

Shefford C.E. Primary School

Wantage Road, Hungerford, RG17 7DB

Inspection dates 20–21 January 2015

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

Summary of key findings for parents and pupils

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

- Leadership has not ensured teaching improves quickly. Evaluation of the performance of pupils has not taken enough account of those who are not making the expected progress.
- Teaching is not yet consistently good. Teachers do not expect pupils to work rapidly enough. The most able pupils are not always given work which stretches their learning.
- The progress of pupils is too variable. Where pupils' progress has been slow in the past, pupils are not making up ground quickly enough.
- Progress in writing is slower than in reading and mathematics. Pupils are not always confident using their spelling, grammar and punctuation across all their work. Consequently, too many pupils are working at levels below those expected for their age.
- The progress of groups of pupils, including disabled pupils and those with special educational needs and the most able pupils, is not rapid enough.
- Middle leaders have not had enough time or support to bring about improvements within their areas of responsibility.
- Governors have too readily accepted an overly positive view of the performance of pupils, without holding the school to account for the progress of pupils who have fallen behind.

The school has the following strengths

- Behaviour is good. Almost all pupils have very positive attitudes towards school and stay well focused on their work. Pupils feel safe. They are kind and cooperative with one another.
- Marking of pupils' work in English and mathematics has improved and more frequently gives pupils a clear idea of what they need to improve. Pupils now respond more often.
- Pupils feel happy and safe at school.
- The early years provision is led well, and good teaching ensures the youngest children enjoy learning and achieve well.
- Governors and leaders make sure that pupils are safe and adults understand their responsibilities regarding the safety, behaviour and attendance of pupils.
- The spiritual, moral, social and cultural development of pupils is a strength of the school and there are strong links with the community. They are well prepared for life in modern Britain.
- Parents and pupils have positive views about the school, particularly the way the staff know and care for the pupils.

Information about this inspection

- This inspection was carried out by one inspector. It was a coordinated inspection alongside the inspection of the other school in the federation, Chaddleworth St Andrew's CE Primary School.
- During the inspection, the inspector observed six lessons and carried out a number of other, shorter observations of learning. Two of the observations were done with the headteacher. The inspector looked at the work pupils were doing, and compared this with work they have done in their books over time.
- The inspector also visited Chaddleworth St Andrew's CE Primary School to observe the learning of pupils in Years 1, 2 and Reception. He discussed the evidence common to both schools with the other inspector.
- The inspector reviewed the school's work through a range of documents, including: the headteacher's report to governors; records and data discussed at meetings about pupils' performance; teachers' records about the performance of pupils; the headteacher's checks on the quality of teaching; and external evaluations about the work of the school.
- The inspector met with the headteacher, with staff and with pupils, to gather their views about the school. The inspectors from both schools met with a group of governors.
- The few responses to the online Parent View survey were noted. The inspector took account of the school's own survey and spoke to parents informally before and after school. The nine responses to a survey for staff were also considered.

Inspection team

Andrew Saunders, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a small school, well below the average size for a primary school. Pupils come from a wide area around the two villages of Great Shefford and Chaddleworth. The school is part of a hard federation with Chaddleworth St Andrew's CE Primary School. These schools have one headteacher and governing body. Other leadership roles are also shared.
- Reception and Key Stage 1 pupils registered at this school are educated at Chaddleworth St Andrew's CE Primary School, which is located about three and a half miles away. The early years provision is full time. Pupils in Key Stage 2, who are registered at Chaddleworth St Andrew's CE Primary School, are educated at the Shefford C.E. Primary School site.
- Most pupils are White British.
- The proportion of disabled pupils and those with special educational needs is about 10%, although this varies widely with different year groups. This is below average. A few pupils have complex behavioural needs.
- The proportion of disadvantaged pupils is close to 40%, but varies widely across different year groups. This is above average. These are pupils for whom the school receives additional funding from the government to support their achievement and development. This includes pupils who have been eligible for free school meals and children looked after by the local authority.
- In 2014 there were too few pupils in Year 6 to report on the floor standards. These are the government's minimum expectations for the progress and attainment of pupils.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good, by ensuring that:
 - learning moves on rapidly in all lessons, particularly in subjects other than English and mathematics
 - the most able pupils get on with work which stretches their skills and knowledge.
- Increase the rate and consistency of progress, particularly in writing, by:
 - improving pupils' confidence in using their spelling, grammar and punctuation skills across all their work
 - further accelerating the progress of all groups of pupils who have fallen behind, particularly disabled pupils and those with special educational needs.
- Improve the effectiveness of leadership and management by:
 - ensuring that senior leaders are realistic in their judgements when conducting the school's self-evaluation, and middle leaders have the time and support to bring improvements more quickly
 - making sure that governors more effectively hold the school to account for the performance of groups of pupils.

