

Shaw CE VC Primary School

Corsham Road, Shaw, Wiltshire, SN12 8EQ

Inspection dates 12–13 September 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' excellent progress in reading in Years 3 to 6 has been sustained since the previous inspection. All pupils in Years 3 to 6 make good, and sometimes excellent, progress in writing, mathematics and science. Children in the Reception year make excellent progress in all areas of learning.
- Steps to improve pupils' achievement in Years 1 and 2 have been successful. Progress in reading, writing, mathematics and science is currently good.
- Careful assessments help teachers plan lessons that meet pupils' learning needs and interests well. Teachers' and learning support assistants' skilful questioning checks understanding, and encourages pupils to think for themselves about how to complete tasks independently.
- Pupils feel very safe and their outstanding behaviour, conduct and attitudes make a significant contribution to their learning and to the school's extremely welcoming ethos.
- All staff and governors play a full and active role in promoting high expectations and driving school improvement.
- Sharply focused monitoring by senior leaders has resulted in good improvement to the quality of teaching and pupils' achievement over the last two years, especially in writing, mathematics and science.
- Pupils praise the headteacher's leadership and know that their needs come first. He 'aims high and achieves his aims' was one pupil's comment.

It is not yet an outstanding school because

- More able pupils do not consistently make the same excellent progress in writing and mathematics as they do in reading. Teachers do not always adjust teaching and tasks when assessments during lessons show that more able pupils find the work too easy.
- Systems for linking the evaluation of the quality of teaching and the monitoring of pupils' progress are not embedded and so action plans to accelerate the progress of more able pupils, and in Years 1 and 2, have not always been implemented quickly enough.

Information about this inspection

- Inspectors observed 13 lessons, of which three were joint observations with the headteacher. In addition, inspectors made a number of other short visits to lessons.
- Inspectors held meetings with small groups of pupils, teaching and subject leadership teams and representatives of the governing body, including foundation, community and parent governors, the vice chair, and the present and past chairs of governors.
- Inspectors talked to parents informally and took into account the school’s analysis of its own parental survey and 34 responses to the on-line questionnaire (Parent View) in conducting and reaching its judgements.
- Inspectors observed the school’s work and looked at pupils’ work and a number of documents, including the school’s own data on pupils’ current and past progress, documents relating to attendance, behaviour and safeguarding, and monitoring and school improvement planning.

Inspection team

Georgina Beasley, Lead inspector

Additional inspector

Christopher Grove

Additional inspector

Full report

Information about this school

- Shaw CE VC Primary is an average-sized primary school.
- The proportion of pupils supported through school action is below average, as is the proportion supported through school action plus or those pupils with a statement of special educational needs. The main areas for extra support are related to speech and language, specific learning, and behaviour, emotional and social difficulties.
- The proportion of pupils known to be eligible for the pupil premium is well below average.
- Nearly all pupils are from White British backgrounds and speak English.
- There is a breakfast and after-school club that is managed by the school's governing body and therefore was part of this inspection.
- The school meets the government current floor standards, which is the minimum expected for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - developing consistency in teachers' use of assessment during lessons to adjust teaching and tasks when found to be too easy for the more able pupils
 - embedding the use of marking ladders to support the achievement of more able pupils in writing and the use of practical problem solving and investigative tasks to sustain the strong improvement in mathematics.
- Align systems for evaluating the quality of teaching with the monitoring of pupils' progress and implement subsequent action plans more quickly.

Inspection judgements

The achievement of pupils is good

- Children settle extremely quickly into the Reception class and make excellent progress from their age-related starting points. For the last two years, nearly all have reached expected levels in all areas of their learning. A good number exceed expected levels by the end of Reception. By the time they start Year 1, children are confident and inquisitive learners who persevere to complete tasks independently.
- Good improvement in progress for pupils in Years 1 and 2 over the last year has resulted in rising attainment in reading, writing and mathematics. The school's progress data and pupils' work show similar good progress in science. Accurate assessments of pupils' learning have raised teachers' expectations and resulted in the planning of more challenging tasks for all groups of pupils. As a result, last year more pupils exceeded the expected levels than previously to reach above average levels.
- Secure knowledge of letter names and the sounds they make help pupils in Years 1 and 2 to work out new words and understand the content they are reading. As a result, they are confident readers. Excellent progress in reading in Years 3 to 6 has maintained high attainment in English at the end of Year 6 since the previous inspection. A small number of pupils who reach above expected levels in reading do not do so in writing.
- Strong improvement in mathematics in Years 3 to 6 resulted in above average attainment last year. Pupils are on track to reach similar levels this year. Pupils have a good understanding of numbers and use what they already know to help them calculate quickly and solve problems independently. Pupils make good progress in science.
- Pupils who are disabled or have special educational needs make good progress. Some make excellent progress to catch up and achieve the same expected levels as all pupils nationally.
- Pupils talk about their learning articulately because focused feedback helps them to understand for themselves how to improve. Most make the necessary improvements independently in response to comments on their work or on the marking ladders that they complete in class independently, with each other or with their teacher or learning support assistant.

