

Shepton Beauchamp Church of England Primary School

Church Street, Shepton Beauchamp, Somerset, TA19 0LQ

Inspection dates 28–29 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils of all ages and abilities achieve well in response to consistently good teaching and caring support in all parts of the school.
- Teachers, teaching assistants and volunteer helpers strongly encourage the pupils to express and share their ideas and this develops their speaking and listening skills extremely well.
- Consequently, pupils feel valued and their self-confidence and communication skills are enhanced. As a result, pupils behave well, make lots of friends and make good progress by helping each other to learn.
- Staff work diligently to treat each pupil as a unique individual and to make sure that pupils experience warm and friendly relationships and enjoy stimulating learning activities.
- All staff ensure that pupils are kept safe. Parents and carers greatly appreciate the warmth of the relationships across the school. Highly supportive partnerships between staff and parents and carers promote the pupils' above average attendance and happiness at school.
- Leaders and managers, including governors, work well together and are bringing the school successfully through a period of change. With a newly appointed headteacher now in post, the leadership team are looking to the future with refreshed vigour.
- Through increased sharing of expertise across the federation of schools, teachers and governors are quickening the pace of improvement.

It is not yet an outstanding school because:

- At times, particularly in mathematics, having marked the pupils' work, teachers do not ensure that pupils respond well enough to the guidance; pupils often do not make the required improvements with sufficient purpose and speed.
- Pupils' handwriting and punctuation skills are not developed consistently enough as they move through the school.

Information about this inspection

- The inspector visited 11 lessons and was accompanied by the headteacher during these observations.
- The inspector observed morning playtime and lunch breaks and also attended an assembly.
- Meetings were held with members of the school council and many other pupils were spoken to during lessons and breaktimes. The inspector also met with governors and with a representative of the local authority.
- The inspector held meetings with school staff, including senior leaders.
- The inspector received eight staff questionnaires. He also spoke informally with a few parents and carers as they brought their children to school and took account of 11 parents' and carers' responses to the online questionnaire (Parent View) in planning and undertaking the inspection.
- The inspector observed the school's work, and looked at a number of documents, including: the school's own data on pupils' progress; lesson planning; leaders' checks on the quality of teaching; records relating to behaviour and attendance; and documents relating to safeguarding.

Inspection team

Alex Baxter, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- All pupils attending the school are of White British heritage.
- The proportion of pupils entering or leaving the school at other than the normal times is above average.
- The proportion of disabled pupils and those with special educational needs supported through school action is broadly average. The proportion supported by school action plus or with a statement of special educational needs is slightly below average. These proportions vary significantly from year to year.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for children in local authority care, children from service families and those known to be eligible for free school meals) is well below that found nationally.
- There are two classes. Children in the Early Years Foundation Stage are accommodated in a combined Reception and Years 1 and 2 class and pupils in Years 3, 4, 5 and 6 form the second class.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school is a member of the Three Saints Federation, in partnership with another primary school, which is located on two sites. One governing body fulfils the governance of both the schools in the federation.
- This school is led by a new headteacher who took up his position at the beginning of the spring term 2014 and who is also headteacher of St Mary and St Peter's, the other school in the federation.

What does the school need to do to improve further?

- Raise the quality of teaching and the rate of pupils' progress from good to outstanding by:
 - strengthening teachers' marking of pupils' work, especially in mathematics, by ensuring that pupils more purposefully and swiftly respond to the guidance given and make the intended next steps of improvement
 - more consistently developing pupils' handwriting and punctuation skills, by teachers and teaching assistants more clearly teaching good handwriting skills and raising expectations of the quality and amount of work that pupils should complete.

