

# Inspection of a good school: St Blasius Shanklin Church of England Primary Academy

Albert Road, Shanklin, Isle of Wight PO37 7LY

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Inspection dates:

28 February and 1 March 2023

## Outcome

St Blasius Shanklin Church of England Primary Academy continues to be a good school.

## What is it like to attend this school?

The relationships between adults and pupils are strong in this caring school. The school's values of wisdom, endurance and friendship underpin everything. St Blasius has been through a turbulent time, with many changes in staff. Senior leaders and the new trust are highly ambitious for every pupil, especially those with special educational needs and/or disabilities (SEND). They are committed to ensuring that every pupil will succeed.

Pupils' behaviour in lessons is exemplary. They know the school rules and the high expectations adults have of them. From the youngest children to the oldest, they do not distract others from their learning. Outside class, pupils are polite and respectful. They enjoy playing with their friends. If pupils fall out or if there is any bullying, they know adults will sort out any difficulties quickly. Pupils feel safe. They are confident that adults will listen to any worry or concern they may have.

Pupils enjoy the school trips that they are now able to go on. Pupils in Years 5 and 6 talk excitedly about their trip to the mainland to watch the pantomime. Children in the Reception class are thinking of ways to help support the local zoo they went to.

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

The new executive principal, with strong support from the trust, is moving the school forward. They are rapidly improving the quality of education. Leaders have brought in a new programme to support pupils with their early reading. All staff have been trained and are experts in teaching phonics. Children in early years get off to a strong start. Teachers ensure that pupils read books that match the sounds they know and remember. As a result, gaps in learning are closing quickly. There are a few pupils who still need to catch up. Leaders make sure that these pupils receive the help and support they need. Pupils are developing a love for reading. They enjoy being read to daily from a wide variety of

texts. Reception children look forward to a 'secret reader' coming in to read a story to them. Year 5 pupils are proud to be reading buddies and library monitors.

Learning for each subject starts in early years and builds progressively each year. Leaders have set out clearly what pupils need to learn and what they need to know at the end of a topic. Teachers now check at the start of each lesson what pupils know and remember before moving the learning on. As a result, pupils are retaining key knowledge. In mathematics, Year 5 pupils, for example, know how their learning of fractions in Year 4 is now helping them to understand how to expand fractions. However, in other subjects, pupils do not draw on past study as easily. These gaps in their learning are a legacy of weaker teaching in previous years. Leaders have recently introduced a system to enable teachers to determine what pupils know and remember at the start and end of a new topic. This system is helping pupils recall learning but is still in the early stages and not yet fully embedded.

Leaders have procedures in place to identify quickly any pupil who has barriers to their learning. The special educational needs coordinator has systems in place to ensure that pupils receive the support they need. They have individual provision packs with resources to help them with their learning. Pupils with SEND access the same curriculum as their peers. Teachers adapt tasks skilfully, when necessary, but have the same high expectations for pupils with SEND as they do for the rest of the pupils in the class.

Pupils are eager to learn and are attentive. They are inquisitive and want to find answers. For example, in the Reception class, children guess how many cubes they need in order to cover their handprint. They are keen to find out whether their guess is correct. Across the school, attitudes to learning are strong. Staff are consistent in reinforcing behaviour expectations.

Pupils can talk about how they learn about their emotions and how to control these. They know the importance of having a good diet and being physically active. Pupils talk about the characteristics of being a good friend. They understand that everyone is different and unique.

Staff acknowledge that the pace of change has been rapid. However, they say that leaders have been supportive. They appreciate the professional development they have received. Staff know that leaders are conscious of their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is given the highest priority. Leaders and the trust have made sure that all staff are well trained and vigilant. Safeguarding is everybody's responsibility. The safeguarding team meets weekly and is determined that every support is given to ensure the safest outcomes for every child. Staff know pupils and their families well. Record-keeping is comprehensive. Pupils know the members of the safeguarding team they can go to. They are taught how to keep safe. Pupils can talk about how to stay safe when online and the importance of not giving out information.

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

### (Information for the school and appropriate authority)

- The curriculum in subjects beyond reading and mathematics is still fairly new. Systems for checking on pupils' learning are not embedded. Leaders need to ensure that teachers have a secure picture of what pupils have retained and what they need to learn next.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in June 2017.

## 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.

## 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

<b>Unique reference number</b>	139644
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	10241776
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	195
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Archdeacon Luke Irvine-Capel
<b>Headteacher/Principal/Teacher in charge</b>	Alex Augustus
<b>Website</b>	<a href="http://www.stblasiusacademy.co.uk">www.stblasiusacademy.co.uk</a>
<b>Date of previous inspection</b>	27 and 28 June 2017, under section 5 of the Education Act 2005

## Information about this school

- St Blasius Shanklin Church of England Primary School moved to the Diocese of Chichester Academy Trust in May 2021, having previously been part of Portsmouth and Winchester Diocesan Academies Trust.
- The new executive principal took up post in May 2022.
- The school does not currently use alternative provision.
- This school's Church of England character was last inspected in September 2015 under section 48 of the Education Act 2005.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation of the school.
- Deep dives were carried out in early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited lessons, spoke

to teachers, looked at samples of work and spoke to pupils about their learning. The inspector listened to pupils reading aloud and talked to them about their reading.

- The inspector also reviewed curriculum plans and spoke to a selection of pupils with their books.
- To evaluate the effectiveness of safeguarding, the inspector carried out a range of activities. These included speaking to staff and pupils, reviewing policies, meeting with the safeguarding team and looking at case studies for individual pupils.
- The inspector met with the special educational needs coordinator to discuss the provision for pupils with SEND.
- Two remote meetings were held, one with trustees and the trust's chief executive officer and the other with members of the transition board. The inspector also met with the deputy chief executive and the senior educational leader.
- The inspector considered responses made by parents and carers to Ofsted Parent View and the free-text comments. She also took account of responses to Ofsted's online staff and pupil surveys.

### **Inspection team**

Becky Greenhalgh, lead inspector

Ofsted Inspector

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