Inspection of Shipham Church of England First School

Turnpike Road, Shipham, Winscombe, Somerset BS25 1TX

Inspection dates:	8 and 9 October 2024
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Good

The headteacher of this school is Sarah Netto. This school is part of the Wessex Learning Trust which means other people in the trust have responsibility for running the school. The trust is run by the chief executive officer, Gavin Ball, and overseen by a board of trustees, chaired by Paul Jacobs.

What is it like to attend this school?

Pupils enjoy coming to this welcoming and inclusive school and attend regularly. Pupils feel safe. They are confident they can share any worries or concerns and trust that the school will listen and act promptly. Many parents and carers praise the school and what it achieves for their children.

The school creates a calm and purposeful environment for pupils to learn. Staff work as a team to ensure they meet the needs of individuals. They respond calmly and sensitively when pupils struggle with their emotions. The school has high expectations for how pupils should behave. These expectations start in Nursery where staff teach children to be kind and respectful, two of the school's values.

The school has high expectations for all its pupils. Pupils show positive attitudes to their learning, work hard and achieve well. In some subjects, the school checks to find out the knowledge pupils remember. This supports pupils to build on previous learning. However, in a few subjects this is not the case.

The school provides high-quality pastoral support to pupils and their families. They teach pupils how to stay safe, healthy and keep active. Pupils talk openly about differences and how it is important to celebrate diversity.

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

The school's work to resolve previous weaknesses in pupils' learning behaviours and the curriculum has been quick, thorough and successful. Pupils demonstrate positive attitudes to their learning. The school has strengthened phonics teaching and identified the key knowledge and vocabulary pupils need to know and remember across wider subjects. For example, pupils in history confidently explain monarchy and the impact of monarchs in Britain. In early reading, staff quickly spot any pupil who is falling behind and help them catch up. Pupils achieve well in reading, writing and mathematics. However, the school recognise that checks on what pupils know and remember are not fully in place across all subjects. This means that in some subjects, gaps remain in pupils' knowledge, including for children in the early years in areas beyond early reading and mathematics.

From the moment children start in the Nursery, they learn how to socialise, work together and become independent, as well as build their early reading, writing and mathematical knowledge. Behaviour and personal development in the early years are impressive. This is because staff form positive relationships with children. Children rapidly learn the behaviours expected of them. This means that they are prepared for the demands of Year 1.

The school demonstrates a determination that pupils will develop a love of books and become fluent readers. Children begin their reading journey from the moment they start in the early years. In the Nursery, children experience a wide range of stories which they listen to carefully and enjoy. They select books carefully to ensure they match pupils'

phonic knowledge precisely. As a result, pupils develop into confident readers. Story time is a firm favourite. Children and pupils enjoy these times and are eager to participate.

Systems are in place to identify pupils with special educational needs and/or disabilities (SEND) quickly. The school work closely with other agencies, such as educational psychologists and speech and language therapists, to ensure pupils with SEND receive the right support. This enables pupils to develop a broad body of knowledge. As a result, pupils with SEND achieve well.

The school's work to develop pupils' personal development is good. It provides pupils with rich developmental experiences, such as the residential trip to Morfa Bay. These opportunities develop pupils' resilience and team skills. Trips are carefully considered to enhance pupils' learning experiences, including Glastonbury Abbey and Somerset Earth Science Centre.

The school encourages pupils to develop their interests and talents. There is a wide range of clubs on offer which include music, sports and chess. Beekeeping workshops, archery and yoga are also favourite activities.

Pupils relish the roles and responsibilities on offer. These include being British values ambassadors and members of the worship council. A school council elects children from Reception to Year 4. This allows pupils to have a say about their school.

Pupils learn how to become thoughtful and caring. They respect and appreciate the diversity of the world in which they live. They enjoy their involvement in and support of charities such as those looking after animals, following the discovery of a hedgehog in school.

The trust offers strong support, guidance and challenge which the school welcome and embraces.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the foundation subjects, the school has not fully established effective systems of assessment to check pupils' learning. Therefore, pupils do not remember some of the most important knowledge they need for their subsequent learning. The trust should take action to ensure that assessment is effective and supports pupils to know more and remember more of the wider curriculum in all subjects.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147823
Local authority	Somerset
Inspection number	10344837
Type of school	First
School category	Academy converter
Age range of pupils	2 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	78
Appropriate authority	Board of trustees
Chair of trust	Paul Jacobs
CEO of the trust	Gavin Ball
Headteacher	Sarah Netto
Website	www.shiphamfirst.co.uk
Date of previous inspection	4 July 2023, under section 8 of the Education Act 2005

Information about this school

- The headteacher started in post September 2024.
- The school is part of the Wessex Learning Trust.
- This is a Church of England school in the Diocese of Bath and Wells. The school received its section 48 inspection under the Education Act for schools of a religious character in December 2019, when it was judged to be good. These inspections usually take place every five years. The school is due their next section 48 inspection during the next academic year.
- There is an on-site nursery and pre-school for children aged two years upwards.
- The school provides wraparound care through breakfast and after-school clubs.
- The school uses no alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the assistant headteachers and staff.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to pupils across the school read to an adult.
- The lead inspector sampled pupils' work in science, geography, English and art.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school site. The inspectors met with school leaders to discuss and scrutinise how they respond to behaviour incidents and pupils' attendance.
- Inspectors considered key documentation, including the academy improvement plan which includes the school's self-evaluation.
- The lead inspector met with the chief executive officer and the deputy chief executive officer of the trust.
- The lead inspector spoke with trustees and members of the local partnership boards.
- Inspectors considered the responses to Ofsted Parent View, including free-text replies. Inspectors spoke with parents at the start and the end of the day.

Inspection team

Jen Southall, lead inspector	His Majesty's Inspector
Lizzy Meadows	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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