

# Shawfield Primary School

Winchester Road, Aldershot, Hampshire, GU12 6SX

**Inspection dates** 16–17 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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 is well led and managed. The headteacher, ably supported by governors and the rest of the senior leadership team, has created a strong teaching force and a friendly and harmonious working atmosphere.
- Senior leaders check pupils' progress and the quality of teaching regularly in a relentless drive for continual improvement.
- Teaching is good across the school and some is outstanding. Teachers have established warm relationships with their pupils and plan lively and engaging lessons. Teaching assistants are deployed well to help pupils who need extra support.
- Pupils behave well in lessons and around the school. They get on well with each other and their teachers, and feel safe, secure and valued.
- Pupils make good progress and achieve well in all years. The standards they achieve have improved and are now broadly in line with national averages. Pupils quickly become fluent readers.
- A well-organised mentoring programme provides pupils with clear information about how well they are doing and steps on how to improve. It has been effective in accelerating pupils' progress.
- Children make good progress in the Early Years Foundation Stage. They settle in quickly and develop their reading, speaking and social skills well.

### It is not yet an outstanding school because

- Pupils are not always moved on to activities that really stretch them quickly enough.
- Achievement in writing lags behind achievement in reading. Pupils do not have regular enough opportunities to write in a range of subjects.
- When marking work, teachers do not always give pupils enough advice about what they need to do next to improve, particularly in mathematics.

## Information about this inspection

- Inspectors observed 16 lessons or parts of lessons, including five joint observations with senior leaders, and two assemblies. They also looked at pupils' written work.
- Meetings were held with school leaders, the Chair of the Governing Body and two other governors, and the school's improvement partner by telephone.
- Inspectors spoke to two groups of pupils and to others in lessons and around the school. An inspector heard some pupils read and spoke to them about reading.
- Inspectors took account of the 44 responses to the on-line questionnaire (Parent View), views expressed by one parent in a short discussion and those of some parents as they arrived with their children at school.
- They took account of 12 questionnaires returned by staff.
- Inspectors looked at a range of school documents, such as information about pupils' progress, the school's own evaluation of its performance and its improvement plan, evidence about monitoring and evaluating teaching, and records relating to behaviour, safeguarding and attendance.

## Inspection team

Jim McVeigh, Lead inspector

Additional Inspector

Clementina Olufunke Aina

Additional Inspector

## Full report

### Information about this school

- Shawfield Primary School is a smaller-than-average primary school. There is one class in every year from Reception to Year 6.
- The large majority of pupils are White British and a small minority are from Gypsy, Romany or Traveller backgrounds.
- The proportion of pupils supported by the pupil premium (extra government funding for pupils known to be eligible for free school meals, looked after children and children of service personnel) is above average. The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils who receive extra support through school action is well above average and the proportions supported through school action plus or with a statement of special educational needs are above average.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Improve the quality of teaching still further by making sure that teachers:
  - engage pupils in activities that really stretch them as soon as they are ready
  - include comments in pupils' written work in all subjects to advise pupils how to improve, and encourage them to reflect on and respond to those comments.
- Accelerate the progress pupils make in writing still further by ensuring pupils have more opportunities to write in different subjects and for a variety of purposes.

