

Shrivenham Church of England Primary School

28 High Street, Shrivenham, Oxfordshire, SN6 8AA

Inspection dates

12–13 March 2013

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

Summary of key findings for parents and pupils

This is a good school.

- The school has made rapid progress since the last inspection under the good leadership of the headteacher. The whole staff have been committed to improve under her thoughtful guidance.
- Teaching is now good because of the regular oversight of this aspect of the school's work and also teachers' keenness to develop professionally.
- Children get off to a good start in the Early Years Foundation Stage. Rates of progress have accelerated over the past two years. Pupils reach above average standards in reading, writing and mathematics by Year 6.
- Pupils behave well. They have a good understanding of how to keep themselves safe. They demonstrate good attitudes to work and want to do well.
- Staff take good care of the pupils. There are effective systems in place to look after their welfare.
- The vast majority of parents and carers are happy with their children's education and they provide good support for the school. Governors, too, are supportive and helpful in the school's development.
- Pupils have equal opportunities and there is no evidence of discrimination.

It is not yet an outstanding school because

- Attainment in pupils' writing skills is not as high as in reading and mathematics, particularly for boys.
- Pupils do not always develop their writing skills as well as they might through subjects other than English.
- Marking of written work is not yet consistently good.
- Not enough teaching is yet outstanding. There is still scope for staff to develop and learn from colleagues and by sharing best practice.

Information about this inspection

- The inspector visited 12 lessons or parts of lessons. Two were observed jointly with the headteacher.
- The inspector heard pupils read and looked at samples of pupils' work.
- He examined the 29 responses on Parent View, the government's website for parents' and carers' views of schools.
- A telephone discussion was held with a member of the local authority's advisory staff.
- A discussion took place with a group of pupils.
- The inspector held several meetings with the headteacher, and also met with the head of Key Stage 1 and the Early Years Foundation Stage.
- Information on pupils' progress and other school documentation, including safeguarding information, was examined.
- A meeting took place with the Chair of the Governing Body.

Inspection team

Peter Sudworth, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school. Twenty per cent of the pupils are from forces families and so more pupils leave or join the school during the academic year than is normally found. Most pupils are White British.
- The school currently supports a proportion of disabled pupils and those with special educational needs at the stage known as school action which is around the national average. The proportion supported by school action plus or through a statement of special educational needs is also broadly average.
- The proportion of pupils eligible to be supported by the pupil premium, which is extra government funding for certain pupils, including those who are known to be eligible for free school meals and children from the armed forces, is around the national average.
- The school has six classes including two mixed-age classes, Years 3/4 and Years 4/5.
- The current headteacher began her headship of the school just after the last inspection.

What does the school need to do to improve further?

- Improve pupils' attainment in writing further, especially for boys, by:
 - ensuring that the purposes for writing appeal to all pupils
 - providing more opportunities in different subjects for pupils to use prose and to write creatively
 - learning from approaches adopted by other schools and from locally outstanding schools
 - studying Ofsted's best practice guidance for writing
 - discussing regularly with staff the new initiative being undertaken in the school to improve writing in order to assess its effect and to enable staff to learn from one another.
- Increase the amount of outstanding teaching by:
 - ensuring that marking is more consistent in providing points for improvement and praising what the pupils have done well
 - increasing teachers' skills further in the use of modern technology when the teachers introduce learning to pupils
 - benefiting further from the partnership with other schools to share best practice and learn from one another.

Inspection judgements

The achievement of pupils is good

- When the children first start school, attainment overall is slightly below expectations for their age. They make good progress in the Early Years Foundation Stage in all their learning and reach above average levels by the end of Reception.
- Pupils continue to achieve well into Key Stage 1 where attainment is above average in reading, writing and mathematics. Reading is particularly strong; half the Year 2 pupils reached the higher level in 2012. Good teaching of phonics (linking letters and sounds), home support, regular opportunities to read in school, including reading comprehension activities, support good reading attainment. A very high proportion of Year 1 pupils reached the expected standard in the national phonics screening check.
- Good progress has filtered through the school resulting in much higher attainment in Year 6 where results in 2012 were above average. Current information on pupils' progress indicates that this is continuing. In 2012, half the pupils reached the higher level in English and mathematics and a tenth achieved Level 6 in mathematics. Mathematical investigations and good multiplication knowledge support the good attainment in mathematics. A much greater proportion of pupils made better than expected progress in mathematics than was the case nationally in 2012. Highest attainment is in reading where 70% of the pupils reached the higher level.
- Writing attainment, although above the national average, is not yet as strong as other core aspects because boys' writing is much weaker than that of the girls. Nevertheless, boys' attainment in English was better overall than nationally for boys. The same proportion of Year 6 pupils as nationally made better than expected progress in English.
- Pupils entitled to pupil premium funding and pupils who find learning difficult make similarly good rates of progress to others. One-to-one support and small-group provision are effective. The number of pupils entitled to pupil premium funding in the Year 6 group of pupils in 2012 was too small to compare their attainment meaningfully with national statistics.
- Pupils who join the school mid year and pupils from forces families make good progress. Pupils in the mixed-age classes also progress well.