The quality of teaching is good

- Teaching is nearly always good and sometimes it is outstanding. During the inspection, outstanding teaching was observed in all key stages. Teachers plan lessons that help pupils to explore their personal feelings and thoughts extremely well with challenging ideas and texts. Pupils often work with a partner or in teams to research and find answers to problems and queries independently.
- Lessons enable pupils to practise key literacy and numeracy skills across the curriculum. In science, for example, Year 6 pupils recalled what they thought they knew about forces before reading different scales to measure the force of the earth's gravity on different objects.
- Good support from learning support assistants in lessons and around the school helps pupils achieve well and develop outstanding personal qualities and attitudes to learning and behaviour. Focused individual support informed by continuous assessment enables pupils to overcome any difficulties and to achieve well.
- Focused assessments inform tasks that meet the needs of most pupils in each lesson. All adults skilfully guide pupils' learning and thinking through a range of questions that help pupils who are 'stuck' to work out for themselves how to solve problems and to complete tasks. They do not subsequently always adjust their teaching and tasks when they note that tasks are too easy. As a result, more able pupils sometimes spend too long completing work that they can already do, especially in mathematics and writing tasks.
- Good teaching in reading helps pupils develop above average skills. Group reading time helps pupils practise individually specific skills at their own level. Pupils read regularly at

home, which helps them broaden their knowledge of a range of literature and research-based learning.

- A varied range of indoor and outdoor activities in the Reception class supports both child-led and adult-guided learning highly effectively. Focused assessments guide adults' interaction and planning for future learning. Relationships are extremely positive and children quickly learn to take turns and to share toys, space and equipment with each other.

The behaviour and safety of pupils are outstanding

- The four Rs of resilience, resourcefulness, reflection and relationships guide pupils' outstanding behaviour and attitudes extremely well. Everyone knows, understands and follows consistently the school rules to ensure the positive ethos around the school at all times. Pupils confirm that bullying is extremely rare. The school council manages the school's behaviour policy, agreeing consequences with those whose behaviour very occasionally does not come up to their exacting standards.
- Pupils have an astute understanding of the qualities of good learners. They ask questions during lessons to clarify their learning and to check their understanding. Engagement is high in lessons, especially those that involve pupils in practical investigations and collaborative group learning.
- Pupils reflect carefully about their learning and the impact of their actions on others. They take full responsibility for their personal conduct and are extremely courteous. They know how to keep themselves safe, including when using the internet to search for information. The school's grounds, developed with pupils, support and promote a joy of learning in the outdoors, such as through Forest School activities, and the gardening and Eco clubs.
- Highly positive relationships, residential visits and opportunities to play sports in teams make a strong contribution to pupils' social development. Pupils have excellent respect and empathy for others' cultures and beliefs and an astute understanding of each other's rights and responsibilities. As a result, they treat everyone on equal terms.
- Attendance is high and pupils arrive on time and settle quickly independently to early morning tasks. The parent support adviser gives good support to families who ask for help with their child's behaviour or support in getting them to school every day.
- Breakfast and after-school clubs provide pupils with a very positive start and end to the day. Pupils are fully involved in planning and choosing the activities within a safe and friendly environment.

The leadership and management are good

- The headteacher's vision that teaching and the curriculum strive for not only pupils' high achievement but also their enjoyment of learning provides a focus for staff planning meetings. All staff know what the school is aiming to achieve and value the full role they are able to play. Good subject leadership supports and guides improvements to teaching effectively. There is good capacity to improve.
- The school's comprehensive systems for tracking pupils' progress give an accurate evaluation of achievement in reading, writing, mathematics and science and the identification of areas requiring improvement. Accurate assessments of pupils' progress against an expected rate of good progress inform termly discussions with teachers about the effectiveness of their teaching and professional development needs. These focused discussions and subsequent actions have resulted in consistently good teaching for the last year.
- The school's leadership correctly identified two years ago that the progress of more able pupils in Years 1 and 2 required improvement. Improvement in this key stage has been slower because action plans were not implemented fully until last year. While the effectiveness of teaching in lesson observations is evaluated closely against pupils' learning, the subsequent link to pupils' long-term progress is not always sharply focused enough in

teachers' performance targets.

- The school promotes equal opportunities and tackles discrimination well. The school ensures that all areas of the school and curricular opportunities and events are accessible to all. Small group and individual targeted teaching for less able pupils and those with special educational needs is particularly effective.
- The rich curriculum promotes pupils' excellent spiritual, moral, social and cultural development and good achievement. Pupils enjoy the interesting topics and using their literacy and computer skills to research and record their learning.
- The local authority provides good support. Focused discussions about pupils' progress have helped the school to pinpoint accurately and tackle effectively aspects of teaching requiring improvement.
- **The governance of the school:**
 - ensures that all statutory requirements are met, including those relating to safeguarding and performance management
 - financial planning supports pupils' learning and improvement priorities
 - individual governors visit regularly to extend their knowledge and understanding of what good learning and progress look like. This is enabling all members of the governing body to play a full and active role in school self-evaluation, and planning and monitoring effective actions.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	126355
Local authority	Wiltshire
Inspection number	403600

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Chris Wilson
Headteacher	Dave Borrie
Date of previous school inspection	19 November 2007
Telephone number	01225 702544
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