



Shoscombe CofE Primary School

Inspection Report - Amended

Unique Reference Number 109236
Local Authority Bath and North East Somerset
Inspection number 288321
Inspection date 19 September 2006
Reporting inspector Anthony Shield

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

Type of school	Primary	School address	St Julian's Road
School category	Voluntary aided		Shoscombe
Age range of pupils	4-11		Bath BA2 8NB
Gender of pupils	Mixed	Telephone number	01761 432479
Number on roll (school)	87	Fax number	01761 439688
Appropriate authority	The governing body	Chair	Wendy Simmons
		Headteacher	S Such
Date of previous school inspection	1 June 2001		

Age group 4-11	Inspection date 19 September 2006	Inspection number 288321
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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Shoscombe Church of England Primary School is smaller than most primary schools, drawing its pupils from Shoscombe, Peasedown St. John and neighbouring villages. The vast majority of pupils are from White British backgrounds. The proportion of pupils eligible for free school meals is much lower than average, and children start school with average social and language skills. A small number of pupils have learning difficulties, mainly in terms of speech and language.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Shoscombe Primary School is a satisfactory school with some good features. The school, as one parent expressed it, is a 'big family' and the atmosphere of care and trust alongside good relationships enhance pupils' good personal development. The good quality of care and support is a strength of the school. Good teaching in the Reception year and through Years 3 to 6 has led to above-average standards by the time pupils leave school in Year 6. Teaching in the Year 1/2 class has not been consistently of this quality and some pupils have underachieved during these years. Results at the end of Year 2 have varied considerably and in 2006 were broadly average, although more-able pupils in writing in particular underachieved. Current provision in this class is better and is leading to satisfactory achievement. Pupils catch up much of the lost ground during the junior years and attainment is above average in mathematics and science and exceptionally high in English. Overall, pupils' achievements are satisfactory.

Pupils enjoy school and take part in lessons and the good range of extra-curricular activities with enthusiasm. They are polite and considerate of others around the school. Older pupils are mature and sensible because of the good opportunities they have to take responsibility.

The atmosphere in classrooms is purposeful and teachers encourage pupils to be self-reliant learners. Good teaching in Years 3 to 6 is characterised by high levels of challenge and work that is carefully matched to individual needs. Good tracking of pupils' progress enables effective intervention to be made when necessary. In Key Stage 1, the tracking of pupils' progress has not been so effective. A well-balanced and broad curriculum is enriched by a good range of clubs, visits and visitors.

Leadership and management are satisfactory. Staff at all levels make a strong contribution and the school's values are shared. Governors are also making an increasingly effective contribution. However, monitoring and evaluation are not systematic enough to ensure a sharp focus on what needs to be improved in order to raise pupils' achievement. Parents are generally supportive of the school, and particularly appreciate the commitment of the staff. As one parent commented, 'the teaching and support staff are remarkable. I have never come across such a dedicated team'. The school is determined to improve further and has the capacity to do so.

What the school should do to improve further

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- Improve achievement by the end of Year 2, particularly by providing more challenging work for more-able pupils in writing.
- Improve the tracking of pupils' progress in Key Stage 1.
- Sharpen monitoring and evaluation procedures to ensure a focus on what really needs to be improved.

Achievement and standards

Grade: 3

Pupils achieve satisfactorily overall, but their rate of progress varies as they move through the school. On entry to the Reception class, children show broadly average attainment. They make good progress in a happy and secure environment and most are confident learners by the time they start Year 1. Progress through Years 1 and 2 has not been consistent and pupils, particularly the more able in writing, do not make the progress they should. This is because pupils' progress has not been tracked well enough to ensure work is set at a challenging level. However, lost ground is largely made up during Years 3 to 6. Progress is particularly impressive in English, where standards by the end of Year 6 are high. Standards are also above average in mathematics and science and progress is good. Effective teaching, using specialist teachers for both English and mathematics, and the careful monitoring of pupils' progress ensure good progress at this stage.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils enjoy school and say learning is fun. Above-average attendance reflects these good attitudes. Behaviour is good and most pupils are polite and sensitive to the needs of others. They have a good sense of right and wrong, know how to keep themselves safe, and are confident to approach staff if they are worried. Pupils understand the benefits of healthy eating and most make sensible lunch choices, although they appreciate their Friday treat of fish and chips! Year 6 pupils responsibly run the healthy tuck shop, learning some business skills on the way. Through such ventures, pupils are well prepared for their future. Pupils know they must exercise regularly, and participate in the netball and football clubs with enthusiasm.

