

Shaw Ridge Primary School

Inspection report

Unique reference number	126280
Local authority	Swindon
Inspection number	381204
Inspection dates	3–4 July 2012
Lead inspector	Carolyn Carnaghan

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	359
Appropriate authority	The governing body
Chair	Philip Harland
Headteacher	Sally Cowell
Date of previous school inspection	5 June 2008
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Age group	4–11
Inspection date(s)	3–4 July 2012
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Introduction

Inspection team

Carolyn Carnaghan

Additional Inspector

Anne Wright

Additional Inspector

Richard Sutton

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 22 lessons taught by 15 teachers over 12 hours. They held meetings with staff, pupils and members of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at some of its documentation, policies and minutes of meetings. They also reviewed the responses to 106 questionnaires returned by parents and carers.

Information about the school

This is a larger than average-sized primary school. There are smaller than average proportions of pupils from minority ethnic groups, those known to be eligible for free school meals and pupils who speak English as an additional language. There are smaller than average proportions of disabled pupils and those who are at school action plus or have statements of special educational needs, the majority of whom have specific learning difficulties. The school has recently achieved the Artsmark Gold Award. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. It is not yet outstanding because pupils do not always make sufficient progress in all lessons, particularly in the few that lack pace, are led too much by the teacher and when pupils do not fully understand the learning aims of the work. Where teachers' expectations are high, progress is more rapid.
- Children enter Reception with skills that are in line with those expected for their age and pupils leave Year 6 having reached above average attainment. Progress is good across the school, in reading, writing and mathematics, for all groups, including disabled pupils and those with special educational needs. This is because support for these pupils is consistently good. Progress is also good in Reception.
- Teaching is good. In those where learning is strongest, lessons are well paced, challenging and enjoyable, questioning is used effectively and activities are imaginative. Less effective teaching often comes about because teachers talk for too long and dominate proceedings. Teaching is good in Reception where children are given extensive opportunities to enjoy playing and learning through well-designed activities.
- Behaviour is good and pupils' attitudes to learning are extremely positive. They care very much about one another, their teachers and the school itself. They volunteer readily to mentor others, giving up their free time to help their peers at break times. They move around safely and understand how to take care of themselves in and out of school.
- Leadership and management are good. Senior leaders and subject managers carry out rigorous, regular monitoring of teaching and this thorough performance management of staff and the school in general has improved pupils' outcomes. The headteacher's vision for the school is shared by members of the staff and governing body, helping to develop an interesting and challenging curriculum and ensuring pupils' excellent spiritual, moral, social and cultural development.

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What does the school need to do to improve further?

- Raise achievement further by always:
 - ensuring learning objectives and success criteria are made explicit and referred to in all lessons, so pupils are sure about what they should be learning
 - ensuring that there are consistently high expectations of pupils in lessons across the school.

Main report

Achievement of pupils

Pupils make good progress across the school and their personal development is excellent. The positive start made in the Early Years Foundation Stage is standing children in good stead. The focus on developing core skills through highly creative activities means pupils join Year 1 with skills slightly above those expected. This is a recent and welcome improvement. Pupils in all year groups achieve well in all subjects, after some years when progress in writing was a little slower than in reading and mathematics. Achievement for all groups is good, including disabled pupils and those with special educational needs. The rapid evaluation of pupils' needs and accurate support structures put in place mean that these learners enjoy the same opportunities for success as their peers.

Pupils known to be eligible for free school meals and those with English as an additional language achieve well. Those who are of minority ethnic heritage are encouraged to share their individual life experiences, and this frequently includes their families. This ensures a highly inclusive school community, where people's differences are celebrated. Pupils develop open and mature attitudes to both learning and each other. A recent Olympics project has led to explorations by Year 6 of 'difference'. The work produced by pupils included excellent pieces of performance poetry that were enthusiastically presented and appreciated.

Looking after the world we live in is often a focus for learning and the summer term eco project has developed not only more understanding of recycling but also incorporated geographical explorations of how rivers work. These projects help enliven learning, combining the acquisition and application of vital skills in reading, writing and mathematics. Attainment in reading is above average by the end of Key Stages 1 and 2. Learning is appreciated by pupils as both fun and challenging; parents and carers rightly report that this supports their children's good achievement.

Quality of teaching

The majority of lessons provide for good learning. Teaching is typically good. Where teaching is less than good, which is in a small minority of lessons, it is because

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teachers talk too much, slowing progress, and do not ensure pupils all understand what they are striving for. These lessons are rare, however, and many provide outstanding opportunities for pupils to tackle work well above the standards expected for their age, particularly in mathematics.

