



Thursday 2nd March 2023

Dear Parents/carers,

As you are aware, Shilbottle Primary School was inspected by Ofsted on 24th and 25th January of this year. We have now received a copy of the final report and are really proud to let you know that Ofsted have judged us to be a 'Good' school. There is a link to this report on our school website, however we thought you may prefer a paper copy and therefore we have enclosed one alongside this letter.

Ofsted reports have a word limit therefore are able to provide a summary of the key things noted by the inspectors during their time within Shilbottle Primary. However, the lead inspector, Alison Stephenson, met with myself and governors to provide more detailed feedback at the end of the inspection and I want to take this chance to share some of this feedback with you.

Quality of Education

- Shilbottle is a very inclusive school.
- The school curriculum is broad and balanced and designed for all pupils, including pupils with special educational needs.
- Cultural capital and wider curriculum opportunities shine through.
- The curriculum is cohesively planned and sequenced. This is sometimes hindered in foundation areas by not being as cohesively planned.
- Pupils love to read and are proud of the library.
- There is a real focus on pupils in EYFS gaining phonics skills and comprehension.
- Staff are confident in delivering the Read Write Inc (phonics scheme), which is warmly delivered in a way which supports children.
- Staff read to pupils with expression. Vast amount of books around the school. Pupils love and respect books.
- Teachers present subject matter clearly and promote good discussion around what has been taught.
- In Reading and Maths learning is checked systematically: this is undertaken in a sensitive way ensuring all pupils are respected.
- Individualised approach to learning, which is adapted as required for pupils.
- Resources are carefully selected to support concepts and desired learning: this is done inclusively for all children.
- The Special Educational Needs Co-ordinator (SENCO) is really knowledgeable and the Support Plans for pupils with special educational needs are strong. Relationships with parents are good.
- All staff share the vision of the Headteacher: they are a strong team who work together.



Behaviour and Attitudes

- A real strength of school. Calm and purposeful environment. Pupils are courteous and welcoming. Happy staff as well as happy pupils.
- Inspectors highlighted that pupils were polite and displayed exemplary manners.
- Pupils are really proud of the school and keen to match the Headteacher's high expectations.
- Children know the rewards and consequences systems. Pupils feel that the consequences are fair but know that these don't have to be implemented often.
- Pupils' attendance is closely tracked and the involvement of the Educational Welfare Officer is a supportive package. The school is doing all it can to improve attendance further but the overall attendance figure remains below national.
- Pupils acknowledge that they are proud to be in the school. They learn about treating each other equally.
- Staff are proud of their work and keen to show their achievements.

Personal Development

- A real strength of the school. It is a welcoming, lovely school. Both inspectors felt very welcomed from arrival onwards.
- Staff and pupils show an honesty and true approach: it is the ethos of school.
- Pupils talk about all of the opportunities on offer to them. Children's talents and skills are enhanced through extra-curricular activities. Headteacher seeks to give all pupils memorable experiences above and beyond: this is at the heart of the school.
- Staff are creative around providing extra-curricular opportunities, including seeking other ways to provide a wide range of opportunities beyond the local community.
- Personal development: opportunities for children to develop confidence, resilience and aspirations for the future.
- Pupils are encouraged to participate in charity work, and consider others.
- Pupils are given leadership opportunities and have opportunities for debate eg. older children reading a book about transplants and debating who a heart should be given to. Sports leaders – pupils discussing the new bowling game they've designed.
- Celebration assemblies are a weekly event. Staff celebrate pupils' achievements – not just academic but things outside of school when informed. Reading raffle has been welcomed very well by pupils and by parents. Pupils enjoy having things celebrated.
- There is a focus on pupils learning about healthy lifestyles and good mental health: there are carefully planned opportunities for this, as well as through additional assemblies.