## Inspection judgements

### The achievement of pupils is good

- Pupils are making rapid progress in English and mathematics across all years. Progress in reading is particularly strong, reflecting the school's emphasis on the teaching of phonics (the sounds letters make), effective promotion of regular reading and a reading recovery programme. Gypsy, Romany and Traveller pupils and those for whom English is an additional language make similar progress to their peers.
- At the end of both Key Stages 1 and 2, pupils' attainment has been rising and is now broadly in line with national averages, except in writing in Key Stage 2 where it is below. The main reason for this is that pupils do not get enough opportunity to use and consolidate their writing skills across other subjects of the curriculum.
- Children begin school in the Reception Year with attainment notably lower than what is expected for their age across the areas of learning. They settle in well in response to a comprehensive induction programme, which involves parents closely. Children quickly develop their social skills and learn to get on happily with each other. A good range of stimulating activities, and a strong focus on developing communication skills through regular interaction with adults when they are learning through play, ensure children make good progress in speaking, listening and reading. Despite their good progress, children's attainment at the end of Reception is still lower than the national average.
- Pupils enjoy reading and most read regularly. Parents are encouraged to read with their children at home, although not all parents complete entries in children's reading diaries. As well as learning to read fluently, pupils speak with confidence.
- Disabled pupils and those with special educational needs are making good progress in English and mathematics. Their needs are identified accurately and teaching assistants support their learning well.
- The pupils who were eligible for the pupil premium in Year 6 in 2012 were two and three terms behind their peers in English and mathematics respectively, as measured by average point scores. This year, because of better targeted provision, the gap has closed in both subjects.

### The quality of teaching is good

- Teaching is good across the school and some is outstanding. Teachers are enthusiastic and usually plan lively lessons that engage pupils well. In a Year 3 mathematics lesson, pupils worked eagerly in small groups, working out quantities of materials needed for a party. Teachers maintain 'learning walls', showing important teaching points, to help pupils become independent learners.
- Teachers have good rapport with their classes. They question skilfully to extend pupils' understanding and provide good opportunities for them to discuss their ideas. Pupils explained their addition methods well to one another in a Year 4 lesson and then applied the method successfully in solving problems.
- Teaching assistants are deployed well in lessons to help particular groups and individuals. They are also effective in one-to-one sessions in supporting pupils in their next steps for improvement in reading and mathematics.
- In some lessons, introductions are long or pupils continue too long with activities that they have mastered before moving on to work that would really stretch them. Consequently, pupils do not always get to be active learners soon enough and progress is not as rapid as it could be.
- Each term, through the school's mentoring programme, pupils have the opportunity to discuss their progress with their teachers. They know how they are doing, and with the teacher's help set targets for future learning and decide on actions they can take to achieve them. This helps to promote greater responsibility and independence in pupils' own learning.
- Music is taught well at school. Pupils have good opportunities to play musical instruments and

sing in one of the school's three choirs. They take part in musical shows, such as 'Ye Ha', in a local theatre. This helps to develop pupils' confidence and build community spirit. The school has received the gold award in Sing Up, a scheme that celebrates pupils' singing.

- Teachers mark pupils' work frequently in all subjects. Marking is good in English, where teachers include comments about what pupils have done well and often indicate what they should do next to improve, although pupils do not always respond to this. Mathematics marking often lacks guidance or follow-up questions to promote further progress.

### **The behaviour and safety of pupils are good**

- Pupils' good behaviour helps the school to run smoothly and adds to the calm, purposeful atmosphere. All teachers follow the behaviour management system closely and little learning time is lost in correcting misbehaviour. Pupils think lessons are usually fun and interesting. They respect their teachers, listen carefully to them and cooperate well during group work.
- Around the school, pupils are courteous and generally considerate of one another's needs. The play areas are well monitored and contain a good range of activities for pupils. Shawfield buddies, a well-trained group of Year 6 pupils, look out for pupils who might be lonely or have no one to play with.
- At school, pupils feel safe, secure and valued. They have an adult to turn to if upset and know their teachers and other adults care about them. They know about bullying and, although it happens in school sometimes, they think their teachers sort it out quickly. Occasionally, learning in lessons is slowed down by the distracting behaviour of a few pupils.
- Pupils' spiritual, moral, social, and cultural development is promoted well, particularly through assemblies and religious education lessons. Pupils have good opportunities to learn about world religions, other countries and cultures, and reflect on war and injustice.
- Pupils are proud of their assertive mentoring folders that record their successes and targets for improvement. The mentoring programme, introduced two years ago, is helping pupils develop good attitudes to learning and take more responsibility for their own actions. One pupil said, 'It is helping me to know what to do and what to aim for.'
- Governors, parents, staff and pupils themselves agree that pupils behave well at school. The number of incidents of misbehaviour and exclusions has reduced and is now low.
- Attendance is promoted well and monitored closely. Overall attendance is average, but absence is highest for the Gypsy, Romany and Traveller group of pupils. The school has a strong home-school link with a dedicated member of staff to establish good levels of communication between families, the school and local authority services such as Traveller Education Support.
- Pupils learn about healthy living and are taught how to stay safe. They remember vividly their experiences at Sutton Life Centre about what to do when at risk, such as in the event of fire or coming face-to-face with a dangerous dog. They know how to stay safe when using the internet.

