



# Shellingford Church of England (Voluntary Aided) School

## Inspection Report

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**Unique Reference Number** 123222  
**Local Authority** Oxfordshire  
**Inspection number** 292615  
**Inspection dates** 21–22 November 2006  
**Reporting inspector** Jeffrey White

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

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<b>Type of school</b>	Primary	<b>School address</b>	Church Street
<b>School category</b>	Voluntary aided		Shellingford
<b>Age range of pupils</b>	4–11		Faringdon SN7 7QA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01367 710301
<b>Number on roll (school)</b>	60	<b>Fax number</b>	01367 718164
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Elizabeth Cracknell
		<b>Headteacher</b>	Mrs Fiona Craig
<b>Date of previous school inspection</b>	6 October 2004		

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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

The school is much smaller than average. Almost all pupils are of White British origin. The percentage of pupils eligible for free school meals is well below average. The proportion of pupils with learning difficulties or disabilities is above average. Attainment on entry to the school can vary considerably but, overall, it is average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 1

This is an excellent school that has improved very quickly over the last few years. The headteacher's outstanding leadership is the driving force behind the school's success. She is supported extremely well by an active governing body and by staff and parents. The school has become highly popular with parents and they praise the headteacher's leadership. The promotion of pupils' personal and academic development is central to the school's work. A strong Christian ethos permeates the life of the school and pupils' spiritual, moral, social and cultural development is excellent. Pupils enjoy their school life, behave extremely well and have very positive attitudes to their learning. They especially appreciate the opportunities for them to give their views and opinions.

Thorough analysis of pupils' performance leads to effective action to improve their achievement and the quality of their work. Improvements have been made in teaching, pupils' achievement and the standards they reach. Teaching and learning are good and, consequently, most pupils achieve well and reach above average standards. Standards are average in the Foundation Stage and progress is good. The very recent change in the organisation of two of the three classes provides the opportunity to meet more thoroughly the distinctive needs of the youngest children. The headteacher and staff are fully aware of what needs to be done to raise standards. Teaching is highly effective in Year 5 and Year 6 and pupils' reach high standards by the time they leave the school.

The good curriculum is interesting and stimulating and captures the pupils' interests. They especially enjoy the many extra-curricular activities that enhance their learning.

The quality of care, guidance and support for pupils is outstanding. Pupils feel safe and valued. A significant strength is their involvement in improving their performance. They are well aware of their targets for learning and know what they need to do to improve. Support for pupils with learning difficulties or disabilities is highly effective and consequently these pupils make good or better progress.

The school's many strengths, especially in the leadership and management, mean that the school's capacity to continue to improve is excellent.

### What the school should do to improve further

- Improve the satisfactory curriculum in the Foundation Stage by ensuring that the intended learning outcomes are clear and precise.

## Achievement and standards

### Grade: 2

Achievement across the school is good in all subjects because the teaching is effective. Teaching is excellent in Year 5 and Year 6 and consequently these pupils achieve extremely well. Children in the Foundation Stage make good progress in most of the areas for learning but especially in personal, social and emotional development. Their

achievement is inconsistent because the planning of activities is not always rigorous enough. Standards on entry to Year 1 are about average. Most pupils in Years 1 to 4 reach above average standards and by the end of Year 6 standards are especially high. Pupils with learning difficulties or disabilities are well supported and consequently make good progress; some of them make excellent progress. Pupils' ability to talk confidently about their work benefits their progress.

## **Personal development and well-being**

### **Grade: 1**

Pupils respond excellently to the very wide range of opportunities for their personal development. They take regular exercise and they are fully aware of how to stay safe and healthy. They know whom to turn to if they have a problem. Pupils value the chances to give their views, for example, in the school council and in 'circle time'. Older pupils talk readily about how much they think the school has improved in recent times. Pupils' attitudes and behaviour are excellent and as a result they are very keen learners. Attendance is good and pupils very much enjoy their time in school. Their spiritual, moral, social and cultural development is outstanding. A very strong Christian ethos permeates the life of the school. Pupils compose their own very moving prayers. Their learning benefits from the very wide links with the local community. The oldest pupils write letters to members of the local community to thank them for their visits to the school. Pupils develop basic skills well and co-operate together extremely productively.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and excellent in Year 5 and Year 6. Lessons are well planned and have clear objectives, which are shared with the pupils. Learning objectives are not consistently clear in the Foundation Stage. Teachers engage well with the pupils especially at the start of lessons. An especially good feature is the encouragement of pupils to explain their thinking. Pupils are also given the opportunity to assess their own performance and this contributes strongly to their personal development. Pupils talk well about their work and are diligent learners. They work productively alone and in ability groups. Teachers' discipline is calm and effective so that behaviour is excellent. The excellent teaching in Year 5 and Year 6 is characterised by very high expectations and, consequently, these pupils' achievement is excellent.

### **Curriculum and other activities**

#### **Grade: 2**

Pupils enjoy a stimulating curriculum that excites their interest, meets requirements and helps them to make good progress. Good links are made between subjects such as history and art and design and there is some very good work in these subjects. The

curriculum in the Foundation Stage is satisfactory. Pupils especially enjoy the good range of extra-curricular activities, especially the sporting opportunities that are helping to keep them healthy. The many visits and visitors to the school enhance their personal development and their learning. Pupils are very keen to work in teams in special 'projects', such as problem solving days. Collaboration with other schools is very productive.

## **Care, guidance and support**

### **Grade: 1**

All staff show great care for the pupils and consequently pupils feel valued. Excellent academic and personal guidance contribute significantly to pupils' progress. Child protection procedures are very thorough and pupils' health and safety is secured very well. Pupils are extremely well involved in assessing their progress towards meeting their targets for learning as seen, for example, in an excellent Year 5 and 6 lesson. Teaching assistants give very sensitive and effective support to pupils with learning difficulties or disabilities and links with external agencies are very good.

## **Leadership and management**

### **Grade: 1**

The headteacher, governors and staff, working in partnership, have ensured that the school has improved quickly over the last three years. The headteacher's leadership is outstanding. Teaching and learning are monitored rigorously and very effective action is taken to remedy any weaknesses. For example, monitoring of children's writing showed that spelling needed to improve. Strategies to improve spelling were introduced and have proved to be very successful. The headteacher has succeeded extremely well in improving links with parents and they praise her leadership. Strategic planning is thorough and priorities for improvement are challenging and realistic. Pupils' personal development and the quality of care, guidance and support are promoted excellently. The school is highly inclusive and Christian values underpin the school's daily life. Governors discharge their responsibilities extremely well and are especially effective in their monitoring of the school's performance. The school runs very smoothly.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

Thank you for your help on my visit to your school. I very much enjoyed meeting and talking to you. I know how much you like your school and it is excellent. Your headteacher, governors and teachers work very well together to help you make progress in your work and in your personal development. You behave really well and you work hard. Your headteacher and staff value you highly and give you very good guidance in your work. I was very pleased to hear you talk about your targets for learning and how you can improve even more. You enjoy your work in all subjects. I have asked your headteacher to improve the planning for the youngest children.

With best wishes

Jeff White

Lead Inspector