Inspection judgements

The leadership and management **require improvement**

- Leadership and management require improvement because efforts to improve teaching have not been effective quickly enough. Consequently, teaching is not consistently good and achievement requires improvement. The efforts of leaders across the school have not yet ensured that pupils make consistently good progress, particularly in writing. There is too much variation in the achievement of different groups of pupils and gaps are not narrowing quickly enough.
- The school self-evaluation by leaders has not taken enough account of pupils who are not making the progress they should. Consequently, governors have been given a view of the school which is too generous at times.
- Senior leaders and governors understand the need to close the gaps in the attainment of disadvantaged pupils and others in the school, and this is a priority for the school. The gap is narrowing for most pupils who are currently in the school, although there remain inconsistencies in writing and mathematics. Leaders are aware that some of the ways they have tackled this have not had as much impact as had been hoped.
- Middle leaders are not fully effective in bringing about the improvements that are needed, partly because they are new to their roles. While they are clear about what they need to do, leaders have not yet had the time and support necessary to make sure that teaching and learning are consistently effective. Improvements in the teaching of mathematics show that they have the capacity to bring about the changes needed, but recent approaches introduced to improve writing are not as effective.
- The school's efforts to improve the behaviour of pupils have been effective, particularly for those who have challenging behaviour.
- Leaders ensure that they emphasise the importance of being at school regularly, and they address any attendance which is below average. Consequently, pupils' attendance has improved and is average.
- The school makes sure that the curriculum gives pupils interesting topics to study, and that they practise their skills across a range of tasks. Teachers make sure they cover all the required subjects in the National Curriculum, but not always in sufficient depth to make good gains in pupils' knowledge and skills. There are also not enough opportunities for the most able pupils to do work which broadens their experience of using their more advanced skills.
- Leaders make sure that pupils develop their understanding of different cultures, religions and lifestyles. They promote core values such as honesty, respect and tolerance so that pupils are well prepared for life in modern Britain.
- Senior leaders, actively supported by governors, ensure that the spiritual, moral, social and cultural development of pupils is a strength of the school. This helps to promote a harmonious community. Pupils enjoy the range of clubs and activities they can do, including chess and gardening.
- Staff work well as a team and morale is high. Pupils value the opportunities the school provides for them because staff ensure that pupils have equal opportunities to participate in activities. However, the school is less successful in making sure that disadvantaged pupils, disabled pupils and those with special educational needs achieve as well as others.
- The school uses the additional sport funding to train staff and to give the pupils experience of expert gymnastics coaching. It also enables pupils to take part in inter-school competitions and activities. Consequently, pupils view physical education and staying healthy very positively.
- Parents who responded to the school's own survey, and those spoken to by the inspector, have very positive views about the school. They feel that they get plenty of information about how well their children are learning, and say that the school manages the complexities of the two sites very well. There are good links with parents, for example to help them understand how the school teaches mathematical calculations.
- The local authority has supported the school considerably since the previous inspection, helping to train governors and checking the accuracy of teachers' views about pupils' performance. As well as the very close links within the federation, the school works with other local schools to help staff identify best practice.
- **The governance of the school:**
 - Governors get regular reports from the headteacher about the quality of teaching and they recognise that teaching is improving. However, they have not always held the school to account for the progress of groups of pupils. They have too readily accepted the positive views from senior leaders and have not sufficiently challenged the school where data show progress is slow or how these reflect the quality of teaching. Following a review of governance, governors have undertaken training to develop their skills

and are now taking action on the issues raised.

