

Shaw-cum-Donnington Church of England Primary School

Love Lane, Donnington, Newbury, RG14 2JG

Inspection dates 13–14 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- While pupils at the end of Year 6 reach standards that are in line with national expectations, too few pupils make good progress, especially in mathematics.
- Teaching is improving but over recent years it has not been consistently good enough to ensure that all pupils make good progress.
- In some lessons, the work that pupils are set is sometimes too easy or too difficult for them.
- Pupils do not always fully understand their learning and are not always able to judge when their learning is successful.
- Teachers' marking does not always tell pupils what they need to do to improve and pupils are not given enough opportunities to respond to teachers' marking.
- Leadership requires improvement because it has not yet ensured that all groups of pupils make good progress.

The school has the following strengths

- The newly appointed headteacher has, in a short time, identified priorities and introduced changes that are bringing about improvements. She knows the school's strengths well and has an accurate view of what needs to be improved.
- Pupils feel safe and know that adults in the school look after them well.
- Because behaviour is managed well and relationships are caring and supportive, pupils are ready to learn and they have positive attitudes to school.
- Attendance has improved and is now above average.
- Governors challenge and support the newly appointed headteacher affectively.

Information about this inspection

- The inspector observed teaching and learning in nine lessons, two of these were jointly with the headteacher. In addition, the inspector listened to pupils read and made a number of other short visits to lessons.
- Discussions were held with the headteacher, staff, a representative from the local authority, representative from the Diocese of Oxford, the Chair of the Governing Body and pupils.
- The inspector took account of the 32 responses to the online survey (Parent View).
- 15 questionnaires from staff were analysed.
- School policies, information about pupils' attainment and progress, teachers' plans, pupils' work and the school's improvement plans were examined.

Inspection team

Carol Warrant, Lead inspector

Additional Inspector

Full report

Information about this school

- Shaw-cum-Donnington Church of England Primary School is smaller than the average-sized primary school.
- The school is organised into one Reception class, one mixed Year 1 and Year 2 class, one mixed Year 3 and Year 4 class and one mixed Year 5 and Year 6 class. Each class is taught by more than one teacher on a job-share basis.
- The proportion of pupils known to be eligible for the pupil premium (extra funding to support pupils eligible for free school meals, those looked after by the local authority and those children from service families) is above the national average.
- The proportion of pupils from minority ethnic backgrounds is well below average.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- No pupils are taught in alternative provision.

What does the school need to do to improve further?

- Improve the quality of teaching to good or better so that pupils make consistently good or better progress especially in mathematics by making sure that:
 - learning in lessons is neither too hard nor too easy
 - pupils fully understand their learning in all lessons and can judge when their learning is successful
 - marking always includes points for improvement and pupils are given opportunities to respond to teachers' marking.
- Improve the effectiveness of leadership and management by:
 - holding teachers more rigorously to account for their pupils' progress
 - making sure curriculum leaders for English and mathematics check teaching in their subjects to identify ways of improving teachers' performance so that pupils make good or better progress.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because although standards are average at the end of Year 6, not enough pupils make consistently good progress especially in mathematics. Although steps are being taken to improve standards in mathematics, pupils are not given enough opportunities to apply their mathematical knowledge and skills in problem solving or in other subjects. In some classes, pupils' progress in mathematics is being impeded by an over-reliance on a commercial scheme and the use of too many worksheets.
- The school's data on pupil progress, work in pupils' books and inspection findings show that achievement is improving. This improvement is stronger in reading and writing than in mathematics.
- Most year groups enter the Reception class with knowledge and skills similar to those typically expected for their age. Most make the progress expected by the time they enter Year 1.
- Standards at the end of Year 2 are broadly average in reading and writing, but not enough pupils reach the higher Level 3 in writing and mathematics.
- Pupils' progress in writing is improving. Most pupils are now acquiring and using the main features of effective writing competently. They are given opportunities to write at length in English lessons and in other subjects such as science and history.
- Progress in reading is more consistent across the school. Pupils make good progress in their early reading because the teaching of phonics (the sounds that letters make) is effective. Older pupils have a wide range of books in school and enjoy reading. The best readers are fluent and read with expression. They are developing opinions about favourite types of books and authors. Less confident readers are supported in small group and individual sessions for phonics.
- Disabled pupils and those who have special educational needs make the progress typically expected for this group in English, but below that expected in mathematics. Pupils from minority ethnic backgrounds and those who speak English as an additional language make progress in line with their peers.
- Action has been taken to raise the achievement of pupils eligible for pupil premium funding. The gap in achievement between these pupils and other pupils in the school is closing when measured by average point scores at the end of Key Stage 2 in 2012. School checks show the gap is continuing to close.

The quality of teaching

requires improvement

- Teaching has not been consistently good enough to ensure that all pupils make consistently good progress. Teaching is improving but there is not enough good or better teaching and some weaknesses in practice remain.
- In weaker lessons, pupils do not always understand what they are learning, work is either too hard or too easy and pupils are not able to decide if their learning is good or not. Recently introduced displays in each classroom to help pupils to reflect on their learning are not always used effectively. Teaching is sometimes focussed on what pupils are doing rather than learning. When this is the case, pupils do not make the progress that they should.
- Where teaching is best, lessons have a clear purpose and teachers effectively share the learning expectation, how this fits with prior and future learning, and how pupils can be successful learners. As a result, pupils know what they are expected to learn and can judge when they have succeeded.
- Where teaching is most effective, pupils are actively engaged and make good progress. For example, in a Year 5/6 English lesson, pupils made good progress because the teacher linked the lesson to prior learning and pupils used their knowledge, skills and understanding to write extended imaginative fantasy stories. Success ladders, listing the features needed for effective writing, allowed pupils to ensure that their writing was of the highest quality. The teacher

checked pupils' understanding throughout the lesson and adjusted expectations and challenge where needed. Pupils were totally engaged and produced high quality stories of which they were justly proud.