### **The leadership and management are good**

- Governors and staff have high expectations for the school and share the aim for it to become outstanding. The school is well led and managed. The headteacher generates enthusiasm and a family spirit within the school and is at the heart of an effective and caring teaching team. She is ably supported by the other members of the senior leadership team, who have clearly defined roles, in maintaining a friendly, harmonious and purposeful atmosphere in the school.
- Senior leaders are determined continually to improve teaching and accelerate the progress pupils are making. The quality of teaching is checked rigorously through regular lesson observations and detailed analyses of pupils' achievements. However, areas for improvement identified in lesson observations for a teacher are not always followed up well enough. Pupils' progress is central to the annual targets set for teachers.
- Staff and governors contribute to the school's improvement plan, which focuses on a few key areas for intense action. A professional development programme for teachers and teaching

assistants is linked closely to the areas identified for improvement and also to meeting staff's personal targets.

- Pupils' progress is monitored regularly and pupils who are not performing to their potential are given effective extra support. Pupils who are eligible for the pupil premium receive extra individual support in reading and writing, and funding for school visits and after-school clubs.
- The Early Years Foundation Stage is well led. Strong links are forged between parents and staff. Assessment is robust and is clearly used well in planning for children's progress. Arrangements for children moving into Year 1 are effective in ensuring a smooth transition. Similarly, smooth transitions are organised for movement from one class to the next one and then into secondary school.
- Pupils experience a broad and balanced range of subjects with a good focus on English and mathematics and there is a strong focus on equality of opportunity and zero tolerance of discrimination. Themes are used to connect subjects well and make learning meaningful. Classrooms are turned into exciting environments that reflect the current themes to stimulate the imagination, for example a tropical rainforest or a chocolate factory. A celebration of children's work rounds off each theme well, for example Year 3 pupils presented 'Celebrity Chefs' at the end of work on European countries.
- The school is determined to provide pupils with as wide a range of stimulating experiences as possible and organises a wealth of educational visits, including residential trips, such as to Swanage and the New Forest, and nights sleeping in the science museum and on the Golden Hind, to develop confidence and social skills. Visits to theatres and art events, as well as visits from sculptors and authors, further extend pupils' knowledge and experience of the world.
- The local authority gives light touch support to this good school.
- **The governance of the school:**
  - Governors have a good range of relevant skills and have attended training sessions to understand school data and their role. They support the school well and are actively involved in its strategic leadership. They take an active part in raising the awareness of the importance of school to parents and ensuring the school continues to be fully inclusive. They are well informed about the school's strengths, its areas for improvement and the quality of teaching through the headteacher's reports and their own regular, focused visits. Governors hold the leadership to account effectively and provide constructive challenge. They contribute to the management of the headteacher's performance and monitor decisions about teachers' movements up the pay scale. Governors ensure sound financial decisions are made and that the pupil premium is effectively spent. All statutory arrangements, including safeguarding, are securely in place.

## 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

<b>Unique reference number</b>	125028
<b>Local authority</b>	Surrey
<b>Inspection number</b>	412958

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	183
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Darren Speed
<b>Headteacher</b>	Lynn Tarrant
<b>Date of previous school inspection</b>	22 June 2010
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