

Shalfleet Church of England Primary School

Inspection report

Unique Reference Number	118188
Local Authority	Isle of Wight
Inspection number	339161
Inspection dates	15-16 June 2010
Reporting inspector	Michael Pye

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

Type of school	First
School category	Voluntary Controlled
Age range of pupils	4-9
Gender of pupils	Mixed
Number of pupils on the school roll	99
Appropriate authority	The governing body
Chair	Carla Bradshaw
Headteacher	Lisa Nicolson
Date of previous school inspection	20-21 March 2007
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Introduction

This inspection was carried out by two additional inspectors. They observed seven lessons, and saw five teachers. In addition, they visited another five part-lessons, and carried out a scrutiny of pupils' work. Discussions with parents, governors, staff and pupils took place. The inspectors observed the school's work, and looked at assessment and progress data, and policies and procedures, particularly those relating to safeguarding and health and safety matters. Lesson and curriculum plans were scrutinised, as were the self-assessments carried out by the school. A total of 50 parental questionnaires, along with staff and pupil questionnaires, were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively the school tracks the rate of progress of various pupil groups
- the quality of leaders and managers at all levels, especially with regard to their self-assessment and development planning
- how well pupils with special educational needs and/or disabilities and those with gifts and talents make progress in numeracy and literacy
- whether the school's self-evaluation is correct in identifying strengths in the pupils' personal development and the school's care, guidance and support.

Information about the school

Pupils in this smaller-than-average primary school come from a predominantly White British background. There are no pupils for whom English is an additional language. Pupils leave the school at the end of Year 4. The school has a higher number of boys than girls. The proportion of pupils with special educational needs and/or disabilities is below average; these are mainly pupils with specific or moderate learning difficulties. The proportion of pupils with a statement of special educational needs is below average. The school has been recognised nationally through the Healthy School and Eco-School awards. Provision for the Early Years Foundation Stage is delivered through a Reception class. The current headteacher was appointed in October 2009. A hard federation with another local school and an arrangement to develop Years 5 and 6 are planned from September 2010 as part of the island's reorganisation of education.

There is a privately run pre-school on the site which is inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school provides a good education for its pupils. It has many outstanding aspects. Its self-assessment regarding pupils' personal development and the care, guidance and support it provides for pupils is accurate; these are strengths. One pupil said, 'I am nice and warm here with my friends.' The excellent leadership of the headteacher, ably assisted by her deputy and an outstanding governing body, has helped the school to maintain pupils' above-average level of attainment, and good progress in reading, writing and mathematics. This is more notable in that high standards have been maintained during a period of uncertainty about the school's future. Partnerships with parents and carers are outstanding and they have developed extremely well to meet the need, for example, to communicate news concerning the reorganisation. A parent wrote, 'The teachers are extremely supportive and I think it is fantastic how the school encourages parental involvement in many aspects of school life.' Strategies are very effective – a parent forum has been established to discuss and help plan for the curriculum needs of the new Years 5 and 6. These successes reflect a good capacity to further improve the school.

Pupils progress well because of the good teaching they receive. They also benefit from a good curriculum. It has some outstanding elements. Topic work, which involves a cross-curricular approach, makes learning more real for pupils. Teachers are good at setting work for pupils of different abilities, including those with gifts and talents. Outside lessons, the school creates insufficient opportunities to challenge this group of pupils further.

Parents are extremely supportive of the school, and of the school's positive contribution to their child feeling exceptionally safe and keeping healthy. Pupils have an outstanding understanding of ecological issues and of how to remain healthy. This reflects the impact of the work carried out to gain the national awards. Pupils welcome the healthy lunchbox challenge, and pupil governors contribute their ideas about keeping fit at lunchtimes, for example through the 'run around' session. Alongside such contributions to the school community, the pupils are active in the local community, for example through participating in the carnival. However, arrangements for them to give their views and ideas with regard to the wider community are limited. The school has reviewed its community cohesion work and a link has been developed with a school in a contrasting mainland town. The school realises the need to use modern communication technology if such links are to maximise the pupils' understanding of other cultures and faiths.

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Good subject leadership has helped ensure that monitoring and self-evaluation take place. This leads to relevant areas for development being identified. On occasions the analysis of assessment data of different pupil groups is not rigorous enough. Development points are insufficiently specific, thereby making it difficult to measure accurately the progress towards those objectives.

What does the school need to do to improve further?

