafted and implemented.
- Inspectors considered how well the school protects pupils and keeps them safe.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors considered responses to the Ofsted staff survey, the Ofsted pupil survey and Ofsted's online questionnaire, Ofsted Parent View, including free-text responses.

Inspection team

Iain Freeland, lead inspector

Ofsted Inspector

Mark Lees

Ofsted Inspector

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

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022