- Minutes from governors' meetings show that governors ask challenging questions about how funding has been spent, including the sport funding and the pupil premium. However, they have not been successful in making sure that disadvantaged pupils make sufficiently rapid progress to narrow the gap in their attainment and catch up with others. Governors understand that the performance of pupils should inform any decisions they make about pay awards for teachers.
- Governors understand well their roles and responsibilities. They help to make sure that the federation arrangements work smoothly and that there are effective links with the parents and local communities around the school. They ensure that the policies and procedures to keep pupils safe, including checks on adults working at the school, fully meet the statutory requirements.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good because almost all pupils are keen to focus on their work and readily get on with the tasks they are given to do. They work together cooperatively and help one another check their work and find things to improve. They like helping to decide if they have reached the targets which have been set for them, and this gives them a good understanding of how well they are doing.
- Pupils of all ages are taught to show respect to one another and towards adults. They are very polite and courteous. They are a close-knit community and get along very well. Older pupils go out of their way to help younger pupils and to be kind to them. Federation days, where they all work together, give pupils a chance to develop these relationships and share their learning.
- Parents, staff and pupils say that behaviour is good and that any inappropriate behaviour is managed effectively. The school's records show that the staff respond decisively and appropriately where pupils need firm support.
- Behaviour is not outstanding because pupils do not always maintain their sense of urgency about working hard when they are working without supervision. At times they are too content with a leisurely pace of work. There are a few pupils whose behaviour is challenging at times and who require support from the adults around them to manage this.
- Pupils are proud of their school and appreciate the support and encouragement they get. For example, pupils particularly like the awards they get for reading regularly.

Safety

- The school's work to keep pupils safe and secure is good because pupils are well informed about the dangers they might face, and how to keep themselves safe. For example, they know about the dangers strangers may pose, and how to be careful when using the internet.
- Parents and pupils say that the school makes sure there is always an adult willing to listen and to help them. Arrangements at the start and end of the day are carefully organised so that pupils are safely transported to school and between the two schools.
- Adults are vigilant in the way they supervise pupils in lessons and during free time. They make sure that rewards and sanctions are used consistently to encourage good behaviour and that health and safety procedures are in place and reviewed regularly.
- Pupils say that bullying of any kind is rare, and that if it ever happened, adults would deal with it quickly. They understand that bullying could be verbal, racist or cyber bullying, and they are confident they know how to report it.

The quality of teaching

requires improvement

- The quality of teaching is inconsistent. Work in pupils' books, discussions with pupils and the headteacher's checks on the quality of teaching highlight these inconsistencies. Where issues have been identified, improvements are being introduced but are slow to take effect.
- Teachers do not always have high enough expectations of how much work pupils can complete, or of the quality of their work. Pupils do not make as much progress as they could because they do not have a sense of urgency, particularly in their writing. Work in pupils' books shows that pupils do not always get enough work done, particularly in subjects other than English and mathematics. Some careless mistakes are allowed to continue for too long. Older pupils do not have a sufficiently strong knowledge of spelling, grammar and punctuation to write confidently at a good standard. This means progress is too variable.
- Improvements in teaching are most evident in mathematics and in reading, when teaching the sounds

that letters make (phonics), and for some disadvantaged pupils. The quality of marking has also improved. There are examples of comments that help pupils know precisely what they need to do to improve. This is particularly evident in mathematics and English. However, comments in other books are largely encouraging but do not often enough tell pupils how to improve their work.

- The individual learning plans that have been introduced give teachers, pupils and parents a useful framework around which to discuss pupils' progress. As these become embedded they are helping to focus attention on where each pupil needs to make the most gains.
- The most able pupils do get work which is more challenging than for other pupils, but even this is not always hard enough for them. There are times when they are expected to do lots of examples of work they are already confident with, or to sit through explanations where they already understand what they need to do.
- The teaching of disabled pupils and those with special educational needs is closely tailored to their particular needs and ensures they develop basic skills in reading, writing and mathematics. However, the teaching for these pupils also requires improvement. It does not always ensure that their progress accelerates sufficiently to overcome the issues they face and close the gaps with their classmates.
- Teaching of reading is a strength of the school. From an early age, pupils are taught phonic skills effectively so they gain confidence in reading unfamiliar words. Pupils of all ages enjoy reading and there are plenty of books available of different genres and topics to engage their interest. Those who need it get additional help to make sure they have the reading skills they need.
- All adults work together to promote good behaviour from the time pupils join the school. They have positive relationships with the pupils, so pupils are keen to please their teachers. These good attitudes mean pupils work together well, listening to, and respecting, others' views.

