

Inspection of a good school: Shipley CofE Primary School

School Lane, Shipley, Horsham, West Sussex RH13 8PL

Inspection dates: 14 May 2024

Outcome

Shipley CofE Primary School continues to be a good school.

What is it like to attend this school?

Pupils feel happy in their nurturing and vibrant school. Each morning, confident and resilient pupils arrive eager to start their learning. Forging positive relationships is at the heart of daily life. Pupils are encouraged to respect themselves and others. They behave well in and around the school. Pupils are keen to meet the high expectations that staff have for their achievement. They try hard in lessons and take pride in their work. Overall, pupils achieve well and are prepared for the next stage of their education.

Pupils appreciate the range of wider opportunities on offer. Clubs, such as 'wheels club', art and sports, help develop their talents and interests. A variety of trips to places such as the Amberley Museum and the local farm enable pupils to find out about their local area. Pupils benefit from taking on various leadership roles, such as being worship leaders or part of the school council. They talk excitedly about the 'magical moments' they experience, for example, building a 'leaf fort', checking whether the carrot seeds are beginning to grow and caring diligently for the guinea pigs. These experiences show pupils what it means to be a positive member of the school community.

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

The school is highly ambitious for pupils to achieve their best. Across subjects, the curriculum is interesting and well crafted. It identifies the precise knowledge and skills that staff intend pupils to learn. Importantly, the curriculum is arranged well so that it meets the needs of pupils in the mixed-age classes across the school. Pupils with special educational needs and/or disabilities (SEND) have their needs identified quickly and are supported thoughtfully. Parents are effusive in their praise for the school. Most agree that staff help their children to achieve their goals and aspirations. As one parent said, 'This is a fantastic school, where our children get all the attention and support they need to thrive.'

Staff receive high-quality training. They know how to adapt their teaching to ensure that pupils with SEND access the full curriculum successfully. Staff use their strong subject

knowledge to explain subject content clearly and introduce new learning in manageable steps. Typically, there is a consistent emphasis on helping pupils discuss their ideas using subject-specific vocabulary. This supports pupils to develop their thinking of different subjects with confidence and clarity. Despite this, sometimes, teachers do not check what pupils know and understand carefully enough before introducing new learning. This means that any gaps and misconceptions are not addressed effectively. As a result, some pupils do not learn as well as they could.

The school rightly prioritises the promotion of reading. There is a tangible love of reading in all areas of the school. Children in the early years have a range of opportunities to develop their language and communication. There are many exciting spaces for older pupils to dive into, and enjoy reading, the diverse and inclusive range of texts available. Pupils learn to read via a rigorous and well-structured phonics programme. This is taught well right from the start of Reception Year. Staff articulate and model sounds clearly to pupils. They expertly identify and support any pupils who need to catch up. Staff make sure that the books pupils read match the sounds they know. Consequently, pupils learn to read quickly and fluently.

The school's high expectations of pupils' behaviour are palpable in all areas. Typically, staff help pupils to be motivated in lessons, so that learning continues uninterrupted. Pupils are considerate towards others and show impeccable attitudes to learning. Children in the early years develop kind and caring friendships. The school has clear and effective systems in place to make sure that pupils attend regularly.

Promoting pupils' wider development is the bedrock of the school's curriculum. Pupils learn about different cultures and religions. They talk with consideration about the importance of individual liberty and tolerance of those of different faiths and beliefs. Pupils organise events to collect donations for the local hospice and other causes they choose. They are well prepared for life in Modern Britain. Pupils have an age-appropriate understanding of healthy relationships and how to look after their physical and emotional well-being.

Governors have a secure understanding of the school's priorities and areas for improvement. They provide strong support and challenge to the school and take account of staff well-being. For example, there have been well-considered actions taken to reduce staff's workload. Staff value and reflect the transformative difference these decisions have. As a result, morale is high.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers do not check what pupils know and understand carefully enough before introducing new learning. When this is the case, gaps and misconceptions are

not addressed effectively. As a result, some pupils do not learn as well as they could. The school should ensure that teachers assess pupils' knowledge consistently well, to enable them to make informed decisions about what to teach next.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good on 5 and 6 December 2018.

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	125992
Local authority	West Sussex
Inspection number	10321902
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	82
Appropriate authority	The governing body
Chair of governing body	Penny Middleton-Burn
Headteacher	Jen Harvey
Website	www.shipleyceprimary.com
Dates of previous inspection	5 and 6 December 2018, under section 5 of the Education Act 2005

Information about this school

- This is a small Church of England primary school. It has three mixed-aged classes and a class for children in Reception year.
- The school is part of the Diocese of Chichester. As a school with a religious character, the school was last inspected under Section 48 of the Education Act 2005 in February 2017. The next Section 48 inspection is due by 2025.
- The school is currently using one unregistered alternative provider.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, members of the senior leadership team, staff and pupils. They met with representatives of the governing body, including the chair.

Inspectors also spoke with a representative from West Sussex local authority and a representative from the Diocese of Chichester.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered the curriculum and looked at samples of pupils' work in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspection team considered the responses to the confidential staff survey and spoke to a range of staff about their views of the school.
- Inspectors took account of the responses to Ofsted Parent View questionnaire and the additional free-text responses. They also spoke to some parents at the start of the school day.
- The inspection team met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- Inspectors reviewed a range of documentation including the school development plan and pupil premium funding plan.

Inspection team

Louise Walker, lead inspector

His Majesty's Inspector

James Freeston

Ofsted Inspector

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