- Build on current leadership and management skills through:
 - ensuring thorough and deep analysis takes place of attainment and progress levels of the different pupil groups
 - subject coordinators identifying more specific actions for development, and producing measurable success criteria
 - identifying and building more opportunities to enhance the learning and challenge for gifted and talented pupils.

- Extend pupils' experience of the wider community through:
 - using information and communication technology to develop the school's links with schools and organisations farther afield
 - seeking opportunities for pupils to express their views and ideas about issues and events in the wider island community
 - maximising opportunities to experience other cultures and faiths that exist in mainland Britain.

Outcomes for individuals and groups of pupils

2

Pupils thoroughly enjoy their time at school and achieve well. This was seen in a Year 4 lesson where pupils, including boys, were highly motivated to write scripts for a Doctor Who episode. They show respect for each other's views and for the resources provided. This was seen in a Year 2 lesson, where pupils listened in silence, shared resources willingly and treated the laptops with great care.

From the Reception class pupils make good progress and in the current Year 2 pupils attainment levels that are above average. Pupils, including those with special educational needs and/or disabilities, continue to make good progress in reading, writing and mathematics. When they leave Year 4 the majority of pupils are attaining above-average standards. This is also reflected in the very good progress made by a small minority of pupils.

In 2009 the school, in its end of Year 2 assessments, continued a trend of well-above average attainment levels. Through accurate self-evaluation, the school subsequently recognised a need to focus on a cohort of boys regarding their writing levels, and girls in mathematics. Currently, however, there is no significant difference in the progress of pupils, whether in terms of gender, or pupils entitled to free school meals. Pupils with special educational needs and/or disabilities progress well. This is the result of some very good support from teaching assistants, who benefit from

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clear written guidance from teachers about what learning is expected of these pupils. Pupils progress well because their attendance is above average. Also, very good behaviour and positive attitudes help ensure that pupils are able to concentrate on their work. While they do participate in the local community, through carnival and church activities, their contribution to the wider community is not as strong. They have above-average levels of basic skills, which prepare them very well for the next stage in their education. In addition, pupils have many opportunities to experience other life skills, such as hearing visitors talk of their work including an Olympic rower. Moreover, they consistently assess their own work and make suggestions about what they want to learn as part of the learning-led curriculum topics. Such activities help ensure pupils are prepared outstandingly well for later life. Pupils’ spiritual development is particularly well catered for by this church school. A prayer tree allows pupils the opportunity to express and share their feelings, for example over the death of a pet. Cultural development through the arts, music and drama are good, although there are too few opportunities to reinforce the multicultural experiences of pupils.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	2
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Very secure relationships exist in lessons and pupils are consequently unafraid to express their views. Teachers use a wide variety of methods to address the different learning styles of pupils. For example, in a Year 2 lesson, effective use was made of paper stickers to demonstrate visually to pupils the advantages of a database. Teachers’ questioning is secure and ascertains pupils’ knowledge, although on

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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occasions the teacher misses opportunities to challenge pupils' understanding further. Pupils know their expected levels of work, although their knowledge of how to improve is not as secure in mathematics as it is in literacy. This also reflects the lack of reference to the necessary 'next steps' in the marking of mathematics books.

Topics provide excellent opportunities for pupils to show their prior learning and to have an input into what they want to study. The curriculum is very well enhanced by clubs and trips, for example to a local castle and museums. There is sound provision for those pupils identified as gifted and talented, but the school does not do enough to enhance their provision. Shortcomings in the curriculum have been effectively addressed. The school has introduced more opportunities for using and applying pupils' mathematical skills and knowledge, and more boy-friendly topics, which have met the need to encourage boys to write more.

Care, guidance and support for pupils are outstanding. The pupils are extremely well known by adults, and say they are very well cared for and feel secure in school. This undoubtedly contributes to their good progress. A parent wrote, 'My son has joined the school and has thrived in the caring atmosphere the school has.' Pupils clearly understand who to approach if they have a problem and know the various other strategies by which they can make their concerns known, for example the 'worry boxes'. A very wide range of external agencies are involved in supporting vulnerable pupils. Pupils' views are gathered through a variety of methods, and pupils say they are listened to, and that their views are respected. The care provided also extends to include families and carers. Careful tracking of pupils' progress helps the school to identify at an early stage any pupils requiring additional support. A very good range of intervention strategies are used to aid these pupils, and during lessons they often have 'special challenges' to help them progress.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The leadership of the headteacher and governors is excellent. Through an unsettling period of re-organisation, the drive for improvement has been very effectively maintained. The cycle of monitoring has continued seamlessly. Monitoring and coaching of classroom learning have led to valuable feedback to teachers on how they can improve their practice. This has had an impact, for example, in the consistent use by teachers of new assessment techniques in mathematics. Subject coordinators are effectively involved in monitoring and this enables them to identify