The achievement of pupils

requires improvement

- Over time, the achievement of pupils has been variable. Too many pupils do not make enough progress, particularly in their writing. Work in pupils' books and the school's records show that progress is not consistent or sustained enough to judge that achievement is good.
- Pupils currently in Year 6 are making up some ground as teaching improves, particularly in their reading and mathematics. However, too many of these pupils have previously made slow progress and the work in their books shows that current progress is not yet rapid enough to overcome this. Other pupils are also making better progress because of the improvements in teaching. For example, pupils are more confident writing descriptively, and in recording their mathematics. The school's recent focus on using a consistent calculation policy when teaching mathematics means pupils are more secure about how to tackle mathematical problems.
- National tests at the end of Year 6 and the school's records show that while standards rose slightly from low levels in mathematics and reading, they have declined in writing. In 2014, pupils in Year 6 reached standards which were well below the national expectations. From their starting points, they had made the expected progress, despite many experiencing considerable challenges outside of school. However, too few made better than the expected progress to raise standards more quickly.
- The standard of phonics is improving because these skills are taught well. Pupils tackle complex words, pronounce them accurately and quickly become enthusiastic, confident readers.
- The progress of disabled pupils and those with special educational needs is similar to their classmates and requires improvement. While these pupils are supported through programmes of work which are carefully evaluated, the school recognises that these have not always had as much impact as was hoped. Adults working with pupils who have complex behavioural needs provide caring pastoral support and clear expectations, so that these pupils develop their self-confidence. Teachers make sure these pupils participate fully in all the opportunities the school offers.
- In some year groups, there are high proportions of disadvantaged pupils within small year groups, which also have pupils with special educational needs. This means that data about their progress and attainment need to be considered with caution. It is not possible to compare the performance of these pupils in 2014 with others without identifying individuals. Nevertheless, the progress of disadvantaged pupils requires improvement. The school's record shows that, more widely, the gap in attainment between disadvantaged pupils and others in the school is not closing quickly enough.
- While the progress of the most able pupils is improving, it is inconsistent because they do not have enough opportunities to work at the highest levels. Consequently, too few attain the higher levels at the end of Year 6.

The early years provision is good

- With very small numbers of children joining the school in Reception, their skills and knowledge vary widely. Last year there were very few children registered for this school in Reception. Over time, children usually join the school in Reception with skills and knowledge which are in line with those typical for their age. However, their personal and social skills are often below those that would be typical.
- The leadership of the early years is good. Staff are well trained and conscientious in keeping children safe. Parents say the teacher and teaching assistants are very supportive and give them plenty of information about their children's learning. Children settle into the routines and expectations quickly and develop their self-confidence to learn and interact with one another. Children feel safe because adults help them think about this carefully.
- Children make good progress in all their areas of learning because the adults make good use of stimulating resources and facilities. However, the use of the outdoor area is not as well developed as indoors.
- The teacher and teaching assistant ask good questions of the children to check what they know and then help them to learn and develop further. Good teaching means most children achieve well. Most reach a good level of development, and some exceed this, by the time they join Year 1. Opportunities to interact with older pupils alongside them in the class mean children are well prepared for learning in Year 1.
- Adults have high expectations, and develop warm and supportive relationships with the children. Children know what is expected because there are regular routines and adults promote respect for each other's efforts. Consequently, children behave well and enjoy their learning. They particularly like working together and help each other learn.
- Good teaching ensures that children are encouraged to talk, discuss their ideas, and develop their language and understanding. For example, children particularly enjoyed practising and extending their writing skills about 'people who help us', and in their role play about the 'doctor's surgery'. The children's enthusiasm shows their eagerness to learn.
- Adults carefully observe and record how well each child is learning in 'learning journals'. These include parents' views and give a helpful picture of children's development.

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	109975
Local authority	West Berkshire
Inspection number	453444

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	28
Appropriate authority	The governing body
Chair	Rev Mary Harwood
Headteacher	Remus Sawyerr
Date of previous school inspection	23–24 January 2013
Telephone number	01488 648657
Fax number	01488 649562
Email address	office@csf.w-berks.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

