

Inspection of Shincliffe C of E (Controlled) Primary School

Beal Walk, High Shincliffe, Durham, County Durham DH1 2PN

Inspection dates: 26 and 27 April 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected 15 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Shincliffe Church of England Primary School leaders' vision is for 'everyone to flourish and for everyone to be welcome'. This underpins the life and work of the school. The pupils and staff are welcoming and kind. They clearly care for one another.

Leaders have high expectations of themselves, the staff and the pupils in their care. Leaders encourage pupils 'to be the best they can' both academically and socially. Leaders have placed a focus on developing the character of pupils. They celebrate pupils' talents. For example, pupils take turns to play the piano in assemblies. Leaders provide a rich set of experiences for pupils, who access a wide range of clubs, trips and responsibilities. The renewal of the 'International Schools Award' in September 2021 recognises the variety of international projects in school. The 'Very Important People', a committee of Year 6 pupils, promote these activities, such as Christmas celebrations around the world, well.

Behaviour in lessons and around the school is exemplary. Teachers have established clear routines which help children to behave well. Pupils are polite and courteous towards adults and one another. This is modelled by all staff. Pupils feel safe and happy in school. Pupils and staff say that there is no bullying. Pupils know that they can raise any concerns with staff. Records show that pupils' worries are listened to and 'sorted out'.

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

Leaders and teachers have high expectations for pupils' learning. Leaders have identified the knowledge that they would like pupils to learn in each subject in Years 1 to 6. Learning in the early years is planned in detail too, but separately. As a result, subject leaders and teachers do not have a clear overview of how the curriculum for early years provides a foundation for learning in later years. Leaders recognise that combining the planning documents will support teachers and subject leaders. Teachers ensure that pupils have opportunities to practise and revisit key concepts. As one pupil said, 'We always come back to learning so it's not gone forever.' Teachers regularly check and correct pupils' understanding during lessons. They also complete general assessments at the end of each topic. However, as key knowledge has not been identified in some subject planning, assessment is not detailed enough in some areas.

Pupils with special educational needs and/or disabilities (SEND) are well supported. In lessons, a range of resources enable pupils with SEND to access their learning successfully. Reviews of the pupils' needs are timely. Parents and carers are fully involved. Leaders have high expectations for pupils with SEND. Leaders have been proactive and successful in seeking support for pupils from various external agencies.

The early years classroom is well organised. Children engage in purposeful play. They enjoy a range of exciting activities, such as making a pirate mask or creating a pirate ship. During these activities, staff work skilfully with the children to improve their vocabulary and extend their learning. There are strong communication links with parents. Weekly newsletters are informative and suggest activities for home learning.

Leaders prioritise and recognise the importance of reading. Every class has a welcoming reading area. Pupils and staff enjoyed visiting the recent book fair and reading café. Pupils spoke enthusiastically about their current reading books. They adore listening to stories read by the teacher and like recommending books to one another. Leaders introduced a new programme for early reading in the autumn term. All staff have received high-quality training. As a result of this, pupils are taught to read well and with accuracy and understanding. Those pupils who need to catch up are supported well and regularly.

Leaders have created a well-planned curriculum for pupils' broader development. As a result, pupils have an excellent understanding of relationships, health and well-being and the wider world. Pupils have a good understanding of diversity and equality. One pupil said, 'You've got to respect people no matter who it is because everyone's got an equal right.' However, pupils could not recall or talk about British values such as individual liberty. The wide offer of extra-curricular clubs and trips is to be commended. For example, pupils enthusiastically recalled their residential trip and a visit to Beamish, when they experienced a Victorian lesson from a very strict teacher. Pupils also enjoy taking on responsibilities, such as being monitors in school. Leaders encourage pupils to have a voice in the life of the school. For example, pupils can become members of the worship committee, school council or eco club. Pupils understand risk and how to keep themselves safe, both on and offline.

Leaders and governors have accurately identified the strengths and areas for development needed to improve the school. They actively seek training for staff and evaluate the impact of this. Staff value the focus leaders place on staff well-being. They say that leaders are very supportive. Feedback from staff, pupils and parents is overwhelmingly positive, with high praise for leaders. For example, in the Ofsted online questionnaire, Parent View, 100% of parents said that they would recommend this school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a thorough overview of safeguarding in the school. They have identified pupils who are vulnerable and put effective support in place. A recent safeguarding audit, carried out by the local authority in January 2022, helped to identify minor improvements. Staff have a thorough understanding of safeguarding procedures. They are aware of relevant local issues, such as online safety and county lines. Staff have had relevant training and know how to report any concerns.

Leaders ensure staff have the appropriate recruitment checks to make sure that they are safe to work with pupils. Detailed records are up to date and complete.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, curriculum plans do not identify the important knowledge that leaders intend pupils should learn from Reception to Year 6. As a result, teachers are not able to plan sequences of lessons that enable pupils to secure this identified knowledge, nor do staff have an overview of subject progression. Leaders must ensure that the curriculum is effectively planned, in detail, for every subject from Reception to Year 6.
- In some areas of the curriculum, assessment does not accurately identify what pupils know and remember. This means that teachers do not fully know what pupils have or have not remembered over time. Leaders should ensure that assessment systems reflect the key knowledge identified in planning and taught in the curriculum.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	114229
Local authority	Durham
Inspection number	10199366
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	203
Appropriate authority	Local authority
Chair of governing body	Peter Kashouris
Headteacher	Philip Rumbles
Website	www.shincliffe.durham.sch.uk
Date of previous inspection	12 February 2007, under section 5 of the Education Act 2005

Information about this school

- The headteacher and deputy headteacher took up post in September 2021.
- A section 48 inspection to evaluate the distinctiveness and effectiveness of Shincliffe C of E (Controlled) Primary School as a church school took place in March 2018. The timing of the next section 48 inspection will be determined by guidance in the National Statutory Inspection of Anglican and Methodist Schools Framework. A date has not yet been set.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The lead inspector held several meetings with the headteacher during the inspection.
- The inspectors met with the early years leader and leaders responsible for pupils' personal development.
- An inspector met with five governors and spoke with advisers from the local authority and the diocese.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector observed pupils reading to a familiar adult.
- Members of the team spoke to pupils formally and informally about their learning and experiences at school.
- Inspectors checked safeguarding documentation and records for behaviour and attendance.
- Inspectors spoke with some parents at the beginning and end of the school day.
- Inspectors reviewed the 77 responses received through the Ofsted online questionnaire, Parent View, which included 55 free-text responses. Inspectors considered the 17 responses received through Ofsted's staff questionnaire. Inspectors also considered 66 responses received through the Ofsted's pupils' survey.
- Inspectors observed pupils' behaviour throughout the school day, including during lesson visits and at breaktimes and lunchtimes. Inspectors spoke to groups of pupils about their views on behaviour and the wider experiences they receive at school.

Inspection team

Kate Williamson, lead inspector

Her Majesty's Inspector

Andrea Batley

Her Majesty's Inspector

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