- Most teachers mark pupils' work regularly and provide useful feedback. However, some pupils are not given ideas of next steps or how they could improve or enough opportunities to respond to the teacher's comments. Pupils know their individual targets, in mathematics and English, and can describe what they need to do to meet their targets.
- The teaching of reading, especially at Key Stage 1, has improved since the last inspection. The increased emphasis on the teaching of phonics leads to pupils making rapid progress in their early reading skills.
- Although there is an appropriate balance of adult led and child initiated learning in the Reception class, better organisation and resourcing are needed to encourage children to choose to write.
- Disabled pupils and those with special educational needs are well supported by teaching assistants in class. They also receive good one-to-one or small-group support from knowledgeable and experienced teaching assistants for both English and mathematics.
- Pupils eligible for pupil premium funding also receive additional small-group and one-to-one support for reading, writing and mathematics from teaching assistants and this contributes well to the narrowing of the gap in their achievement.

The behaviour and safety of pupils are good

- Pupils behave well in lessons. They work readily in pairs and groups and support one another in their learning.
- Behaviour around the school is generally good. Peer mediators are trained by staff and are 'on duty' in the school playgrounds at lunchtime. Mediators are very proud of their roles.
- School records of incidents regarding behaviour are well recorded and procedures and support for the minority of pupils with behavioural difficulties are appropriate, including support from outside agencies and the support of a games coordinator in the playground at lunchtimes to develop social skills for targeted pupils.
- Pupils have a good understanding of safety and say they feel safe in school. They understand the forms that bullying can take, including cyber bullying. They say bullying is rare and are confident of whom to go to, and that things would be dealt with, should they have a problem.
- Relationships between adults and pupils and among pupils are positive.
- Attendance has improved since the last inspection and is now above average, with persistent absence reduced.
- Children in the Reception class make good progress in their personal, social and emotional development.

The leadership and management requires improvement

- Although there have been improvements since the last inspection, the rate of improvement has not been fast enough to ensure that the quality of teaching is consistently good or better and that all groups of pupils achieve well.
- The new headteacher and governors are accurate in their judgements of what needs to be improved and plans for improvement are rightly focussed on moving teaching to good or better and ensuring good progress for all pupils. Recent evaluations and the findings from inspection show early signs that both teaching and standards are improving and that the school has the capacity to improve further.
- Senior leaders hold regular meetings with teachers to discuss pupils' achievement and organise additional support, including links with outside agencies, for those pupils who are not making

expected progress.

- Performance management is linked to staff training, promotion and increases in pay. However, individual teachers are not held sufficiently to account for the progress of their pupils.
 - Curriculum leaders for English and mathematics do not have enough opportunities to be responsible and accountable for pupil progress and improving the quality of teaching in their subject areas.
 - Attention is given to checking whether pupils are making the nationally expected rate of progress over each Key Stage. However, until recently, senior leaders have not used achievement information well enough to check on the numbers of pupils who are making good progress and to make certain that all pupils are achieving well.
 - The curriculum supports pupils' spiritual, moral, social and cultural development well. There are many opportunities for pupils to take part in a range of enrichment activities, such as after-school clubs, educational visits, theatre and music. All pupils in Key Stage 2 are learning to play the violin. The school is currently planning a revised curriculum to ensure pupils' skills are developed successfully in all subjects.
 - Pupil premium funding finances additional teaching and teaching assistant time as well as additional resources for reading and writing. School checks shows that additional one-to-one and small-group support is accelerating progress for pupils who are eligible.
 - The school is committed to equal opportunities and discrimination in any form is not tolerated.
 - The local authority has provided good support to the new headteacher and the school. This support will continue. The school also works effectively with an adviser from the Diocese of Oxford.
 - **The governance of the school:**
 - The governing body is highly committed and is diligent in its management of finances and resources. The governors visit the school regularly so know the school well. They have attended training and have the necessary skills and experience to fulfil their statutory duties, including with regard to safeguarding. The governing body is aware of the quality of teaching and, together with school leaders, makes decisions about linking pay to teachers' performance, and how to allocate funding, such as the pupil premium. Its understanding of the impact of this funding is informed by the headteacher's reports to governors. The governing body has a good understanding of pupils' attainment measured in average points scores at the end of Year 2 and Year 6 and of pupils' progress in Key Stage 2 and how this compares with achievement nationally. The governing body provides good challenge and support for the leadership of the school.
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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	109974
Local authority	West Berkshire
Inspection number	401094

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	81
Appropriate authority	The governing body
Chair	Stuart Drennan
Headteacher	Deirdre Devine
Date of previous school inspection	11–12 May 2010
Telephone number	01635 40971
Fax number	01635 31327
Email address	office@shaw.w-berks.sch.uk

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