

Inspection of Shipton Bellinger Primary School

3 Parkhouse Road, Shipton Bellinger, Tidworth, Hampshire SP9 7TW

Inspection dates:	21 and 22 January 2025
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Requires improvement
Previous inspection grade	Good

What is it like to attend this school?

The school's new S.T.A.R values of 'safe, together, achieve, respect' are becoming the golden thread that links all aspects of school life. Pupils know the values and talk confidently about how these are helping with their behaviour and learning. Pupils feel safe and know adults will help them with any worries they may have.

The school has focused on improving behaviour by raising expectations. Pupils say they enjoy coming to school. Learning in classrooms is not interrupted by poor behaviour. Pupils with more challenging behaviour needs are well supported. Pupils know that any incidents of bullying are now dealt with quickly and fairly.

Pupils are proud to take on the many leadership roles, such as head boy and girl, house and sports captains. These responsibilities give them the opportunity to represent the school and be role models. Pupils enjoy the wide range of clubs they can attend.

The school is highly ambitious for every pupil, including pupils with special educational needs and/or disabilities (SEND). It acknowledges that pupils have not achieved as well as they should. The school is determined to raise pupils' outcomes. It is making rapid improvements to do so.

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

New leaders have made significant changes to the curriculum. This is helping to close the gaps in pupils' learning. The curriculum is ambitious, broad and engaging. The school has thought carefully about what it wants pupils to know and remember. It has mapped out the knowledge and skills pupils need to prepare them for their next stage of learning. The school is working at a rapid pace to ensure that these developments are put in place across all areas of the curriculum. However, some changes are still very new and the impact for pupils is not yet evident.

Teachers have strong subject knowledge. They ensure that learning is sequenced and progressive. Teachers check to make sure that pupils understand their learning and have no misconceptions. The new curriculum enables pupils to spend time revisiting prior learning. This makes sure any gaps pupils currently have in their learning are addressed and that pupils know and remember more.

The school knows the importance of securing firm foundations in the early years. It recognises that some practice in the early years still requires improvement. The school is reviewing the early years curriculum. The school is aware of what knowledge children need to know in all the areas of their learning in order to be ready for key stage 1. However, this revised curriculum is not yet complete.

Reading and phonics is a top priority for the school. The school is determined that all pupils will be fluent and confident readers. However, there are still pupils who have gaps in their phonics knowledge and those who are not reading as fluently as they should. The school has a new phonics programme in place. All staff are well trained. Staff regularly

check to make sure pupils are reading books that match their phonics knowledge. Pupils that have gaps in their knowledge receive daily interventions to enable them to rapidly catch up. The school successfully fosters a love of reading. For example, pupils enjoy listening to the class text. They relish the chance to read the new books in their class libraries.

For pupils with SEND, new systems are in place to ensure that identification is as early and effective as possible. Recent training has ensured that teachers are aware of pupil targets and how to meet their varying needs in lessons. The school is ambitious that these pupils will learn the same curriculum as their peers. Their progress through the curriculum is closely checked to make sure they achieve their targets.

The school has high expectations of behaviour. Pupils generally listen well to adults and to each other in lessons. This means that learning is rarely disrupted. Pupils move around the school sensibly and safely.

The school ensures that pupils learn about different cultures and religions, particularly those within the school community. Pupils know the importance of respecting differences. They say, 'Treat people as you would want to be treated.'

Governors are knowledgeable about the school. Alongside leaders, they have identified key areas for improvement. They use their experience well to offer challenge and support. Leaders are fully supported by the staff, who feel their well-being is considered carefully. The school is rightly focusing on improving the quality of education for its pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The important changes the school has made to the curriculum are not fully implemented. As a result, the gaps pupils have in their subject knowledge and skills have not been addressed. The school needs to ensure that all subjects are fully embedded so that pupils can build on their learning and outcomes improve for all groups of pupils.
- Some pupils in the early years do not acquire the fundamental knowledge and skills they need. As a result, they are not as prepared as they should be for their next stage of learning. The school should ensure the new curriculum enables children, including those with SEND, to deepen their knowledge and understanding across all areas of learning, preparing them well for key stage 1.

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	115947
Local authority	Hampshire
Inspection number	10341372
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	144
Appropriate authority	The governing body
Chair of governing body	Christopher Henderson
Headteacher	Beverly Seed
Website	www.shiptonbellinger.hants.sch.uk
Dates of previous inspection	4 and 5 June 2019, under section 5 of the Education Act 2005

Information about this school

- The headteacher became the substantive headteacher in November 2024.
- The school does not currently use alternative provision.
- The school runs a breakfast and after-school club for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design and geography. 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.
- The lead inspector observed pupils reading to a familiar adult.
- Inspectors met with senior leaders and other leaders as well as school staff and pupils.
- To evaluate the effectiveness of safeguarding, 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 lead inspector met with members of the governing body both in person and remotely, including the chair of governors. She spoke with a representative of the local authority.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments and spoke to parents in the playground. Inspectors considered the responses to Ofsted's online staff survey.

Inspection team

Becky Greenhalgh, lead inspector	Ofsted Inspector
Carla Laney	Ofsted Inspector

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