

Inspection of Bishop David Sheppard Church of England Primary School

Devonshire Road, Southport, Merseyside PR9 7BZ

Inspection dates: 18 and 19 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils, including children in the early years, are happy both learning and playing at this school. Staff make sure that those who are new to the school, including those who have arrived recently from other countries, settle in well and feel welcome. Pupils told inspectors that they are safe because 'strangers cannot get into the school' and because 'staff are always around' to look after them. Neither leaders nor staff allow bullying. If there is any unkindness, adults deal with it quickly.

Staff expect pupils to behave well in lessons and at social times. Pupils respond well to rewards for good behaviour. They listen to adults, follow instructions and are polite and courteous. They also rise to their teachers' expectations of academic achievement and hard work. Pupils strive to 'be the best that they can be'.

Many pupils take part in activities which leaders provide outside the school day. These include sports, choir and chess. They enjoy taking on responsibilities such as being the voice of their class on the school council and being playground leaders. They learn about active citizenship and caring for the environment when taking part in activities such as helping a local group to plant trees.

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

In most subjects, including English and mathematics, leaders have developed a curriculum which is well devised and demonstrates their ambition for all pupils. In these subjects, teachers know what pupils should learn and when they should learn it. The curriculum develops in a logical way as pupils move up the school. Consequently, teachers can build on previous learning. However, in a small number of subjects at key stage 2, leaders have very recently introduced new curriculums which do not take into account what pupils have learned in previous years. All classes in key stage 2 began the new curriculums at the same point and currently teachers introduce all pupils across key stage 2 to the same knowledge at the same time. This means that, with the present arrangement, teachers cannot ensure that pupils achieve well by building on what they already know, including what they have learned in key stage 1.

The early reading programme results in almost all pupils becoming accurate and confident readers. Staff who teach reading undertake regular training and consistently implement the school's effective approach to phonics. Children in the early years and pupils in key stage 1 systematically build their knowledge of letters and sounds. Reading begins in 'Buttons', where two-year-olds thoroughly enjoy listening to stories, repeating words and dancing to songs which use the same language as their giant books. Teachers identify pupils who find reading difficult. Teachers and teaching assistants help these pupils to learn to read as accurately and fluently as their peers, and to do so with expression and understanding.

Leaders prioritise reading. They make sure that pupils are enthusiastic readers. Staff read to pupils every day and share their own love of books. Pupils enjoy choosing books from the wide-ranging selection in the school library and cosy reading areas. They talked excitedly to an inspector about their favourite books and authors.

Across the curriculum, teachers check what pupils know and remember. They adapt future teaching to address gaps for individuals, groups, or the whole class.

Leaders quickly identify the needs of pupils with special educational needs and/or disabilities (SEND). Adaptation of activities and resources, alongside skilful individual and group support from teachers and teaching assistants, enables these pupils to follow the same curriculum as their peers.

Children in the early years, including the two-year-olds in 'Buttons', quickly settle in and enjoy learning what staff expect of them. Across the school there are well-established routines and clear and effective rules. Nevertheless, some pupils, who have needs which make it difficult for them to manage their own behaviour and emotions, occasionally disturb lessons. However, skilled teachers and teaching assistants settle them quickly and thus minimise disruption to learning.

Rates of absence at the school are greater than those seen in similar schools nationally. Those pupils who do not attend regularly miss valuable learning as well as the wide-ranging opportunities which leaders provide for personal development.

Leaders fulfil their aim to 'provide pupils with enriching opportunities to prepare them for the next stage in their education and life'. They ensure that pupils with SEND have the same opportunities as their peers to develop beyond the academic curriculum. Pupils learn to celebrate difference, including in culture and choice of dress. They are excited to learn about the backgrounds of new pupils and are keen to befriend and help them.

Staff enjoy working at this school. They told inspectors that leaders recognise their hard work and thank them for it. They said that leaders are understanding and take staff workload and well-being into account when making changes. Governors know the school well and work hard to fulfil their individual and joint responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that everyone at the school understands their safeguarding responsibilities and the importance of reporting and recording concerns quickly. Staff undertake regular training so that they can recognise if a pupil is at risk of harm. Leaders work with a number of agencies and charities to provide timely and effective help for vulnerable pupils and their families. This includes organisations which provide food to those in need.

Staff and external organisations give pupils regular and age-appropriate guidance about how to keep themselves safe. For example, pupils learn about online safety and the features of healthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not attend school regularly enough. As a result, they do not benefit as much as their peers from the good quality of education and personal development that the school provides. Leaders should work with families to improve attendance so that all pupils reach their full potential in all aspects of school life, including academically.
- Leaders have recently introduced new curriculums for a small number of subjects in key stage 2. In these subjects, they have not given enough thought to the transition from the previous curriculums. As a result, teaching does not take into account what pupils have learned in the past, and pupils do not achieve as well as they should. Leaders should review the new curriculums to ensure that they build on what pupils already know and remember, including what they know and remember from key stage 1.

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

Unique reference number	104942
Local authority	Sefton
Inspection number	10256035
Type of school	Primary
School category	Voluntary aided
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair of governing body	Brian Johnson
Headteacher	Siobhan Bayliff
Website	www.bishopdavidsheppard.com
Date of previous inspection	31 October 2017, under section 8 of the Education Act 2005

Information about this school

- The last section 48 inspection took place in March 2016. The Diocese of Liverpool plans to conduct the next section 48 inspection in the academic year 2023/24.
- The school does not make use of alternative provision.
- Fifteen children attend 'Buttons', the school's provision for two-year-olds.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors considered responses to Ofsted Parent View and spoke to parents in the playground at the start of the school day. They also reviewed responses to Ofsted's pupil and staff questionnaires.

- Inspectors carried out deep dives in early reading, mathematics and history. These involved visiting lessons with subject leaders, discussing subject curriculums, talking to pupils and teachers and looking at pupils' work. An inspector also reviewed the science curriculum and pupils' work in science. An inspector observed pupils reading to a familiar adult.
- Inspectors held meetings with the headteacher, senior leaders and governors, including the chair of governors. An inspector held discussions with a representative of the local authority and a representative of the Diocese of Liverpool.
- Inspectors observed pupils' behaviour at social times and during lessons. Pupils talked to inspectors about their views of each aspect of the school, including safeguarding.
- An inspector checked leaders' safeguarding procedures. She scrutinised a range of safeguarding documentation and discussed how the school manages and records incidents.
- An inspector spoke to leaders about how the school meets the needs of pupils with SEND. She also reviewed a range of documentation related to pupils with SEND. Inspectors observed pupils with SEND learning a range of subjects alongside their peers.

Inspection team

Liz Kelly, lead inspector

Ofsted Inspector

Moira Loftus

Ofsted Inspector

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