Pupils' independence in learning is encouraged through well-designed support displays around classrooms. Teachers and pupils build 'working walls' that combine their work with teachers' expertise to provide highly effective ways for pupils to find out answers to problems themselves. This means that those who want to work fast, can; they are not held up by having to wait for assistance and progress is not slowed down. Teachers provide many opportunities for pupils to reflect on their own and other cultures and to consider interesting moral questions such as those raised by environmental issues.

Teaching assistants work very closely with teachers to provide highly focused support for disabled pupils and those with special educational needs, ensuring they make good progress. Good lesson planning means that their work dovetails effectively into that of the teacher.

Children in Reception have excellent outdoor provision to explore, as well as a wide range of challenging indoor activities. Teachers plan very carefully to help build children's inquisitiveness, social skills and understanding of the world. The teaching of reading is highly effective and this builds skills. In a Year 2 English lesson, where the quality of teaching was outstanding, pupils moved from task to task with practised ease, enjoying the short and well-focused activities. Higher up the school this approach is built upon and pupils' enjoyment of both the acquisition of reading skills, and the using of them, is expressed in their enthusiasm for books. It is not unusual to find pupils browsing the library at break times for something exciting to read.

Behaviour and safety of pupils

Inspectors judge that behaviour is good. Pupils, parents and carers agree that good behaviour is typical. Good behaviour is often the key to allowing teachers to experiment with their teaching and the curriculum. Pupils' very positive attitudes and sensible behaviour ensure pupils move carefully around in lessons, working with others on sometimes large and complicated topics. This supports work on extensive arts projects, for instance those undertaken following visits to historical or geographical sites or based on work in lessons.

Pupils understand safety on the internet and on the roads. They move sensibly around the building and the play areas. They take responsibility for the well-being of others through volunteering as peer mentors and through leading play activities at break times. Pupils understand clearly the different kinds of bullying, such as that involving the internet or name calling, and report that bullying of any kind is most unusual. They say it is severely dealt with, should it occur. Parents and carers appreciate the good behaviour encouraged throughout the school and its importance

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in supporting the harmony that reigns there.

Leadership and management

Leaders and managers provide very good role models for both staff and pupils. Their efforts have seen the support and development of leadership skills amongst staff. The headteacher now leads a strong team of individuals who work cohesively towards shared goals and have high ambitions. Parents and carers express their support for this team. The headteacher's vision for the school is very clear to staff and pupils and her good leadership ensures the school has a strong capacity for continued improvements. Rigorous monitoring of teaching promotes best practice and leads to professional development opportunities for staff. The inclusive nature of the school ensures equality of opportunity for all pupils; effective pastoral care means there is no discrimination.

The curriculum provides excellent opportunities for pupils to apply their core skills across a wide range of challenges within topics. The recent winning of the Artsmark Gold Award proves how creative and imaginative the school's attitude to learning is. Some beautiful dolls' houses were constructed following a trip to a museum and animation designs were made to capture discoveries made in science. Pupils approach tasks using all their skills, unafraid to take calculated risks, using the good support available from their teachers and their peers. The school building is full of examples of pupils' creativity. This supports the development of the pupils' outstanding spiritual, moral, social and cultural values. Pupils are given time to reflect on what is important to them, both in lessons and in the many celebratory assemblies and gatherings.

The safeguarding of pupils meets requirements; staff and members of the governing body ensure a careful approach to the construction, review and application of all statutory policies. The school site is secure and leaders build a safe approach to all pupil activities. Governors work closely together to ensure understanding of all aspects of the school, many members of the body using their expertise to support pupils' learning directly. They are clear and visible members of the school community, willing to challenge senior leaders should it be necessary. Members of the governing body have good understanding of how well pupils are doing because they explore the results of testing. They understand how these results should impact on planning and work closely with senior leaders in the honing and fulfilment of those plans.

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



5 July 2012

Dear Pupils

Inspection of Shaw Ridge Primary School, Swindon SN5 5PU

Thank you very much for the welcome you gave to the inspectors when they recently came to your school. You were very generous in sharing the results of your creativity in the eco project, in the way you read to us and in the meetings we enjoyed with you.

You achieve well at school in all your subjects and your personal development is excellent. You are thoughtful, positive members of your school community. Many of you help as peer mentors, leading play at break times. You are mature and courteous. Your work in creative projects is often excellent and we so much enjoyed seeing the results of your efforts, displayed around the school.

We found your school to be good but we have asked its leaders to make a few changes so it can continue to get better at what it does.

- Learning objectives and how to be successful should always be made clear in lessons, so you fully understand what you should be aiming for.
- Expectations for your progress should always be set high as they already are in the best lessons.

You can help by always trying your best in lessons and asking questions when you need support.

Yours sincerely

Carolyn Carnaghan
Lead inspector

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