The school's family ethos and caring relationships underpin pupils' good spiritual, moral, social and cultural development. Pupils are supportive of one another and make a strong contribution to their own and the wider community through local, national and international links.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall, with some good features. Well-planned activities in the Reception class that encourage independence enable children to make good progress. Effective teaching in the two junior classes is characterised by a good choice of stimulating resources, a lively pace and challenging activities. Good questioning probes and deepens understanding, as for example in an effective Year 5/6 poetry lesson where pupils' understanding of personification was enhanced. Good

use is made of specialist expertise, particularly in English and mathematics, and teaching is usually well planned for pupils of differing abilities. Evidence from a scrutiny of last year's work indicates that teaching in the Year 1/2 class has not been well matched to pupils' needs and assessment has not been used effectively to plan the next step or plan intervention when pupils are likely to underachieve. Expectations for more-able pupils in writing were not always high enough. Teachers use interactive whiteboards confidently, making lessons vibrant and meaningful. Support by teaching assistants is good, and pupils with learning difficulties also achieve satisfactorily.

Curriculum and other activities

Grade: 2

The curriculum is broad and well balanced. Literacy and numeracy skills are given good emphasis but other subjects are not neglected and pupils learn to transfer and apply skills in a range of disciplines. Good progress in English in Key Stage 2 has been encouraged by the well-planned approach to developing skills in extended writing. The school's international dimension is encouraged by opportunities for pupils to learn French and Spanish. Work in the Reception class ensures effective coverage of all areas of the Foundation Stage curriculum. The curriculum is enriched by a good range of opportunities for pupils to attend lunchtime and after-school clubs, enhancing their personal development. The work of the gardening club, started by a parent, has done much to encourage pupils' interest as well as enriching the school environment with an attractive natural area. External visits and visitors provide interest and further breadth, which the pupils appreciate. They talked warmly of Farmer Nick and his encouragement of healthy eating. The annual drama production, 'Snow White' last year, is a highlight of the school year for many parents.

Care, guidance and support

Grade: 3

The school places a high priority on the pupils' care and welfare. There is a strong sense of family and caring for one another throughout the school. Every Reception child is linked with a Year 6 pupil who takes good care of them. Pupils feel safe and are confident they can share any worries with their buddies or member of staff. Child protection procedures are fully in place and risk assessments are carried out conscientiously.

Academic guidance is satisfactory, but works more effectively in Key Stage 2 where procedures for tracking individual pupils' progress are increasingly engrained in practice. As a result, intervention is swift and effective when needed. However, pupils are not always sure of what they are aiming for. In Key Stage 1, the tracking of pupils' progress is not yet fully effective.

Leadership and management

Grade: 3

The leadership of the headteacher, her deputy and other staff has been successful in promoting a school that is at the heart of its community and where children are cared for and respected. These values are widely shared, and the school's strong connection with the church is a distinctive and valued feature. The school by and large has the confidence of the community it serves and parents speak warmly of the 'close family atmosphere the school fosters'.

Monitoring procedures are not systematic enough for the school to be confident that everything is going well. Planning, pupils' work and teaching are not checked on rigorously and, as a result, inconsistencies are not picked up. Self-evaluation is not a strong feature of the school's management, and the school development plan, a sound document in some respects, does not focus sharply enough on what needs to be improved. Governors are supportive of the school and have a satisfactory understanding of its strengths and weaknesses; they are beginning to play a more active part in monitoring its work.

The school has made satisfactory progress since the last inspection. Standards in Key Stage 2 have improved, but although standards in Key Stage 1 did improve, they slipped back again as a result of staff changes. Both staff and governors have a realistic view of the school and the capacity to carry out further improvements.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Shoscombe C of E Primary School St Julian's Road Shoscombe Bath BA2 8NB

20 September 2006

Dear Pupils

Thank you for welcoming us to your school. We enjoyed meeting you and talking about your work in school. Your school has many good features, and gives you a satisfactory standard of education overall.

What we liked most about your school

- You work hard and are keen to do your best. Your enthusiasm and excitement in some lessons were clear.
- You behave well and are friendly and polite to your teachers and each other. You are growing up into sensible and mature young people.
- Good teaching in the older classes is enabling you to achieve high standards.
- Your teachers look after you well and most lessons are interesting and fun.
- You told us that you feel safe and that the school is a happy, friendly community.
- You get lots of opportunities to take part in clubs after school.

What we have asked your school to do now

- Make sure that those of you in Years 1/2 who are capable of doing really well reach the highest possible standards, particularly in your writing.
- Make sure that your progress in Years 1/2 is checked more regularly so that help can be given when needed.
- Ensure that teachers check up more regularly on how things are going to make your school even better.

Thank you once again for your help during the inspection. Good luck in the future!

Yours sincerely

Mr Tony Shield Lead Inspector