Inspection judgements

The achievement of pupils is good

- Children's skills on entry vary significantly from year to year and so does the number of children seeking entry each year and within the year groups across the school. Children's increasing levels of skills on entry, for example as currently seen in Reception, match those normally expected for children of this age.
- Evidence of pupils' progress, for example observations of their work in lessons and recorded in pupils' books, matches school and other records of pupils' progress over time and shows that achievement is good for all groups of pupils.
- Records of the impact of additional support provided for disabled pupils, those with special educational needs and those entering this school later than the usual time from other schools, also show good achievement in relation to their differing starting points and needs.
- The very few pupils eligible for pupil premium support benefit from additional guidance from adults, which enables them to achieve as well as their peers.
- Pupils' progress is typically good in both classes, with pupils in all key stages, including Reception, making particularly good gains in developing self-confidence and communication skills.
- Pupils love expressing their ideas, secure in the knowledge that adults and other pupils value them. As a result, most pupils develop above average speaking and listening skills and use these effectively to underpin their good learning across the range of subjects. This was noted in a lesson in Years 3 to 6, for example, where pupils looked for patterns in number problems, with more-able pupils discussing how to express formulae as words and symbols.
- Teaching and learning in mathematics, aimed specifically at raising pupils' confidence through practical investigations, now enable pupils to make similarly good progress in mathematics as in reading and writing as they move through the school.
- Well-structured teaching of phonics (the sounds letters make) and regular reading at school and at home sustain the effective step-by-step development of pupils' literacy skills throughout the school. As result, pupils love to read and enjoy books and most demonstrate above average reading skills by the time they leave the school.
- Attainment in writing continues to improve, with pupils enthused by interesting 'stories to tell'. For example, pupils in the Years 3 to 6 class wrote descriptively about how the character Hogarth felt in a 'Space Bat Angel Dragon Story'. However, progress and lively expressive writing are constrained on occasion by weaknesses in handwriting and punctuation.

The quality of teaching is good

- Discussion and the development of pupils' speaking and listening skills are a key strength throughout the school. From an early age children are taught how to sit and listen and sustain interest and to value not only what they have to say, but also the contributions of others. As a result, pupils confidently express their ideas or raise their own questions and this greatly helps their learning.
- By promoting warm relationships and managing behaviour effectively, staff ensure that classrooms are calm, encouraging places to learn. Staff support learning well by displaying good examples of pupils' work. This celebration of work in turn promotes the pupils' positive attitudes, including for disabled pupils and those with special educational needs.
- Teachers typically make sure that discussions and practical learning activities are based on interesting topics and presented in a lively way. Often in Reception these involve singing rhymes and for older pupils using games and problem-solving activities. By stimulating pupils' interest, progress in mathematics particularly has been accelerated since the previous inspection.
- Effective teaching often continues outdoors. For example, in a Years 1 and 2 lesson, pupils'

curiosity was heightened by having to hunt for three- and two-dimensional shapes located across the playground. They were then directed to describe their properties accurately, which they did well.

- Teachers make very good use of the school's Forest School area to develop first-hand learning opportunities, which effectively widen pupils' experiences and teach them to look at and investigate more closely the world around them. As a result, pupils show an increased willingness to find things out for themselves and a determination to sustain high levels of concentration, which leads to above-average achievement.
- In both classes, the teachers and teaching assistants use their close relationship with and knowledge of individual pupils effectively to judge the level of support and depth of questioning needed to promote good learning.
- This was seen, for example, in a mathematics lesson with Years 1 and 2 where the teacher carefully developed his use of technical terms, such as edges, vertices and faces, in a step-by-step way to extend the pupils' understanding of three-dimensional shapes.
- Such careful and successful development of the pupils' understanding was also evident in a literacy lesson in Years 3 to 6 where the teacher challenged the pupils to look closely at texts describing ace pilots of the First World War. In response, pupils were able to identify key descriptive features and extend their vocabulary and comprehension skills highly effectively.
- Staff also use information technology well to enthuse and sustain pupils in their learning. For example, staff use interactive whiteboards skilfully to introduce topics and then empower pupils to continue their own research by using laptop and tablet computers.
- Staff are careful to discuss the pupils' work with them and model good speech. Teachers are strengthening the way they show pupils how to improve when they mark their work. However, adults do not always teach handwriting accurately, and do not ensure that the pupils respond fully to their written guidance or expect enough work from them. As result, some pupils do not develop their basic mathematics and handwriting and punctuation skills quickly enough.