Early Years

- Is a strength of the school.
- EYFS leader knows children inside out and works incredibly hard to ensure that pupils are ready for next steps in their learning. Staff successfully build on children's prior learning. EYFS staff are a team who work closely together. Clear links and planning for pupils to make next steps into Year 1.
- Baseline assessments are thorough. Oversight of individual pupils' needs are identified. SENDCO as well as EYFS lead work closely to ensure all needs are met.
- Children are happy and confident. Support provided immediately. Pupils are settled and routines established.
- Children are encouraged to become independent. There are a range of well-considered resources. Pupils access these independently and tidy up well. Pupils cooperate well with each other and support each other in their play.
- Daily activities ensure the curriculum is delivered accurately. Speech and language development is promoted well. Language and vocabulary developed well.
- Numbers and space is developed through displays and modelling.

- Staff demonstrate confidence and skills in their delivery of phonics. Where required, pupils are accessing additional intervention as required.
- Pupils love books and are confident to join in stories and poems.
- Staff are keen to involve parents in school life – eg. reading lunch planned – parents appreciate photos shared.
- All welfare requirements are very well met as this is a priority of the school.

Leadership and Management

- Headteacher has a very clear vision for the school, which is shared by staff and governors.
- Headteacher has worked successfully to develop leadership.
- Governors work as an effective and passionate team. Clear understanding of their responsibilities offering both support and challenge.
- Resources are managed well.
- Leaders, including Governors, are highly committed to school improvement. 100% improvement from previous inspection and all down to the Headteacher's drive and forming a strong, supportive team.
- Shared values, policy and practice ensure that school vision is realised.
- Parents are highly positive of the school and appreciative of the support from the whole school team. Parents appreciate support for their children and themselves.
- Leaders work closely and well with other agencies to support children and families.
- A highly inclusive school where everyone is welcome.
- All staff appreciate support from Headteacher and Governors. Staff are proud to work in the school, are passionate about the school and what the school provides for the children.
- Systems for safeguarding are robust around identifying those pupils who might need additional support, whether early help or are at risk.
- Safeguarding comes out very strong: records are well-maintained and help and support sought in a timely manner.

The lead inspector also shared some of the parents' comments, noting that there were no negative comments received from parents:

- Brilliant school – excellent values – lovely staff and teachers, who are extremely helpful.
- A fantastic school which supports the children at every opportunity. Lots of visits to broaden opportunities etc. I am very impressed with this school and how it runs. All the staff provide opportunities for children to be safe and learn well.
- Fabulous school who develop the whole child and provide a wide variety of school trips to work towards the children becoming less insular and workshops and guest speakers to inspire, build confidence and build their curriculum learning. My child is happy at school, well supported and well cared for. There is a lovely atmosphere in this school.
- The school is extremely supportive for my children and is well run and led. All staff at this school are caring, approachable and supportive and their communication is also excellent. There are a wide range of activities which the school have organised.
- In addition to swimming lessons, this not only meets the needs of students in water safety but also recognises that we are a local community close to the sea and pupils need this life skill. Homework is a strength and links to what they have been learning.
- Our children have flourished at this school which is not only a fantastic asset to the children and parents but also to this community.
- Shilbottle Primary is a wonderful school. The head and staff are all very supportive, approachable and passionate about providing a high quality learning environment. Our children have blossomed and have enjoyed engaging with the school curriculum. I feel very lucky as a parent that my children have this wonderful school and all staff, even down to the school secretary, are all amazing with the

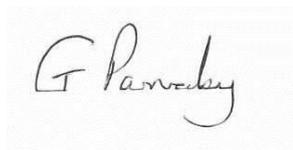
children. It is very obvious that they really care about the children's emotional needs as well as their education.

We have been left with one area for improvement. This is around ensuring that all of the curriculum plans for foundation subjects (subjects other than English, Mathematics and Science) are sequenced and identify how pupils will build their knowledge and skills over time.

Finally, as you may be aware from the newsletter the staff and Governors intend to hold a meeting in the school hall with parents on **Monday 20th March between 5:15pm and 6:15pm** to give you the opportunity to share any comments you may have with regard to this report. We hope to see as many of you as possible at this meeting.

Many thanks for your continued support in enabling us to provide the best possible opportunities for the children of Shilbottle Primary.

Regards

A handwritten signature in black ink, appearing to read 'G Parnaby', is centered on a light grey rectangular background.

Mr G Parnaby
Headteacher