The quality of teaching is good

- Teaching is good, with some very close to outstanding. Staff's respectful relationships with pupils and good management of them ensure a good atmosphere for learning which supports the pupils' good progress.
- The teaching of reading is good which results in high attainment in this aspect. Staff teach phonics well and grouping pupils by ability ensures pupils' needs are met effectively.
- Lessons are well planned, with different activities to match the needs of different abilities. In a Year 2 lesson, pupils wrote an account of their visit to an outdoor centre the previous day. In the introduction, the teacher produced photographs of the visit and the pupils put them in order before they wrote. This approach supported well their understanding of how to write events in order.
- Good use of brisk games helpfully secures the pupils' interest and engagement in the start of some lessons. Year 6 pupils had to think quickly of a synonym (similar meaning) as words which appeared on a screen. In a Year 2 mathematics lesson, pupils posed mathematical questions to discover a number which had been written down but hidden from them.
- Teachers use the teaching assistants well in support of pupils who need more help. They share the purpose of learning effectively with pupils so they are clear what is expected and can be successful in the activities.
- Staff research the content of lessons well, provide accurate information and answer pupils' questions as they arise. They check what the pupils are doing while they work and so deal with any misunderstandings quickly.

- Marking is up to date, but it is not always consistent in helping the pupils to improve their work or indicating where they have done particularly well. They do not always use the opportunities in different subjects for pupils to practise their writing skills creatively. Subjects chosen for writing do not always motivate boys enough. This slows the progress pupils make in writing.
- Staff's skills in using technology to provide a visual approach to learning vary. Particularly good practice was seen, including snippets of film and information projected onto a screen which added to the lesson's pace and interest. However, sometimes pace is affected when, for example, teachers write up things on the whiteboards during the course of lessons instead of printing out the information beforehand and projecting it onto the screen.

The behaviour and safety of pupils are good

- Pupils clearly enjoy school, shown in above average attendance. Pupils get along well together. One said, 'I really like coming to school and seeing all my friends.'
- Whilst occasionally pupils cause minor interruptions in lessons through not giving their full attention, behaviour is typically good in lessons, around the school and when at play. Pupils, parents and carers agree. There have been no racist incidents and few recorded behavioural incidents over time. Pupils know the behaviour code and the sanctions for inappropriate behaviour.
- Pupils understand the term 'bullying'. One said, 'It is when someone is physically or verbally hurting you.' They report that bullying is very rare and, if it ever occurs, is sorted out quickly.
- Pupils clearly enjoy assemblies which contribute well to pupils' spiritual, moral, social and cultural development. Pupils sing well in these, and with enjoyment.
- Pupils feel safe in school. 'Definitely,' they respond. Pupils know how to conduct themselves safely out of school. They recognise the importance of staying with a known adult or parent, crossing roads safely, not going with strangers nor giving out personal information. They understand the potential dangers of internet sites.
- Pupils appreciate the dangers of alcohol and tobacco and the importance of joining in after school activities, such as sport, to promote their health and widen their interests. They gain much enjoyment from these.
- Pupils are happy to undertake responsibilities and prepare the hall for assemblies. The school council's monthly tuck shop, stocked with Fairtrade produce, supports their understanding of justice well. Pupils are happy to be involved in local community activities, such as decorating the village Christmas tree.

The leadership and management are good

- The headteacher's good leadership has welded together a committed staff who work hard in the pupils' interests. They enjoy working at the school.
- The local authority's advice on literacy and support for writing has helped to improve attainment. Its support for the local group of schools has assisted the staff's professional development. It is involved with the headteacher's performance review and professional development.
- Reviews of staff members' performance during the year are well organised to include all staff. In instances where reviews have been delegated, the headteacher ensures that the quality of the targets is consistent. Targets are well written, linked to the Teachers' Standards. The degree of success towards them can be measured. A link with pay and performance is apparent.
- Pupil premium money is effectively spent on teaching assistants, one-to-one tuition, targeted group support and enrichment activities, supporting the pupils entitled to this funding and their good progress.
- The curriculum is developing well with good attention to core skills. It has a good balance, but there is further to go in developing a progression of skills in foundation subjects (subjects other than English and mathematics) as pupils move up through the school. Writing is not always

developed creatively enough through other subjects. Pupils have insufficient opportunities to plan investigations by themselves in science. These hinder the progress pupils make. Good use is made of visits, such as to an outdoor centre, to support pupils' learning.

- Safeguarding arrangements are secure. Staff are kept up to date with child protection training. The school maintains good records and checks of all staff and visitors who come into regular contact with pupils.
 - The school has good links with its local group of schools, including the secondary school whose English and mathematics staff work occasionally and profitably with able pupils. The school recognises that there is still scope to draw on the talent within this group of schools, and also from outstanding schools in the area, to share best practice and so to increase the amount of outstanding teaching in the school.
 - The school has identified writing as an area for development. However, opportunities have yet to be taken to drive improvements more rapidly, for example consulting the Ofsted website to examine documentation about outstanding practice in writing and to holding discussions about the new writing initiative so that staff benefit from each other's ideas.
 - **The governance of the school:**
 - Governors' skills are used well in the different committees and finance is well managed. Governors understand how pupil premium money is spent. They have a good grasp of how these pupils are progressing through the ongoing dialogue with the headteacher. Governors' links with subjects keep them informed of developments and their visits to school give them a useful perspective on the quality of teaching. They are developing their understanding of statistical information to assess the progress of pupils and to make national comparisons. Governors identify training courses which they would like to pursue and the training package for new governors helps them to understand their roles.
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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	123158
Local authority	Oxfordshire
Inspection number	402140

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	144
Appropriate authority	The governing body
Chair	Colin Robson
Headteacher	Vicky Sammon
Date of previous school inspection	13–14 July 2010
Telephone number	01793 782406
Fax number	01793 780495
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