The behaviour and safety of pupils are good

- All those associated with the school agree that pupils are happy at school and enjoy the wide range of indoor and outdoor learning activities provided for them.
- Joy and interest in learning together were clearly evident in the pupils' responses as they greeted pre-school children parading around the playground dressed as a Chinese dragon to celebrate the Chinese New Year.
- As a result, pupils' behaviour is good and they relate warmly toward each other. At times behaviour is outstanding, for example, when listening intently to the story of Joseph and his coat of many colours in assembly or reflecting about the bravery of pilot aces during the First World War.
- A few pupils need and receive close adult guidance to help them to behave well. School records and observations during the inspection clearly showed the positive impact of the well-considered and diligent care that they receive.
- Observations of lessons, including visits to the Forest School and during outdoor physical education, show the wholehearted way that pupils throw themselves into their learning. Their positive attitudes and willingness to share ideas with each other greatly enhance their ability to learn and progress well.
- Safety is good. Pupils agree that they feel safe and value the readily available and very comforting support they receive from adults. They also make specific reference to the kindly help they get from other pupils, or as they say, 'our friends'.
- Pupils know about the different forms that bullying can take, for example cyber bullying, and are assured when they say, 'There is no bullying at this school' and 'Just a few times we might forget we are there and run into each other at playtimes!' All pupils questioned know how to stay safe, for example by understanding and applying the term e-safety, and how to use

computers safely.

- Attendance continues to be above average, further reflecting pupils' confidence in coming to school and the staff's very supportive links with parents and carers.

The leadership and management are good

- Leaders and managers have brought improved teaching and more stimulating learning opportunities in physical education and mathematics since the previous inspection.
- Now joined by a new headteacher, the united staff team across the federation, well supported by governors, promotes a stronger vision and capacity to further develop the school.
- Close teamwork also enables staff to provide all pupils with individual care and attention and this boosts their self-confidence, keeps pupils safe and encourages their enjoyment of school.
- Governors and staff promote very helpful links with parents, carers and the local community. They share a strong commitment to developing pupils' learning across a wide range of stimulating and often practical outdoor experiences. For example, regular visits to the school's own Forest School and shared festivals and joint events across the federation secure pupils' positive attitudes to learning and above-average attendance.
- Additional funds such as the pupil premium are used well to ensure that pupils in receipt of this funding are included in all these activities and, as necessary, receive additional adult help to boost literacy and numeracy skills.
- Additional funding for sport and physical education is used effectively by providing additional specialist teaching sessions and this is enriching pupils' health and welfare.
- Staff ensure that pupils are treated equally, eliminating discrimination and making sure that all pupils, including disabled pupils, those with special educational needs and those arriving from other schools, achieve well.
- Close links with the church and stimulating topic work further promote the pupils' spiritual, moral, social and cultural development. For example, regular assemblies, often led by the rector or volunteers and with themes such as 'Forgiveness', and class topics such as 'Space', greatly stimulate the pupils' interest and reflection.
- The local authority provides 'light-touch' support, for example by providing governor training and assisting well in the appointment of a new headteacher.
- **The governance of the school:**
 - The governing body of the federation undertakes regular training and through carefully considered appointments ensures a good breadth of expertise within the governing body and staff of the school. Governors plan and share their responsibilities effectively and, for example, make sure that statutory requirements such as safeguarding are fully implemented in keeping pupils safe. Governors are well represented by parents, carers and members of the community. By visiting the school regularly to see the school's work at first hand they know the good impact teaching has on pupils' learning. Appropriate checking ensures that governors have a clear understanding of how teachers' performance and experience are linked to pay progression. Governors also consider detailed reports from senior staff leaders, which often include samples of pupils' work and data of their progress. Governors question staff carefully, for example to check how pupils' progress in this school compares with that in similar schools. They ensure efficient financial management and check that funds for pupils in receipt of the pupil premium are used effectively to provide the quality of additional adult support that helps them to achieve as well as other pupils. The governing body is constantly considering the strategic development of the school to make sure that the partnership between the federated schools is developed effectively to widen pupils' learning activities. Over the past year, for example, there have been increased opportunities for sport.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	123773
Local authority	Somerset
Inspection number	441051

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Boys
Number of pupils on the school roll	37
Appropriate authority	The governing body
Chair	Mark Singleton
Headteacher	Shaun Watson
Date of previous school inspection	11–12 December 2012
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