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relevant areas for development, although there are some shortcomings in planning. The governors are extremely rigorous in their monitoring. Lessons are observed, discussions with coordinators take place regularly, and such activities enable them to have a very accurate understanding of the school. This rigour extends to ensuring the safeguarding of pupils. Focused 'safeguarding' walks take place and policies and training are very carefully monitored. The school's commitment to equal opportunity for pupils is good. The progress of different pupil groups is tracked well and the talent show enables all pupils to have a good opportunity to show their individual talents. The school has reviewed well its community cohesion programme and links with a Chinese school are evolving. There is more to do to establish links in the wider community. Partnerships are excellent and highly focused on benefiting pupils, for example in sports. Particularly effective is the talk to pupils aimed at raising aspirations from high-achieving females from the Women's Institute.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter Reception with the expected levels of knowledge and skills, although there are relative weaknesses in aspects of literacy. Typically, the school has acted to meet this challenge. Activities have been adapted to give opportunities for more writing and marking. Clipboards are present outdoors and in one lesson the children role-played a trip abroad and produced airline tickets. This is having a positive impact on writing levels. The children make good progress and the majority leave Reception with above-expected levels in many areas of the curriculum. Consistently good teaching helps explain this progress. Very secure induction procedures help ensure that the children settle well and, in an atmosphere where relationships are positive, they thrive. In planning, learning objectives do not highlight consistently which skills as opposed to knowledge are targeted for improvement. Also, there is insufficient

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reference to how activities in the external area can reinforce the learning delivered in the adult-led sessions, and consequently progress slows. Good leadership and management have contributed to very effective assessments, backed up by a wide range of evidence of pupils' progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Around a half of the parents and carers completed questionnaires. Their views are overwhelmingly positive, and many commented on the impact of the headteacher and the commitment of adults in the school. All expressed their satisfaction with their child's school experience.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shalfleet Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 99 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	80	10	20	0	0	0	0
The school keeps my child safe	44	89	6	11	0	0	0	0
The school informs me about my child's progress	37	76	10	20	2	4	0	0
My child is making enough progress at this school	37	76	11	22	1	2	0	0
The teaching is good at this school	42	84	8	16	0	0	0	0
The school helps me to support my child's learning	39	78	10	20	1	2	0	0
The school helps my child to have a healthy lifestyle	40	80	10	20	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	73	13	27	0	0	0	0
The school meets my child's particular needs	37	74	11	22	1	2	0	0
The school deals effectively with unacceptable behaviour	36	73	13	27	0	0	0	0
The school takes account of my suggestions and concerns	33	69	14	29	1	2	0	0
The school is led and managed effectively	41	82	9	18	0	0	0	0
Overall, I am happy with my child's experience at this school	43	86	7	14	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 June 2010

Dear Pupils

**Inspection of Shalfleet Church of England Primary School, Newport
PO30 4NN**

Thank you for the warm welcome you gave us when we visited your school recently. You were eager to tell us your views and we listened carefully to what you had to say. Like you, we believe that yours is a good school.

There were many things we liked about your school. You told us how much you enjoy the lessons and, we agree, the teaching is good. As a result you progress well and are extremely well prepared for life when you leave this school. You behave very well. You told us you enjoy the exciting topic work, and we saw Year 4 pupils working enthusiastically during a lesson about writing a Doctor Who story. You have an excellent knowledge of how to remain healthy – well done to the pupil governors in helping with this! You told us you feel extremely safe in school.

We feel you also benefit from excellent links with people outside the school, for example the church. These help support your learning very well indeed. Your parents like the school and you told us that you feel very well cared for and supported. We feel the care, support and guidance you receive are excellent.

Your headteacher and the governors lead and manage your school in an outstanding way. They are always looking to make your school even better. We have asked them to look at the following:

- to develop more links between your school and other people around the island and on the mainland
- to help the adults who look after subjects to have a deeper understanding of how well you are doing, and to give those of you who have special talents more challenge in your learning.

On behalf of myself and my colleagues, thank you again for your warm welcome, and I wish you all the very best for your future.

Yours sincerely

Michael Pye
Lead inspector

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